

# Icklesham Pupil Premium Strategy Report 2019-2020

**Our Vision**  
**A – Aspire**  
**B – Believe**  
**C – Care**



## 1. Summary information

### The Pupil Premium Grant

The Pupil Premium Grant (PPG) is additional funding given to schools so that they can support particular groups of pupils who are known to be at risk of underachievement and to help schools to close the attainment gap between those pupils and their peers. The Pupil Premium Grant is allocated to schools for pupils, in Years R to 11, who are known to be eligible for free school meals (FSM) or who have been eligible for FSM in the past six years (Ever 6). The Pupil Premium in 2018-2019 is £1320 per pupil, the same as in 2017/18. Pupil Premium is also allocated for children who have been looked after by the local authority (CLA). In East Sussex Pupil Premium for CLA is managed by the Virtual School for Children in Care. Pupil premium for CLA is £2300 per pupil in 2018-2019. In 2017-2018 this was £1900. Pupil Premium Grant is also paid for children whose parents are currently in the Armed Forces. This premium is £300.

<b>School</b>	Icklesham Church of England Primary School				
<b>Academic Year</b>	2019-2020	<b>Total PP budget</b>	£23,760	<b>Date of most recent PP Review</b>	N/A
<b>Total number of pupils</b>	121	<b>Number of pupils eligible for PP</b>	18	<b>Date for next internal review of this strategy</b>	March 2020

## 2. Current attainment 2018-2019 Academic Year

<b>End Of Key Stage Data</b>	<i>Pupils eligible for PP (school) MJF, LJ,B</i>	<i>Pupils not eligible for PP (school)</i>	<i>Pupils not eligible for PP (national)</i>
KS2 RWM Combined	0 (Possible outcomes 0, 33, 66, 100)	83%	71%
KS2 RWM Greater Depth	0 (Possible outcomes 0, 33, 66, 100)	22%	13%
KS1 – KS2 Reading Progress	-2.1	+0.6	+0.3
KS1 – KS2 Writing Progress	-3.5	+2.7	+0.2
KS1 – KS2 Maths Progress	-3	0	+0.3
KS1 RWM combined	50% (0, 50, 100)	79%	No national data
KS1 RWM Greater Depth combined	0 (0, 50, 100)	32%	No national data
EYFS GLD	100% (0, 100)	86%	81%
EYFS Average Point Score	41	38.6	35.1

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Early Intervention to remove barriers such as Speech and Language skills, low physical and sensory development which impact on reading and writing development throughout KS1, low parental engagement and low reading.	
<b>B.</b>	Awareness and use of Independent learning styles (including meta-cognition, self-regulation, use of feedback, collaborative learning and peer tutoring) in particular for higher achieving pupils who are eligible for pupil premium. Developing deeper learning that sticks in maths. Training ongoing.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>C.</b>	Attendance and Punctuality for the SEND and pupil premium group, lower and middle achieving group.	
<b>D.</b>	Mental Health and well-being for some pupils so that they are ready to learn in school	
<b>E.</b>	Parental engagement (ability to support and guide, supportive relationship with the school, knowing the child as a learner) in particular for higher achieving pupils who do not reach the higher attainment outcomes at KS1 and KS2 and lower achieving pupils who do not reach the expected level at KS1 and KS2.	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Speech and Language support enables pupils to achieve at least expected outcomes at EYFS and KS1 and KS2. Physical and sensory support enables pupils to achieve at least expected outcomes in writing at EYFS and KS1.	Pupils eligible for pupil premium in EYFS, KS1 and KS2 make rapid progress so that they meet the expected outcomes by the end of the year, or are on track to do so by the end of the next Key Stage.
<b>B.</b>	Improve attainment at EYFS, KS1 and KS2. All pupil premium pupils reach the expected attainment outcomes at EYFS, KS1 and KS2. Higher achieving pupil premium pupils reach the higher attainment outcomes at EYFS, KS1 and KS2.	Where prior attainment is low, pupils make rapid progress so that they meet the expected outcomes by the end of the year, or are on track to do so by the end of the next Key Stage. Where prior attainment is high pupils eligible for pupil premium make progress in line with their higher achieving peers, so that they meet the higher attainment outcomes by the end of the year, or are on track to do so by the end of the next Key Stage.
<b>C.</b>	Raise attendance for the pupil premium group to meet the school target of '96% and above' attendance for the year 2019-2020.	Pupils eligible for pupil premium attend school regularly and access learning. They make progress in line with, or greater than their peers so that they meet the expected outcomes by the end of the year, or are on track to do so by the end of the next Key Stage.
<b>D.</b>	Pupils' mental health and well-being improves such that pupils are ready to learn in school.	Pupils eligible for pupil premium make progress in line with or greater than their peers so that they meet the expected outcomes by the end of the year, or are on track to do so by the end of the next Key Stage.

