

Icklesham Pupil Premium Strategy Report – 2020-2021

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 2019-2020 is £1345 per pupil. 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 2019-2020. Pupil Premium Grant is also paid for children whose parents are currently in the Armed Forces. This premium is £300. Due to the Pandemic Icklesham School also received a total of £5600 catch up premium for those eligible for the pupil premium.

School	Icklesham Church of England Primary School				
Academic Year	2020-2021	Total PP budget Covid PP Catch Up £5600	£20175 £5600 Total £25775	Date of most recent PP Review	N/A
Total number of pupils	120	Number of pupils eligible for PP	15	Date for next internal review of this strategy	July 2021

2. Current attainment 2019-2020 Academic Year (No National Tests due to Covid-19)

Previous attainment 2018-2019 Academic Year

End Of Key Stage Data	<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%
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3. Barriers to future attainment (for pupils eligible for PP, including high ability) Covid -19 has exacerbated barriers and so these remain priorities for 2020-2021.

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A.	Interruption to learning from Covid related school absence (previous school closures, self-isolation, access to technology and home learning support) initial focus on Reading progress
B.	Recovery from impact of lockdown on social and emotional skills so pupils are ready to learn.
C.	Recovery from impact of lockdown to remove barriers such as Speech and Language skills, low physical and sensory development which impact on reading and writing development, low parental engagement and low reading.

External barriers (issues which also require action outside school, such as low attendance rates)

D.	Attendance and Punctuality recovery to full attendance
E.	Mental Health and wellbeing for pupils so that they are ready to learn in school, Mental Health and wellbeing of parents balancing working commitments and managing home learning and parenting.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	KS2 Reading outcomes are at least in line with previous National. Y6 pupils are Y7 ready. All other year groups make progress towards end of next key stage.	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.	All teaching is at least good and much is outstanding. All pupils have access to quality first teaching. Pupils are engaged by the Curious Curriculum. PHSE and Mental health and wellbeing curriculum responds to individual and class requirements effectively throughout the full return to school. Pupils are resilient learners.	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.
C.	Speech and Language support enables pupils to make good progress towards end of EYFS and KS1 and KS2 outcomes. Physical and sensory support enables pupils to make good progress towards end of EYFS and KS1 and KS2 outcomes.	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.
D.	Raise attendance for the pupil premium group to meet the school target of '96% and above' attendance for the year 2020-2021.	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.
E.	Mental Health and wellbeing for pupils so that they are ready to learn in school, Mental Health and wellbeing of parents balancing working commitments and managing home learning and parenting. 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.

5. Planned expenditure					
Academic year	2020-2021				
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.					
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. KS2 Reading outcomes are at least in line with previous National. Y6 pupils are Y7 ready. All other year groups make progress towards	Additional Curriculum time for quality first teaching of reading.	Previous focus has been through a combination of in school QFT and booster classes. We are currently not confident of boosters after school due to covid restrictions and so additional curriculum time will be focused within each bubble.	Outcomes reviewed September, November, January and July.	KI Senior teacher	Term 1, Term 2, Term 3, term 6.
B. All teaching is at least good and much is outstanding. All pupils have access to quality first teaching. Pupils are engaged by the Curious Curriculum. PHSE and Mental health and wellbeing curriculum responds to individual and class requirements effectively throughout the full return to school. Pupils are resilient learners.	Rich and engaging curriculum opportunities including outdoor learning. Focus on academic priorities and curriculum subjects which engage and naturally provide opportunities for positive mental health activities such as music, singing (Outside), Art and P.E. PHSE is responsive to need.	Deeper Learning across a broad and balanced curriculum following the schools Curious Curriculum approach has high impact in previous years on engagement and attendance. During the lockdown curious curriculum maintained engagement in learning. (Remote and in school)	Regular review of engagement both in school and any remote learning. Teaching and learning monitoring is ongoing.	PR Head Teacher	Terms 2, 4, 6

