



Pupil Premium Grant Strategy 2020 – 2021

Sussex Road Primary School

To be read alongside COVID -19 Catch Up Grant Strategy 2020 – 2021

Sussex Road Primary School					
Academic Year	2020 - 201	Pupil Premium Grant	£67,525	Pupil Premium Strategy Review	February 2021
Number of Pupils of Roll	446	Pupils Eligible for Pupil Premium Grant	64	Percentage of PPG Pupils	14%
				Percentage of PPG/SEN Pupils	11%

Pupil Premium Context 2020 – 2021					
Year Group	Number of Pupils	Number of PPG Pupils	% of PPG Pupils	Number of PPG Pupils (- SEND)	% of PPG Pupils- (SEND)
R	60	5	8%	5	8%
1	59	11	19%	8	14%
2	58	8	14%	6	10%
3	60	6	10%	5	8%
4	61	7	11%	5	8%
5	86	19	22%	15	17%
6	61	8	13%	6	10%
TOTAL	446	64	14%	50	11%

We found ourselves in exception circumstances for part of the 2019 – 2020 academic year and into 2020 – 2021 academic year. There was no substantive end of year data recorded for 2019 – 2020. We have included the last available data to highlight the outcomes for PPG pupils.

Key Stage 2 Outcomes 2018 - 2019									
Subject	Attainment					Progress			
	All Pupils National	All Pupils Sussex Road Primary School	PPG Pupils National	PPG Pupils Sussex Road Primary School Excluding SEND Pupils	PPG Pupils Sussex Road Primary School Including SEND Pupils	Subject	All Pupils Sussex Road Primary School	PPG Pupils Sussex Road Primary School Excluding SEND Pupils	PPG Pupils Kent
EXS+ RWM	65%	77%	50%	83%	50%	Reading	2.9	0.9	- 0.8
EXS+ Reading	73%	80%	50%	83%	50%	Writing	3.5	3.7	- 0.5
EXS+ Writing	79%	90%	70%	100%	60%	Mathematics	3.6	3.8	- 1.5
EXS+ Mathematics	79%	92%	80%	100%	80%				

GDS RWM	10%	25%	0%	0%	0%
GDS Reading	27%	43%	30%	50%	30%
GDS Writing	20%	37%	20%	17%	10%
GDS Mathematics	27%	45%	30%	50%	30%

Pupil Premium Strategy

To nurture children's natural curiosity and thirst to learn whilst embedding learning behaviours and values that equip all pupils for the challenges of an ever-changing world.

We are a community that places great emphasis on ensuring every single child develops as a confident, well-rounded individual. Our Mission Statement – QUESTION, EXPLORE, CHALLENGE – is at the core of our curriculum.

We understand that a range of factors can have an impact on the rate at which a child is able to develop strong behaviours and, consequently, the rate at which they achieve at school. Always striving to meet the needs of our pupils more effectively, we regularly profile the strengths and areas for development so support is targeted and strategic.

Analysis of our pupils, entitled to PPG funding in the 2019-20 year, evidences common themes:

- By comparison, our PPG pupils show lower levels of self-esteem and aspiration;
- Opportunities and experiences outside of school are generally fewer;
- Support from parents and links with home are weaker;
- Resilience is less developed, resulting in weaker Learning Behaviours;
- A proportion of PPG pupils have poor attendance rates.

To address the areas for development from our analysis, our Core Pupil Premium Grant Offer aims to target four key areas:

- Aspiration
- Engagement
- Resilience
- Cognition and Learning

As a school, we believe quality first teaching is the single most important factor in ALL pupils making good progress. We are committed to ensuring the practice of all staff continually improves, enabling the best provision possible.

Every one of our pupils entitled to PPG funding is able to access our Core Offer. Although the **Core Offer** will support the needs of the majority of pupils, we recognise that every child is an individual and must be treated as such. A significant proportion of our funding is for targeted intervention, aimed at addressing needs on an individual basis through discussion with the pupil, their teacher and parents. Pupils access this funding through our **Personalised Offer**; funding remains available throughout the year, enabling Leaders to address the needs discussed at termly Pupil Progress Meetings.

Although a proportion of funding is allocated to the Core Offer each academic year, the distribution is reviewed regularly as the needs of pupils are revised.