<b>E.</b>	Parents and carers have all the information they need to be able to support their child's attendance and learning.	Pupils eligible for pupil premium make progress in line with or greater than their peers so that they meet the expected outcomes by the end of the year, or are on track to do so by the end of the next Key Stage. Pupils eligible for pupil premium attend school regularly and access learning.
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<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2019-2020</b>				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>A.</b> Speech and Language support enables pupils to achieve at least expected outcomes at EYFS and KS1.	EYFS and KS1 TA to attend speech and language sessions with therapist Skills used implemented in class with all pupils and in further 1-1 sessions with pupils.	Speech and Language CPD and intervention has supported pupils to come off SEND support and meet expected and higher expectations over the past two years. Improved identification and early intervention.	SENCo monitor access, intervention and progress of pupil premium pupils	LM SENCo	Term 2, 4 and 6
<b>A.</b> Physical and sensory support enables pupils to achieve at least expected outcomes in writing at EYFS and KS1.	CPD for EYFS staff. Learning to be implemented across EYFS setting.	Jump Ahead program has improved outcomes for pupils over the last two years. Improved identification and early intervention.	SENCo monitor access, intervention and progress of pupil premium pupils	LM SENCo	Term 2, 4 and 6

<p><b>B.</b> Improve attainment at EYFS, KS1 and KS2. All pupil premium pupils reach the expected attainment outcomes at EYFS, KS1 and KS2. Higher achieving pupil premium pupils reach the higher attainment outcomes at EYFS, KS1 and KS2.</p>	<p>Develop whole school understanding and use of the following approaches: Meta cognition and self-regulation, learning to learn skills, growth mindset. Pupils can explain their learning, progress and achievements and identify their next steps. Pupils can independently identify and use learning to learn skills to overcome barriers to achievement. Feedback develops a reflect and respond model, including teacher pupil conferencing, in particular in recovery priorities for each class.</p>	<p>EEF research Whole Education Network - Spirals of Enquiry Deeper Learning approach to the curriculum Meta-cognition and self-regulation Collaborative learning Feedback – Reflect and Respond Whole Education Network - Spirals of Enquiry research based model – identify and implement pupil voice led improvements to learning and improvements in writing</p>	<p>Whole school approach Monitored by aspect Leads:</p>	<p>Spirals – KI, SC, PR,  Deeper Learning – Teaching for Mastery Maths – AC  Growth Mindset – AC  Feedback – SC Meta-Cognition and self regulation SC and KI</p>	<p>Terms 2, 4, 6</p>
<p><b>B.</b> Improve attainment at EYFS, KS1 and KS2. All pupil premium pupils reach the expected attainment outcomes at EYFS, KS1 and KS2. Higher achieving pupil premium pupils reach the higher attainment outcomes at EYFS, KS1 and KS2.</p>	<p>Rich and engaging curriculum opportunities including outdoor learning. Participation rates Parental Engagement</p>	<p>Deeper Learning across a broad and balanced curriculum  Parental Engagement in pupils learning and attendance  Parental support for pupil specific target skills e.g. phonics, reading comprehension strategies, maths.</p>	<p>Monitor attendance and engagement of parents to:  Whole school approach to engaging parents in the whole curriculum</p>	<p>PR Head Teacher  Spirals –PR,</p>	<p>Terms 2, 4, 6</p>

