

Pupil premium strategy / self-evaluation

1. Summary information					
School	Sheen Mount Primary School				
Academic Year	2020-21	Total PP budget	£32,900	Date of most recent PP Review	Sept 20
Total number of pupils	597	Number of pupils eligible for PP on Sept 1, 2020	14	Date for next internal review of this strategy	Sept 21

2. Current attainment		
Note: <i>Due to low numbers of pupils attracting the pupil premium grant and their spread across the school, we are not able to publish KS1 and KS2 specific information as the information would be personally identifiable and therefore infringe General Data Protection Regulation</i>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths		
% making expected progress in reading (as measured in the school)		
% making expected progress in writing (as measured in the school)		
% making expected progress in mathematics (as measured in the school)		

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	English - Reading fluency and comprehension, writing skills (spelling, punctuation, grammar)
B.	Mathematical fluency and understanding of more abstract elements
C.	Specialist small group support to complete homework activities (depending on government guidance around class bubbles)
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>	
D.	Low attendance
E.	Social, Emotional and Mental Health (in particular post-adopted children)
F.	Limited access to extra-curricular experiences/activities

4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A. and B.	The progress gap in reading, writing and mathematics between PPG children and their peers is diminished.	<ul style="list-style-type: none"> Identified children will make at least 6 steps of progress from their starting points in reading, writing and mathematics by the end of the academic year 2021.
C.	Homework completed on time and to a good standard.	<ul style="list-style-type: none"> Learning consolidated and homework completed on time. Homework completed at school, so potentially there is less pressure on the family dynamic.
D.	Attendance and punctuality of PPG children is improved	<ul style="list-style-type: none"> Children are not missing key learning. Parents feel supported by The Inclusion Leader and Educational Welfare Officer to address any issues that are a barrier to punctuality and/or attendance.
E.	Children's social, emotional and mental health monitored and early intervention taken to address difficulties.	<ul style="list-style-type: none"> Children are able to access relevant therapies when needed (Drawing and Talking, Emotional Literacy Support) Children feel regulated and emotional barriers to learning reduced, so they feel safe to take risks with their learning.
F.	All children have equal access to extra-curricular opportunities.	<ul style="list-style-type: none"> PPG children access at least one extra-curricular club (if they choose to) All children are able to attend trips and visits, including residential trips Inclusion Leader seeks out opportunities to broaden key children's experiences beyond the classroom, e.g. horse riding.

5. Review of expenditure

Previous Academic Year

£22,060

i. Quality of teaching for all

Action	Intended outcome	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
Purchase of provision mapping software + Teacher/TA time completing provision maps	Greater oversight of, and measurement of, outcomes PPG interventions	Greater ability to target and (re)direct interventions. Impact evidence limited by COVID but initial impact positive.	Approach positive and will continue with it as insight extremely useful. Going forward the data will feed into pupil progress meetings to ensure a consistent pupil-centric approach.	£900 £300 (+£410 from School Budget)
Whole school participation to mental health and wellbeing project involving all-staff training, parent workshops and pupil groups	Mental health and wellbeing of school community, with particular focus on PPG pupils and their families.	Training has taken place but implementation delayed due to COVID. Some actions (e.g. Y6 support with transition) happened remotely. Feedback from parents and pupils of actions undertaken positive in terms of their contribution to their / their children's anxiety levels. .	Delivery of some sessions could be virtual as increases reach and can be watched again at home by parents/pupils to go over it again. This would have not been possible had the session taken place at school in a class environment.	£740 No cost to school of programme, but attendance to half-termly meetings by 1-2 SLT member(s)