Review of Pupil Premium Strategy 2019 – 2020

To ensure the Pupil Premium Grant is spent strategically, ensuring greatest impact, the needs of the qualifying pupils are discussed between Senior Leaders, Class Teachers and Governors. The school's aim is always to support PPG pupils in attaining at least age-related expectations. However, the school is very mindful of the significant barriers that may make this more challenging for many Pupil Premium pupils.

From analysis of pupils qualifying for Pupil Premium Grant in the **2019 – 2020** academic year, Sussex Road had identified the following barriers:

Desired Outcome	Barriers
<p>Cognition and Learning</p> <ul style="list-style-type: none"> - For PPG pupils without SEN/D to reach age-related expectations; - For PPG pupils with SEN/D to reach Key Stage outcomes 	<ul style="list-style-type: none"> • There is a noticeable gap between the attainment of PPG children when compared to all since the lockdown. <ul style="list-style-type: none"> • For example – • Y2 Reading 29% of PPG children are on track to meet their end of year targets compared to 72% of all children. • Y6 Reading 50% of PPG children are on track to meet their end of year targets compared with 72% of all children. • A significant number of PPG pupils do not get the same level of support at home as their peers, resulting in gaps widening without additional support at school; <i>This was exasperated during lockdown by a combination of lack of devices, behaviour and motivation of children and parental support.</i> <ul style="list-style-type: none"> • A minority of PPG pupils' parents do not have the English or Maths skills to support their child's learning or to complete paperwork to support their child's education. • PPG pupils with SEN/D often require additional support with speech and language development;
<p>Well-being</p> <ul style="list-style-type: none"> - For PPG pupils to have the resilience to self-manage emotions; - For PPG pupils with SEN/D to reach Key Stage outcomes 	<ul style="list-style-type: none"> • A significant number of PPG pupils display lower levels of resilience, resulting in weaker learning behaviours in the classroom • Some PPG pupils show lower levels of mental health • Some PPG pupils have delayed emotional health resulting from adverse childhood experiences (ACEs)
<p>Attendance</p> <ul style="list-style-type: none"> - For PPG pupils to have increasing levels of attendance year on year; 	<ul style="list-style-type: none"> • Generally, PPG pupils have lower rates of attendance though the significantly lower attendance of a minority of pupils has quite an impact on the overall percentage. • PPG families report finding the morning routine challenging, often due to the behaviour's pupils are exhibiting at home, which can lead non-attendance or lateness. • Building strong relationships with families has enabled the school to identify multiple cases of mental health support needed for the parents of PPG pupils.
<p>Aspiration</p> <ul style="list-style-type: none"> - For PPG pupils to access a broad range of culture and experiences. 	<ul style="list-style-type: none"> • Generally, PPG pupils report less culturally rich experiences; • A significant number of PPG pupils have less exposure to positive and inspiring role models.

	Desired Outcome	Intervention	Cost / Led By	Rationale	Success Criteria	IMPACT
Core Offer	Cognition and Learning For PPG pupils without SEN/D to reach age-related expectations; For PPG pupils with SEN/D to reach Key Stage outcomes.	Ongoing staff CPD	£5000 CB	EEF identifies that quality first teaching for all will have a significant impact in improving outcomes for all children, including disadvantaged. Throughout the pandemic we continue to prioritise CPD for staff. All staff will receive on going CPD for – <ul style="list-style-type: none"> Teaching of WR Maths Developing and planning for our enquiry based curriculum. Developing Writing and building in opportunities for greater depth Writing. The importance of embedding secure learning behaviours and metacognitive strategies to boost pupil performance 	<ul style="list-style-type: none"> PPG children will show they are making good progress enabling disadvantaged pupil group to close gaps in attainment across subjects. PPG pupils will show secure learning behaviours and will use metacognitive strategies to enhance their independence and resilience 	
		Ongoing staff CPD for supporting children's MH and WB	£1000 CB / AF	Children have been through a period of disruption and change to their daily lives. NHS are reporting now 1 in 6 children are presenting with MH issues. All staff need to know how to support our children throughout this time. <ul style="list-style-type: none"> All staff will receive training on MH and WB. Awareness of approaches to support children's wellbeing will be embedded within staff appraisal Members of staff will be identified as mental health leads across the staff team The capacity of support for pupils with SEMH will be increased by the addition of an SEMH learning mentor who is trained in psychological therapies 	<ul style="list-style-type: none"> Children will be quickly identified when further mental health and wellbeing support is required. Children's mental Health and well being will remain a priority. Children will know what to do if they need to talk to someone. Children are receiving early intervention with evidenced based psychological approaches 	
		Teaching Assistant Support	£10,000 AF	Teaching Assistant support in classrooms enables Class Teachers to spend a greater proportion of time with PPG pupils; Teaching Assistants are able to spend time with more vulnerable pupils ensuring a smooth transition to the start of the school day; Teaching Assistants can provide additional support through intervention, before school and after school. Teaching assistants have access to relevant CPD Teaching assistants have been identified through the appraisal system to lead on best practice for the TA workforce – English/ Maths/Speech and Language/ SEMH	<ul style="list-style-type: none"> Children will receive regular and personalised feedback to PPG pupils, enabling them to make good progress; PPG pupils will have a calm start to the school day, enabling them to settle to learning effectively. Gaps in children's learning and developmental needs will be met through interventions. TA leads will provide best practice support for colleagues so that the performance of colleagues is enhanced leading to better outcomes for pupils. 	