	<b>Total budgeted cost</b>	<p>TA time for speech and language £600</p> <p>TA time for Jump Ahead and Sensory Circuits £300</p> <p>Teaching and Learning approaches including additional support time for reflect and respond feedback, speech and language, jump ahead and sensory circuits £12000</p> <p>Curriculum Enrichment £1390</p> <p><b>Total £14,290</b></p>
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**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>A.</b> Speech and Language support enables pupils to achieve at least expected outcomes at EYFS and KS1.	1-1 sessions with Speech and Language Therapist	Expert medical intervention	Monitoring reports and individual progress reports	LM SENCo	Term 2, 4, 6
<b>A.</b> Physical and sensory support enables pupils to achieve at least expected outcomes in writing at EYFS and KS1.	Small Group and 1-1 interventions using Jump Ahead and Sensory Circuits training with identified pupils	Jump Ahead and Sensory Circuits approach has supported pupils to improve writing skills over the last four years.	Monitor implementation and outcomes	SC Deputy Head Early Years Lead	Term 2, 4, 6

<p><b>B.</b> Higher attainment at EYFS, KS1 and KS2. All pupil premium pupils reach the expected attainment outcomes at EYFS, KS1 and KS2. Higher achieving pupil premium pupils reach the higher attainment outcomes at EYFS, KS1 and KS2.</p>	<p>Booster Classes</p>	<p>1-1 and small group tuition EEF</p>	<p>Monitoring outcomes for identified pupils  Early help meetings for identified families looking at a specific focus</p>	<p>PR Head Teacher</p>	<p>Term 2, 4, 6</p>
<p><b>Total budgeted cost</b></p>					<p>Speech and Language Therapy/ advice Cost £3000  Jump Ahead £1000  Booster £1260  Early Help £450  <b>Total £5710</b></p>
<p><b>iii. Other approaches</b></p>					
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>What is the evidence and rationale for this choice?</b></p>	<p><b>How will you ensure it is implemented well?</b></p>	<p><b>Staff lead</b></p>	<p><b>When will you review implementation?</b></p>
<p><b>C.</b> Raise attendance for the pupil premium group to meet the school target of '96% and above' attendance for the year 2020-2021.</p>	<p>In school target setting. Whole school approach followed by graded interventions of those at risk of falling behind 90%, 92% and 96% attendance. School meetings and County ESBAs team interventions to support families towards improved attendance.</p>	<p>EEF evidence of attendance intervention Improvements from 2016-17 and 2017-2018 in persistent absence from 17% to 7%.</p>	<p>Monitoring information shared with all parents each term. Referred families termly meetings or more frequent if required. Governor monitoring three times per year.</p>	<p>PR Head Teacher</p>	<p>Terms 1, 2, 3, 4, 5, 6</p>

<p><b>D.</b> Pupils' mental health and well-being improves such that pupils are ready to learn in school.</p>	<p>Specific individual referrals to professional services Camhs, EFT, NHS services. In school support via whole school and individual Thrive.</p>	<p>Social and emotional learning support evidence EEF. Pupils make progress so that they meet expected outcomes over the last two years of Thrive and Copes approaches.</p>	<p>Monitoring of interventions. Progress reporting from external services and internal Thrive system.</p>	<p>LM SENCo</p>	<p>Term 2, 4, 6</p>
<p><b>E.</b> Parental engagement (ability to support and guide, supportive relationship with the school, knowing the child as a learner) in particular for higher achieving pupils who do not reach the higher attainment outcomes at KS1 and KS2 and lower achieving pupils who do not reach the expected level at KS1 and KS2.</p>	<p>Additional time and support given to parents and carers in order to ensure they have all the information they need re home learning, attendance and reading.</p>	<p>Early help and face to face support for parents has high impact initially and high impact overall when closely monitored. Pupils report changing attitudes at home to the importance of attendance and homelearning.</p>	<p>Regular written reports and feedback to parents 3x per year for all and additional meetings for those in need.</p>	<p>PR and Class Teachers</p>	<p>Term 2, 4, 6</p>
<p><b>Total budgeted cost</b></p>					<p>School Attendance Officer Costs £1000</p> <p>Thrive training £300</p> <p>School Costs Thrive £1800</p> <p>Introduction of Lego therapy £660</p> <p><b>Total £3760</b></p>