ii. Targeted support

Action	Intended outcome	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
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Weekly targeted small-group teaching assistant interventions	Specific gains in literacy and numeracy for those children not making expected progress.	Only for two terms due to COVID. Progress of PPG children as a result of these interventions, very positive feedback from parents and children around the impact of the additional support.	Support extremely beneficial and will continue but for a smaller set of children as our PPG numbers are decreasing.	£7,000 TA time two terms @ couple of hours per phase: £5,152 Teacher time 2 terms 1 day/week: £1,820
PPG children invited to attend specialised small group homework support each week. Deputy Head and Inclusion Leader support children in club.	Homework completed on time and class learning consolidated.	Only took place for two terms Homework handed in on time. Experienced teachers are able to offer further support to ensure children understand the learning from that week. Parents feel supported and are able to dedicate the time usually allocated for homework to other activities with their children.	That there is a maximum capacity. If numbers grow, we would need to consider whether an additional member of staff could also provide the support to ensure that the children have equal access to specialised adult support.	£3,200
PPG children called during first lockdown period by education support staff		Targeted to need – some children contacted every day, other children once a week. Using engagement with online classwork as a guidance		£1,400 4hrs /week TA time for 15 wks
10 of our PPG children have the opportunity to be 'A Horse Ranger for the Day'.	Children engage in a unique experience – grooming and riding a horse.	Children's confidence is boosted, particularly those that have never ridden before, or come into contact with horses. The children found the experience therapeutic – grooming and being around the horses.	We will continue to keep links with the stables and for as long as the scheme is offered; we will give our PPG children this opportunity.	£580 Inclusion leader + 1 TA + minibus

iii. Other approaches				
Action	Intended outcome	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
Teaching assistants trained in Emotional Literacy Support (ELS)	For identified children to have access to another tier of emotional support.	Took place for 2 terms, greater emotional and social relationships in school. Focus around friendships (one child) and home issues (other child). Targeted pupils both saw significant improvement in social and emotional health. Sessions had to be halted due to COVID in last term.	Approach working well and will continue. Need to do a better job informing staff of benefits of ELSA and obtaining early referrals by teachers rather than at a later stage via the Inclusion Leader.	£800 £250 for supervision + TA time once a half term ½ a day = £450
Weekly 30-minute sessions of nurture time for our post-adopted children, led by a teaching assistant.	Children feel 'held in mind' by an additional key adult at school.	6 children and their families targeted. Children learn to trust other adults in school. A time to reflect on their week and talk through any challenges they may be facing.	Emotional support generated still very important for these pupils. Will start inviting a friend could be used for additional learning support time.	£2,500 TA time + resources
Purchasing of sensory resources for those post-adopted children that have sensory processing challenges.	Children are able to access resources which to help them feel emotionally regulated throughout the day.	Improved focus and concentration in class (move and sit cushions and Thera-band on chair).	This will continue to be an area of need; therefore, we will research and respond as new behaviours emerge.	£310

PPG children invited to Lego Club (weekly) – for 2 terms only	To help develop children’s social and communication skills through a collaborative activity.	For those children that attend (not compulsory), there are observable improvements in their communication skills.	This club will continue to run on Friday lunchtimes and is open to all children; however due to a reduction in funding this year it is subsumed into The Nest provision in the library.	Included in cost of Nest
Financial support for visitors, trips and residential school journeys.	All children have equal access to planned school-related activities.	The curriculum is enhanced for all children. PPG children feel included with their peers and are able to have a shared experience; this is vital for their self-esteem and self-worth. Reduction of financial burden and associated stresses on families.	This will continue for the next academic year, as it is integral that our PPG children are not disadvantaged.	No cost in 19/20 due to cancellation residential trips
Termly consultations with our Educational Psychologist for parents of post-adopted children, the Inclusion Leader and class teacher also attend.	To problem-solve any challenges that may be happening at home/and or school and to work to remove these barriers to learning.	Parents and teaching staff gain a shared understanding of the child’s strengths, needs and progress. A problem-solving approach is used and reviews of the strategies happen each term.	We are committed to continuing this approach for our post-adopted families, as all stakeholders benefit from the expertise of the Educational Psychologist in problem solving difficulties.	£2,000
Invitation to the lunchtime provision ‘The Nest’, led by the Inclusion Leader.	For children to know they have a calm space to come to if feeling overwhelmed at lunchtime.	Some of our PPG children use The Nest, for many it is reassuring to know it is there if they feel the need to find a quiet space. For those that use it when feeling dysregulated, they have a more positive lunchtime and enjoy ‘checking in’ with the Inclusion Leader.	This provision has been a great success and will continue to be available for our vulnerable children.	£2,300 Inclusion leader + TA time 28 weeks 1 hour