<p style="text-align: center;">Well-being For PPG pupils to have the resilience to self-manage emotions; For PPG pupils with SEN/D to reach Key Stage outcomes</p>	Additional Intervention Programs	<p>£76.18 SC Lexia £3000 for 3 years Dynamo £ 500 for 1 year Spellzone £300 per year In Print £1000 per year Speech Link £1000 per year AF</p>	<p>MyMaths provides the opportunity for pre-teaching and over-teaching – two approaches which can be of benefit to children who are working below age-related expectations. Lexia provides an effective reading and spelling program which is well evidenced Dynamo Maths provides a small steps maths intervention program which supports whole class teaching and intervention. It also provides assessment for pupils who may have Dyscalculia Spellzone supports Dyslexic learners to secure spelling rules and concepts Speech Link and Language Link support assessment and intervention for pupils across the school Communicate in Print enables staff to produce visual resources that support pupils understanding and engagement of the curriculum</p>	<ul style="list-style-type: none"> Children will be able to access pre-teaching and over-teaching in Mathematics, supporting their understanding. PPG pupils will meet personal targets. Use of evidenced-based intervention programs will lead to better outcomes in English and Maths Targeted and specific assessment will support meeting the needs of pupils with a range of SEN High quality resource provision increases pupils access to the curriculum 	
	Synthetic Phonics Class Teachers	School Budget Class Teachers	<p>Read, Write, Inc. provides a strong framework for high quality phonics teaching. Its highly structured and repetitive approach that promotes good progress in learning for the majority of pupils;</p>	<ul style="list-style-type: none"> Children will make good progress in decoding and blending; Children will reach the expected standard within the Yr 1 Phonics Screening. 	
	Access to external assessment	<p>£800 Service level agreement – EP AF</p>	<p>The school pays for a service level agreement with the Educational Psychology team. EPs provide clear, diagnostic assessment which enables both the academic and emotional needs of children to be established. The EP team provide an effective communication link between school and families.</p>	<ul style="list-style-type: none"> The emotional and academic needs of pupils are effectively assessed leading to appropriate intervention Children’s emotional and learning needs will be better met by Parents and school staff work together in the best interests of all children. 	
	Mindfulness / Yoga Classes AW/CB	Sports premium funding CB	<p>Yoga is a mindfulness approach; mindfulness can aid emotional regulation;</p>	<ul style="list-style-type: none"> PPG pupils will show a greater ability to self regulate their emotions. 	
	Extra-curricular Curriculum	<p>£2000 School Office</p>	<p>It is essential that all children access trips and other extra-curricular activities that enhance the curriculum; Many PPG families are not able to make the voluntary contribution to make the trip viable; Funds will be used to support School Journey (Yr6); extra-curricular clubs and trips/activities that support the curriculum across the whole school.</p>	<ul style="list-style-type: none"> PPG pupils will access extra-curricular trips and opportunities. 	