<b>6. Review of expenditure</b>				
<b>Previous Academic Year</b>		<b>2018-2019 (Impact Data on Page 1 and 2)</b>		<b>Total Cost £24,740</b>
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
<b>A.</b> Speech and Language support enables pupils to achieve at least expected outcomes at EYFS and KS1.	EYFS and KS1 TA to attend speech and language sessions with therapist Skills used implemented in class with all pupils and in	Speech and Language CPD and intervention has supported pupils to come off SEND support and meet expected and higher expectations over the past three years following improved identification and early intervention.	Excellent impact and therefore value for money. TA training as part of this support has also provided skilled support in class. Continue approach. NB currently NHS is unable to provide Speech and Language traded service to schools.	<b>£600</b>
<b>A.</b> Physical and sensory support enables pupils to achieve at least expected outcomes in writing at EYFS and KS1.	CPD for EYFS staff. Learning to be implemented across EYFS setting.	Jump Ahead program has improved outcomes for pupils over the last three years. Improved identification and early intervention. Sensory Circuits and Jump Ahead combined impact on writing at EYFS and KS1. (See progress and attainment Data on Page 2)	Excellent impact and therefore value for money. Continue approach.	<b>£330</b>

<p><b>B.</b> Improve attainment at EYFS, KS1 and KS2. All pupil premium pupils reach the expected attainment outcomes at EYFS, KS1 and KS2. Higher achieving pupil premium pupils reach the higher attainment outcomes at EYFS, KS1 and KS2.</p>	<p>Develop whole school understanding and use of the following approaches:</p> <p>Meta cognition and self-regulation, learning to learn skills, growth mindset.</p> <p>Pupils can explain their learning, progress and achievements and identify their next steps. Pupils can independently identify and use learning to learn skills to overcome barriers to achievement.</p> <p>Rich and engaging curriculum opportunities including outdoor learning. Participation rates Parental Engagement</p> <p>Feedback develops a reflect and respond model, including teacher pupil conferencing, in particular in maths.</p>	<p>Deeper Learning across a broad and balanced curriculum Parental Engagement in pupils learning and attendance Outcomes in writing</p> <p>Attendance for PP group: 2016-2017 – 91.4% 2017-2018 – 93.2% 2018 – 2019 – xx%</p> <p>All PP pupils had multiple vulnerabilities this year. This included bereavement, family breakdown and attendance due to parental mental health. However, all made good progress from starting points and are increasingly ready for their next stage in education.</p>	<p>Excellent impact and therefore value for money. Continue to develop approach.</p> <p>Evaluate the additional costs and ensure deep dive into wider picture for the child. There may be additional vulnerabilities we can successfully identify and support in the future.</p>	<p>Spirals school development £2700 Parental Engagement Events £270 Teaching and learning approaches (Deeper learning, Mastery, Metacognition) £12300</p> <p><b>Total £15300</b></p>
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<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<b>A.</b> Speech and Language support enables pupils to achieve at least expected outcomes at EYFS and KS1.	1-1 sessions with Speech and Language Therapist	Expert intervention.	Monitoring reports and individual progress reports. Excellent impact and therefore value for money. Continue approach. NB currently NHS is unable to provide Speech and Language traded service to schools.	£3000 £340 <b>Total £3340</b>
<b>A.</b> Physical and sensory support enables pupils to achieve at least expected outcomes in writing at EYFS and KS1.	Small Group and 1-1 interventions using Jump Ahead and Sensory Circuits training with identified pupils	Jump Ahead program has improved outcomes for pupils over the last three years. Improved identification and early intervention. Sensory Circuits and Jump Ahead combined impact on writing at EYFS and KS1.	Excellent impact and therefore value for money. Continue approach.	<b>£700</b>
<b>B.</b> Higher attainment at EYFS, KS1 and KS2. All pupil premium pupils reach the expected attainment outcomes at EYFS, KS1 and KS2. Higher achieving pupil premium pupils reach the higher attainment outcomes at EYFS, KS1 and KS2.	Booster Classes	PP expected and greater than expected progress above all non-PP school in reading and writing and maths.	Excellent impact and therefore value for money. Continue approach.	<b>Booster £600</b>
<b>Other approaches.</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