Organise 1:1 teacher mentoring for vulnerable PPG pupils – 1/2 hour every two weeks.	For children to feel valued and held in mind by key adults that they trust.	Children look forward to their 'special time' with previous teachers where they have space and time to talk through their feelings and what they are enjoying outside of school.	We are committed to continuing this provision.	During the school day - No additional cost
Admin time for FSM voucher administration	Ensure all FSM families received FSM vouchers for their child(ren) during lockdown	Admin time contacting families, obtaining vouchers initially privately thereafter via DfE assigned Edenred.		£100

6. Planned expenditure

Academic year

2020-2021

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Purchase of provision mapping software	More robust monitoring of interventions for PPG children and measurement of achievement of intended outcomes.	The need to have greater oversight of PPG interventions	Leadership of Inclusion Leader and intensive training and ongoing support of all staff to ensure they use the tool effectively.	Inclusion Leader	Termly reviews

<p>Whole school participation to mental health and wellbeing project involving all-staff training, parent workshops and pupil groups</p>	<p>All staff and parent community able to identify emerging mental health difficulties and maintain a school environment that supports mental health and wellbeing. School community also able to identify when</p>	<p>It has been proven that mental health concerns amongst primary school children are increasing, in particular for vulnerable children and with current COVID restrictions. The school was selected to take part in this initiative.</p>	<p>School project fits within a structured programme provided by the Mental Health Support Team (NHS) and supported by the local authority. Head Teacher and Inclusion Leader involved in reviewing impact on termly basis.</p>	<p>Head Teacher and inclusion Leader</p>	<p>Termly</p>
<p>Mental health first aid</p>	<p>Inclusion Leader equipped to support the whole school community in the event of mental health difficulties.</p>	<p>Mental Health First Aid (MHFA) England set a target that at least one adult in every school should have a mental first aid certification. Mental Health issues may have become more acute for some children, their families and staff members due to lockdown.</p>	<p>Ensure everybody knows who the mental health first aider is: School wellbeing board being set up which will signpost the Inclusion Leader as a Mental Health First Aider; Inclusion leader has the logo highlighting she is a Mental Health First Aider in her email signature. Inclusion Leader promoting Children's Mental Health Week at start of February 2021. Will be working with the School Council and the head teacher to promote whole-school awareness around mental health.</p>	<p>Inclusion Leader, Head Teacher, School Council.</p>	<p>Termly</p>
<p>Total budgeted cost</p>					<p>£3200 +£410 (from School Budget)</p>

ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Weekly targeted interventions from a teaching assistant.	For PPG children to make the same number of steps of progress as their peers (6 steps) from their starting point.	Success of this approach last year, when on average, 6 steps of progress were made for our PPG children across reading, writing and mathematics.	Our new provision mapping software will be used to monitor effective implementation of provision and review progress.	Inclusion Leader and phase leaders	Termly
PPG children invited to obtain specialist small group homework support. Deputy Head and Inclusion Leader to support children in club.	Homework completed on time and class learning consolidated.	Feedback from parents and class teachers last year. Homework handed in on time.	Implemented by Deputy Head Teacher and Inclusion Leader, who monitor children's engagement and understanding on a weekly basis while reviewing with class teachers and parents.	Deputy Head Teacher and Inclusion Leader	Yearly
Small group / semi-private swimming lessons	Water safety, Sense of achievement	Identified by swimming instructors and teachers as need for these children, swimming objective part of the curriculum; swimming classes harder for PPG families to access privately due to cost involved.	Progress reviews	Deputy Head Teacher, Inclusion Leader	Termly