		The Space (Development)	£1000 CB/AF	Occasionally, the classroom can become overwhelming for children who are requiring support with SEMH; although class teachers ensure children have a range of strategies to support them, 'time-out' is often an effective option for children. The Space provides a calming, non-threatening environment for children to access during the school day; the environment will provide resources to aid calming down and self-regulation.	<ul style="list-style-type: none"> The Space will be used effectively by pupils to aid self-regulation; Pupils will be able to return to class in a better place to learn. 	
		Family Support	£School Budget CB/AF/JP	A minority of PPG families require intense support from members of the Leadership Team; The LA is no longer able to provide the level of support that some families require with parenting and home routines; Some families are very reluctant to engage with external agencies The school works with agencies such as Project Salus and School Health who run well-being support programs in school and for the wider family network	<ul style="list-style-type: none"> Children will receive further support by SLT providing support required to vulnerable families. Families will be able to engage with agencies outside of school, directed by SLT. Engagement with outside agencies provides direct therapeutic support to pupils and families 	
		Forest School	£10,000 KH	The Forest School ethos builds a range of different skills which support children emotionally and academically. The children will develop in self-confidence and self-esteem whilst learning outdoors; The Forest School environment has been proven to provide therapeutic care which is very beneficial for children who find regulating emotions challenging.	<ul style="list-style-type: none"> PPG pupils will have high levels of engagement during Forest School sessions; PPG pupils will show increasing levels of resilience which will, in time, translate into further areas of the curriculum. 	
	Attendance For the gap in attendance between PPG pupils and all pupils to narrow.	Senior Leader Monitoring	£School Budget CB	High levels of attendance at school are essential for pupils to make good progress and from strong relationships with peers.	<ul style="list-style-type: none"> The gap between all pupils and PPG pupils will narrow. 	
		School Liaison Officer Support	n/a	The SLO will support the school in improving the attendance of PPG pupils in cases where the school is having limited impact.	<ul style="list-style-type: none"> The gap between all pupils and PPG pupils will narrow; families who do not improve the attendance of their child will be issued with Penalty Notices. 	

	<p style="text-align: center;">Aspiration <i>For PPG pupils to access a broad range of culture and experiences.</i></p>	<p style="text-align: center;">Engaging Curriculum</p>	<p style="text-align: center;">£School Budget</p>	<p>The curriculum must be rich and engaging for all pupils; teachers must ensure the learning opportunities are relevant to the pupils in their class and that learning is supported with a range of experiences.</p>	<ul style="list-style-type: none"> • Pupils will be immersed in their learning and talk about the experiences they have had with enthusiasm; pupils will make good progress across the curriculum and meet Year End Targets. • Pupils will develop a sense of shared learning with their parents in the home environment • Pupils will develop the vocabulary and knowledge that they need to access the broader curriculum 	
<p style="text-align: center;">Personalised Offer</p>	<p style="text-align: center;">Cognition and Learning <i>For PPG pupils without SEN/D to reach age-related expectations; For PPG pupils with SEN/D to reach Key Stage outcomes.</i></p>	<p style="text-align: center;">1:1 Tuition Small Group Teaching</p>	<p style="text-align: center;">Cost £14,000 TC/ AF</p>	<p>1:1 Tuition and small group teaching enables PPG pupils to access additional support with gaps in their learning by a fully qualified teacher. 1:1 Tuition can boost children's confidence as they make accelerated progress in a highly supportive environment.</p>	<ul style="list-style-type: none"> • PPG pupils will meet curriculum targets. 	
		<p style="text-align: center;">Speech and Language Support</p>	<p style="text-align: center;">£3352.00 CB/AF</p>	<p>Underdeveloped speech, language and communication skills present a barrier to learning across the curriculum; Increasingly, pupils are starting school requiring additional support with speech and language, evidenced in low starting points upon entry; Sussex Road employs a specialist Speech and Language Therapist on a private basis. The therapist completes assessment and plans individual language support programmes for specified pupils. The specialist also provides CPD for staff both collectively and on an individual basis</p>	<ul style="list-style-type: none"> • PPG pupils will meet their intervention outcome targets, supporting progress across the curriculum. • High quality CPD will enable all staff to understand how best to meet the needs of pupils with speech and language difficulties 	
		<p style="text-align: center;">Kent Test Access Support</p>	<p style="text-align: center;">£50.00 CB</p>	<p>Kent schools are not permitted to provide any form of Kent Test support to children, however this can make it even more challenging for PPG pupils to access materials to practice for the assessment for Grammar school;</p>	<ul style="list-style-type: none"> • PPG pupils, who show potential to pass Kent tests, will be able to practice for tests at home. 	
		<p style="text-align: center;">Additional support materials during lockdown period</p>	<p style="text-align: center;">£650.00 CB</p>	<p>To provide PPG children with additional materials to further their learning whilst in lockdown, which they may not be able to otherwise access.</p>	<ul style="list-style-type: none"> • PPG children engage with the additional support materials as they are easy to access materials. 	