<p><b>C.</b> Raise attendance for the pupil premium group to meet the school target of '96% and above' attendance for the year 2018-2019.</p>	<p>In school target setting. Whole school approach followed by graded interventions of those at risk of falling behind 90%, 92% and 96% attendance. School meetings and County ESBA's team interventions to support families towards improved attendance.</p>	<p>All PP pupils had multiple vulnerabilities this year. This included bereavement, family breakdown and attendance due to parental mental health. However, all made good progress from starting points and are increasingly ready for their next stage in education.</p>	<p>Evaluate the additional costs and ensure deep dive into wider picture for the child. There may be additional vulnerabilities we can successfully identify and support in the future.</p>	<p><b>£1410</b></p>
<p><b>D.</b> Pupils' mental health and well-being improves such that pupils are ready to learn in school.</p>	<p>Specific individual referrals to professional services Camhs, EFT, NHS services. In school support via whole school and individual Thrive.</p>	<p>Social and emotional learning support evidence EEF. Pupils make progress so that they meet expected outcomes over the last three years of Thrive approaches.</p>	<p>Internal Thrive Approach working well and therefore continue approach.</p>	<p>Thrive £300 School costs thrive £1200 Lego Therapy £660 <b>Total £2160</b></p>

<p><b>E. Parental engagement</b> (ability to support and guide, supportive relationship with the school, knowing the child as a learner) in particular for higher achieving pupils who do not reach the higher attainment outcomes at KS1 and KS2 and lower achieving pupils who do not reach the expected level at KS1 and KS2.</p>	<p>Additional time and support given to parents and carers in order to ensure they have all the information they need re home learning, attendance and reading.</p>			<p><b>£300</b></p>
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**7. Additional detail**

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Pupil Premium Grant is spent on research based school development supported by the findings of the Education Endowment Fund. In the academic year 2017-2018 the school further extended the research base by undertaking in school research with the support of the Whole Education Network and Spirals of Enquiry. Evidence from this approach is specific to our school and enabled us to tailor our approach to meet the needs of our pupils. This approach is ongoing in future years. Information on the Education Endowment Foundation can be found at [educationendowmentfoundation.org.uk](http://educationendowmentfoundation.org.uk) and Whole Education at [wholeeducation.org](http://wholeeducation.org)

More information about the Pupil Premium is available on the Department for Education website. <http://www.education.gov.uk/schools/pupilsupport/premium>

Due to small numbers impact data is shared on the following basis: High Impact = all or almost all achieved outcomes, Medium Impact = some high others low (Can include significant outliers, or all showed some impact. Low = no pupils showed good or better outcomes or lack of participation negated impact.

Attainment and progress data is for Whole School averages for pupil premium pupils compared to whole school averages for non pupil premium pupils. In both cases there are often significant outliers. We prefer to look at individual successes and outcomes at expected and higher than expected as our core aim is that all pupils are well prepared for the next stage of their education.