

# Sibsey Free Primary School Pupil Premium Funding Report 2019-2020

## 1. Summary information

The percentage of disadvantaged pupils at Sibsey Free School achieving the expected standard or better in reading, writing and maths at the end of KS1 and KS2 is approximately similar to the national figure over a three-year trend, as is the proportion of pupils achieving GLD at the end of EYFS. There is a great deal of variability in the figures due to the relatively low number of disadvantaged pupils attending our school; if an average is taken over the three years in order to reduce this variability, the percentage of pupils achieving the expected standard or better exceeds the national average in all three assessed year groups.

Lockdown has presented specific barriers to learning for children in disadvantaged groups this year; we have worked to mitigate the extra challenges presented during this period by measures including ensuring all disadvantaged children were offered a place at school, regular welfare telephone calls to children working at home and provision of equipment to support home learning where appropriate.

<b>School</b>	<b>Sibsey Free Primary School</b>				
<b>Academic Year</b>	2020-2021	<b>Total PP budget</b>	£35140	<b>Date of most recent PP Review</b>	Nov 2019
<b>Breakdown of spending</b>	<b>In class and intervention support: £34229    Extra-curricular and funded activities: £170    Free school milk: £317    Equipment to support home learning: £234    Staff training: £190</b>				
<b>Total number of pupils</b>	166	<b>Number of pupils eligible for PP</b>	27	<b>Date for next internal review of this strategy</b>	July 2020
		Correct at Spring Term 2020			

## 2. Current attainment

	<i>Pupils eligible for PP</i>			<i>Pupils not eligible for PP (national average 2019)</i>		
	<b>EYFS</b>	<b>KS1</b>	<b>KS2</b>	<b>EYFS</b>	<b>KS1</b>	<b>KS2</b>
<b>% achieving expected standard or above in reading, writing &amp; maths (EYFS – % achieving GLD)</b>	50%	50%	67%	71.8%	65%	65%
<b>% making expected progress in reading (as measured in the school)</b>	50%	50%	100%	76.9%	75%	74%

% making expected progress in writing (as measured in the school)	50%	50%	67%	73.7%	69%	79%
% making expected progress in mathematics (as measured in the school)	50%	50%	100	79.8%	76%	79%

## CONTEXT

### Main focus for 2019/2020

- To further improve monitoring of children in disadvantaged and HA groups.
- To further improve attendance amongst disadvantaged children.
- To provide extra-curricular opportunities for disadvantaged and HA children to provide stretch and challenge, and improve interest and engagement with the curriculum.
- To monitor and improve provision across the school for disadvantaged children, with the intention of improving outcomes in their progress and achievement.

### Strengths:

- 2019 Summer Assessments in EYFS and KS1 show disadvantaged children exceeding national averages for achieving the expected standard or better.

### Areas for development:

- Data shows that the numbers of disadvantaged and SEN children achieving the higher standard is lower than the national average.
- Data for KS2 shows that the numbers of disadvantaged and SEN children achieving the expected standard is lower than the national average.

#### **LONG-TERM PLAN (3-5 YEAR TIMESCALE):**

- 1. To show a clear trend in improved progress and outcomes for disadvantaged children in end of key stage assessments, particularly KS2.**
- 2. To improve the attendance of disadvantaged children.**
- 3. Disadvantaged and HA children have a broad and rich range of activities available to them through the curriculum and extra-curricular opportunities, which impacts positively upon their attitude to school and learning.**

#### **PRIORITIES (1 YEAR TIMESCALE):**

- 1. To monitor outcomes for groups of children within the school (Disadvantaged, HA/G+T, EAL, SEN) and to provide reports to HT, SLT and governors.**
- 2. To monitor the provision for disadvantaged children and to work with teachers to ensure that provision is improving outcomes for these children.**
- 3. To work with HT to monitor attendance of disadvantaged children and the impact of actions taken to improve attendance.**
- 4. To provide opportunities for extra-curricular activities for HA and disadvantaged children and to monitor the impact of these activities on children's enjoyment of school and attitudes to learning.**

**PRIORITY 1: To monitor outcomes for groups of children within the school (Disadvantaged, HA/G+T, EAL, SEN) and to provide reports to HT, SLT and governors.**

Targets	Actions to be taken	By whom	By when	Success criteria	Monitoring	Evaluation
To provide accurate and easily interpreted reports containing all of the relevant data for all groups.	Complete tables and reports showing accurate data.	MLE	At the end of the Autumn, Spring and Summer Terms.	HT, SLT and governors are kept informed of the progress of groups each term.	HT, SLT and governors.	Reports have been produced throughout the year which compare the progress and attainment of children in the identified groups with the progress and attainment of children both in school cohorts and nationally. Information regarding PP spending on the website is up to date, accurate and meets statutory requirements.
To complete the statutory reporting of PP spending.	Complete PP report containing all required information.	MLE	Autumn Term	Governors, HT and SLT have accurate report regarding PP spending.	HT, SLT and governors.	
PPM to be held regarding progress of disadvantaged pupils.		GW, MLE		Information on website regarding PP spending meets statutory requirements.		