Well-being For PPG pupils to have the resilience to self-manage emotions; For PPG pupils with SEN/D to reach Key Stage outcomes	Laptops loaned to all PPG children who required an additional device.	Laptops for Home £7,588.00 CB	We found, from the previous lockdown, a significant amount of PPG children did not have access to additional devices, preventing them from accessing the learning online.	<ul style="list-style-type: none"> We will see an increased attendance of PPG children in the daily live sessions. Children will have an increased motivation to complete their learning whilst at home as they can have the daily contact with their peers and teacher. 	
	Internet routers	Internet for Home £990.00 CB	We found, from the previous lockdown, a number of PPG children did not have access to additional internet, preventing them for accessing learning online.	<ul style="list-style-type: none"> We will see an increased attendance of PPG children in the daily live sessions. Children will have an increased motivation to complete their learning whilst at home as they can have the daily contact with their peers and teacher. 	
	Book for home reading during lockdown period	Book tokens £25 pc £1,750.00 Stamps re above £60.00 AF	Some PPG pupils have limited access to home books / reading. We wanted to ensure our PPG children have a range of books to enjoy at home throughout the lockdown period.	<ul style="list-style-type: none"> Children will have spent time enjoying and reading books throughout the lockdown period. Strengthening their love of reading and giving them the opportunity to consolidate their reading skills. 	
	School Counsellor JA/AF	£10,000 AF/ JA/ GS	An increasing number of PPG pupils are showing the need for specialised SEMH support; The LA is unable to support pupils with SEMH unless their need is significant enough for a Single Point of Access referral – not all our pupils meet this threshold; The waiting list once referred to the Single Point of Access is significant and for many would result is greater SEMH need – the School Counsellor can be accessed more quickly, allowing a timely response. As a response to the Covid pandemic we have increased capacity for SEMH support through provision of an additional two afternoons with an SEMH learning mentor.	<ul style="list-style-type: none"> Counselling sessions will support children with a high level of SEMH need Additional SEMH provision will provide targeted support for pupils who do not require higher level therapeutic intervention. 	
	Forest School Intervention	Included in FS costing above of £10,000	A significant number of PPG pupils display lower levels of resilience, resulting in weaker learning behaviours in the classroom; The forest school lead operates a ‘nurture provision’ for identified pupils on 2 afternoons each week. These pupils are supported to develop specific learning behaviours that have been barriers to their wider academic and social development	<ul style="list-style-type: none"> Children will display greater levels of resilience and positive learning behaviours in the classrooms. Specific intervention through a nurture program will support identified pupils to develop their weaker learning behaviours. This will lead to enhanced academic and emotional progress 	

	<p>Attendance For the gap in attendance between PPG pupils and all pupils to narrow.</p>	<p>Breakfast club Provision</p>	<p>£1000 CB/AF</p> <p>Two Bridges Focus Provision £1000 school contribution per year</p>	<p>PPG have a lower attendance and lateness rate when compared to all children in the school. By reviewing a case by case basis we can offer breakfast club and after school club to families where other circumstances are preventing children from coming into school on time.</p> <p>Access to off-site provision to explore wider issues which impact attendance of individual pupils</p>	<ul style="list-style-type: none"> • PPG attendance and lateness will improve. • Children will be ready to learn for the day. • Children will have received a substantive breakfast before starting school. • High quality off site provision will enable professionals and parents to work together to improve pupil outcomes and attendance 	
	<p>Aspiration For PPG pupils to access a broad range of culture and experiences.</p>	<p>Additional Extra-Curricular Opportunities</p> <p>Pre-teaching Support</p>	<p>£5000.00 SB/CB</p>	<p>Some PPG pupils access far fewer opportunities outside of school that enrich their life experiences; the school aims to increase the range of experiences PPG children have in school, increasing their cultural capital.</p> <ul style="list-style-type: none"> • Extra curricular sports clubs, such as Msporti, funded from Sports Premium <p>PPG pupils will receive books related to their enquiry each term. These books will enable pupils to have an opportunity to discuss forthcoming learning with their parents and carers</p>	<ul style="list-style-type: none"> • PPG pupils will have a broad range of cultural experiences which support them in their learning. 	
		<p>Total Planned Expenditure 2020 – 2021</p>	<p>£80,116.18</p>			
		<p>Unallocated 2020 -2021</p>	<p>Over Spent</p>			