Equip support staff with IT devices to reach out to PPG children during lockdown	PPG pupils feel supported in their learning and emotional welfare; school able to follow up on any educational or social and emotional issues of families during lockdown	Awareness from first lockdown that pupils benefit from school reaching out to them in home environment. Teachers able to identify pupil remote learning engagement levels and support required. First ensuring pupil have access to technology, but also need staff access to technology to be able to reach out.	Scheduled interventions / time for staff to connect with pupils; feedback from parents and teachers regarding impact of interactions.	Inclusion leader / teachers / SBM	Weekly
1 post-adopted child's parents and school key adults to receive support from PAC-UK through a consultative approach.	Parents and key adults to feel more informed about how to support the child/ren in all areas of their development.	Positive feedback from parents and staff working with our post-adopted children. Will be proposed to the parents who have not yet engaged with this consultation previously. Will only take place if parents consider this valuable.	The Inclusion Leader is part of the consultation meetings and follow-up.	Inclusion Leader	Yearly
Total budgeted cost					£8,000

iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
One teaching assistant implementing Emotional Literacy Support (ELS) for targeted pupils	To equip targeted children with strategies that will help them to deal with emotional challenges.	Inclusion Leader experience of the success of this intervention at her previous school.	Supervision sessions once a term with the (external) Educational Psychology team. Regular check-ins with Inclusion Leader.	Inclusion Leader	Yearly
Weekly 30-minute sessions of nurture time for our post-adopted children, led by a key teaching assistant.	Children feel 'held in mind' by an additional key adult at school. Children feel emotionally regulated and positive about school.	Feedback from children and parents very positive. They look forward to their 'special time' every week. They will ask for their 'special time' to be rescheduled if missed due to ill-health.	Oversight by the Inclusion Leader. Regular communication with key teaching assistant.	Key teaching assistant under supervision of Inclusion Leader	Termly
Purchasing of sensory resources for those post-adopted children that have sensory processing challenges.	Children are able to access resources to help them feel emotionally regulated throughout the day.	Based on recommendations from involved professionals.	Feedback from staff, parents and key professionals	Inclusion Leader	Ongoing – as and when need arises
PPG children have access to Lego Club (weekly).	To help develop children's social and communication skills through a collaborative activity.	For those children that attend (not compulsory), there is observable improvement in their communication and collaboration skills.	Oversight by Inclusion Leader	Inclusion Leader	Ongoing

Financial support for visitors, trips and residential school journeys.	All children have equal access to planned school-related activities.	The curriculum is to be enhanced for all children. PPG children have a right to feel included with their peers and able to have a shared experience.	All parents made aware of the availability of financial support and the application process. The process is transparent and applications are approved by the Headteacher in consultation with the Inclusion Leader.	School Business Manager / Headteacher / Inclusion Leader	Budgeted on yearly basis, requests approved on case-by-case basis.
Termly consultations with our Educational Psychologist for parents of post-adopted children	To problem-solve any challenges that may be happening at home/and or school and work together to remove these barriers to .	Feedback from parents and staff has proven that they gain a shared understanding of the child's strengths, needs and progress, which is very valuable in understanding the whole child.	Lead by a trained, external Educational Psychologist who has experience in dealing with children that may have been affected by trauma and have attachment difficulties.	Inclusion Leader and EP.	Yearly
Invitation to the lunchtime provision 'The Nest', led by the Inclusion Leader.	For children to know they have a calm space to come to if feeling overwhelmed at lunchtime.	PPG children have accessed the Nest and found it very valuable, teachers have fed back that it helps to regulate pupils before coming back into class in the afternoon after lunch.	Communication between Inclusion Leader and key adults working with the pupils.	Inclusion Leader.	Yearly
Organise 1:1 teacher mentoring for key children – half an hour every two weeks.	For children to feel valued and held in mind by key adults that they trust.	Feedback from pupils is positive and they look forward to their 'special time' with their mentor teacher.	Communication between class teachers and mentors. Will be recorded on the school's provision mapping software.	Inclusion leader, class teachers and teacher-mentors	Termly in pupil progress meetings (cost incorporated in School Budget)
					£22,000
Total budgeted cost					£33,200