D. Raise attendance for the pupil premium group to meet the school target of '96% and above' attendance for the year 2020-2021.	Engaging Curriculum (See B) Set expectations of full attendance. Initiate conversations with parents and carers where there is low attendance.	Curious Curriculum approach has high impact in previous years on engagement and attendance.	Monthly attendance monitoring with HT and Attendance officer JB	JB	Monthly
E. Mental Health and wellbeing for pupils so that they are ready to learn in school, Mental Health and wellbeing of parents balancing working commitments and managing home learning and parenting. Parents and carers have all the information they need to be able to support their child's attendance and learning.	High level of information sharing through newsletters, COVID-19 Updates and signposting to support services Google Classroom enables generalised support to classes Teachers maintain high levels of communication with individual parents using email and telephone calls in the first instance.	Social and emotional learning support evidence EEF.	Oversight by SLT and SENCO Regular monitoring of contact made, progress and engagement of pupils, including absences,	LM SENCo	Term 2, 4, 6

Total budgeted cost					TA time for speech and language £600 Additional resources for Teaching and Learning approaches to aid recovery £16690 MHWP pupils support time £600 LM time MHWP parent support time £300 PR JB and staff support School Attendance Officer Costs £1415 Total £19605
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
C. Speech and Language support enables pupils to make good progress towards end of EYFS and KS1 and KS2 outcomes.	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	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
C. 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

Total budgeted cost					Speech and Language Therapy/ advice Cost £3000 Jump Ahead £1000 In school additional teaching support £1260 Total £5260
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
B, C, E	Subsidised curriculum enrichment and support for families: Additional Music lessons School Swimming Resources	Pupils are more engaged and active and take part through a wide range of experiences. Pupils benefit from appropriate kit/ uniform.	Monitor engagement in music and swimming by pupil premium pupils Ensure parents and carers are aware of resourced support.	PR Head Teacher	Terms 1, 2, 3, 4, 5, 6
Total budgeted cost					Extra-Curricular resources and clubs subsidy £760 Resources/ Kit £150 Total £910

6. Review of expenditure				
Previous Academic Year		2019-2020		Total Cost £23,760
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A. 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 meet expected and higher expectations over the past four years following improved identification and early intervention.	Speech and Language support provided online from March 2020 – June 2020 for all PP pupils remaining at home during lockdown. 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	£600
A. 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)	In school support limited during lockdown. Additional Sessions added to full return term 6. Excellent impact and therefore value for money. Continue approach.	£300

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.	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. Rich and engaging curriculum opportunities including outdoor learning. Participation rates Parental Engagement	Engagement Deeper Learning across a broad and balanced curriculum Parental Engagement in pupils learning and attendance Community strengthened during Covid lockdowns through strong communication and building upon embedded Curious Curriculum Attendance for PP group: 2016-2017 – 90.91.4% All non PP 96.05 PP lower attendance 2017-2018 – 93.75% All non PP 95.88 PP Lower attendance 2018 – 2019 – 96% All non PP 95.9% PP in line (Curious Curriculum impact) 2019-2020 – 89.6% All non PP 89.7% Covid PP in line (Sustained CC impact)	Excellent impact and therefore value for money. Continue to develop approach.	£12300 £1390
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

A. 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
A. 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. (See progress Data on Page 2)	Excellent impact and therefore value for money. Continue approach.	£1000
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	See data pages 1 and 2. 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.	Booster £1260
Other approaches.				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

C. Raise attendance for the pupil premium group to meet the school target of '96% and above' attendance for the year 2020-2021.	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.	EEF evidence of attendance intervention Attendance for PP group: 2016-2017 – 91.4% 2017-2018 – 93.2% 2018 Term 1 – 96.75%	High Impact. Continue. Term 1 2018-2019 1 PP pupil PA.	£1000
D. Pupils' mental health and well-being improves such that pupils are ready to learn in school.	Specific individual referrals to professional services Camhs, EFT, NHS services. In school support via whole school and individual Thrive.	Social and emotional learning support evidence EEF. Pupils make progress so that they meet expected outcomes over the last three years of Thrive and Copes approaches. See data pages 1 and 2.	Copes Service no longer available. Internal Thrive Approach working well and therefore continue approach.	Thrive £300 School costs thrive £1800 Introduction of Lego Therapy £660
E. 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.	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.			Early Help Flying Starts £450

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.

Information on the Education Endowment Foundation can be found at educationendowmentfoundation.org.uk and Whole Education at 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.