**PRIORITY 2: To monitor the provision for disadvantaged children and to work with teachers to ensure that provision is improving outcomes for these children.**

<b>Targets</b>	<b>Actions to be taken</b>	<b>By whom</b>	<b>By when</b>	<b>Success criteria</b>	<b>Monitoring</b>	<b>Evaluation</b>
<p>To ensure that provision for disadvantaged children is having a measurable impact on progress.</p>	<p>Records to be kept of intervention and in class provision for disadvantaged children.</p> <p>Impact to be monitored through aims of intervention being fulfilled and outcomes for children.</p> <p>MLE to work with teachers, HT and SLT to help find solutions where children are not making progress.</p> <p>Learning walks to see provision in action.</p>	MLE	By Summer Term 2020	<p>Intervention and in-class provision is demonstrably improving progress and outcomes for disadvantaged children.</p> <p>There is a clear and up-to-date record of all provision for disadvantaged children across the school.</p>	HT, governors and SLT	<p>During Autumn Term, GW, MLE and AS worked together to establish clear definitions of the groups within the school. Learning walks and data monitoring were undertaken in the Autumn Term to obtain a clear picture of the current provision for disadvantaged children. During the Autumn Term and Spring Term, data was collected regarding which interventions are in place across the school and their impact. However, the lockdown at the end of Spring Term impacted upon the implementation of using the data to ensure that intervention is achieving the maximum impact, and this action will now be taken forward into the next academic year.</p>

**PRIORITY 3: To work with HT to monitor attendance and the impact of actions taken.**

**Member of staff responsible: Graeme Wright and Mary Ennis**

Targets	Actions to be taken	By whom	By when	Success criteria	Monitoring	Evaluation
<p>To ensure that measures taken to improve attendance are having an impact.</p> <p>To improve attendance across the school including that of disadvantaged children.</p>	<p>Attendance policy updated.</p> <p>Rewards for good attendance to highlight and reward attendance.</p> <p>Attendance of children with 94% or less to be discussed at parents' evenings.</p>	<p>GW</p> <p>GW</p> <p>MLE</p> <p>Teaching staff.</p>	<p>Sept 19</p> <p>Throughout academic year.</p> <p>Ongoing.</p> <p>Parents' evenings.</p>	<p>Actions are taken to highlight the issue to parents when attendance falls below 95%.</p> <p>Updated attendance policy in place.</p> <p>Attendance to be closely monitored to ensure positive impact of actions taken.</p>	<p>HT, governors and SLT</p>	<p>The attendance policy was updated and adopted in Autumn Term.</p> <p>Attendance highlighted on 'short reports' in December and where a matter of concern, discussed at the January parents' evening.</p> <p>Attendance was closely monitored during the lockdown period and places at school offered after June 1<sup>st</sup> to 100% of disadvantaged children; 37% accepted the offer and began attending school regularly for the remainder of the Summer Term. Regular welfare phone calls home have been made to children not attending school.</p>

**PRIORITY 4: To provide opportunities for extra-curricular activities for HA and disadvantaged children and to monitor the impact of these activities on children's enjoyment of school and attitudes to learning.-**

Targets	Actions to be taken	By whom	By when	Success criteria	Monitoring	Evaluation
<p>To increase engagement with learning and stretch and challenge available to HA and disadvantaged children.</p>	<p>Clubs and activities such as science clubs and forest school club are provided, some with attendance specifically targeted towards disadvantaged or HA groups.</p> <p>Monitoring of activities undertaken by children in these groups to ensure all receive these opportunities.</p>	<p>Teaching staff, outside agencies such as JB sports.</p>	<p>Ongoing.</p>	<p>All disadvantaged and HA children will have been involved in enrichment activities throughout the year.</p> <p>Pupil interviews show a positive impact on children's attitudes and enjoyment.</p>	<p>HT and SLT</p>	<p>Register of opportunities and uptake by children in identified groups kept by MLE. Children had access to a wide range of clubs and extra-curricular activities during the year including sporting clubs and enrichment days, science clubs and musical drama. In some instances, membership of a club was paid for from pupil premium funding. Disadvantaged children took part in a variety of activities which led to our successful award of the School Sports Gold Mark this year. Lockdown impacted on some planned activities and clubs due to take place in the Summer Term.</p>