



PUPIL PREMIUM GRANT EXPENDITURE 2020-2021

Statement

At the heart of Pupil Premium Grant (PPG) funding is the aspiration to support disadvantaged pupils and reduce the achievement gap between them and their peers.

Evidence shows that children from disadvantaged backgrounds:

- Generally face extra challenges in reaching their potential at school
- Often do not perform as well as their peers

This research forms the rationale for our PPG expenditure and strategy.

At Sissinghurst we employ a tiered system to support pupil premium children.

Tier 1 – Teaching

Tier 2 – Academic Support

Tier 3 – Wider approaches (non-academic)

The pupil premium is allocated to schools with pupils on roll who are-

- a) eligible for free school meals (FSM) or have been at any time in the past 6 years £1320
- b) Looked after children (LAC) by the local authority continuously for more than six months and those subsequently adopted from care. £2300
- c) Service children £300

All members of staff and the governing body accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential and as an adult finding employment. The DfE states: *The pupil premium is not based on ability. Research shows that the most academically able pupils from disadvantaged backgrounds are most at risk of under-performing. Schools should focus on these pupils just as much as pupils with low results.*

The DfE instructs that it is up to the individual school to decide how to spend this money to best benefit the individual children. The aim of the school is that all pupils should make good progress and that those receiving Pupil Premium should make as least as good progress – if not better than others in the school.

It is for schools to decide how the Pupil Premium, allocated to schools, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. However they will be held accountable for how they have used the additional funding to support pupils.

Summary and Objectives of Pupil Premium Spending

- To ensure that all pupils can take part in educational visits.
- To ensure that all pupils can access a wide variety of extra-curricular activities.
- To provide emergency transport in order to improve attendance and support achievement.
- To provide short-term intervention programmes for underachieving pupils.
- To resource the above intervention programmes in terms of materials and staff.
- To support the provision of one to one tuition for some pupils.
- To support any additional training needs for staff supporting children receiving PPG.

Key Strategies in supporting children eligible for Pupil Premium Funding

In order to be highly successful in improving achievement for the children eligible for pupil premium, the staff at Sissinghurst VA Church of England Primary School:

- Carefully ring fence the funding so that it is always spent on the targeted group of pupils.
- Never confuse eligibility for the Pupil Premium with low ability, and focus on supporting our disadvantaged pupils to achieve the highest levels.
- Thoroughly analyse which pupils are underachieving, particularly in English and Mathematics, and identify barriers to learning.
- Draw on research evidence (such as the Sutton Trust Toolkit) and evidence from our own and others' experiences to allocate the funding to the activities that were most likely to have significant impact on improving achievement.
- Are very clear about the importance of ensuring that all day-to-day teaching meets the needs of each learner. Quality First Teaching is paramount.
- Use achievement data frequently to check whether interventions or strategies are working and make adjustments accordingly.
- Make sure that support staff, particularly teaching assistants, are highly trained and understand their role in helping pupils to achieve.
- Systematically focus on giving pupils clear, useful feedback about their work, and ways that they could improve it.
- Ensure that the Senior Leadership Team has a clear overview of how the funding is being allocated and the difference it is making to the outcomes for pupils.
- Ensure that class and subject teachers know which pupils are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress. This also applies to teaching assistants.
- Have a clear statement of how the Pupil Premium Grant is spent, agreed by governors and publicised on our website.
- Provide well-targeted support to improve attendance and behaviour.
- Have a clear and robust appraisal system for all staff, and include discussions about pupils eligible for the Pupil Premium in appraisal and pupil progress meetings (PPM).
- Are able, through careful monitoring and evaluation, to demonstrate the impact of each aspect of their spending on the outcomes for pupils.
- We ensure that the children know exactly what they need to do to improve – ie their targets.
- Targeted support, tailored individual support is provided across the curriculum and arrangements are made for resources to be available for each pupil as needed.
- We ensure a full range of educational experiences is provided and support is given so that all pupils have full access to broad educational experiences, such as residential courses and competing in sporting events
- The most able students are identified individually on the Pupil Premium Register, with the expectation that challenging targets will be set.

1. SUMMARY INFORMATION					
SCHOOL: Sissinghurst VA Church of England Primary School					
Academic Year	2020-21	Total PP Budget	£1345 per child £29,590 total	Date of most recent review of this strategy	January 2021
Total No. of Pupils	163	Number of pupils eligible for PP	22 13.5% of total pupils	Date of next internal review	April 2021 September 2021

2. CHANGES IN THIS ACADEMIC YEAR with relevant financial implications	
New role created – Family Liaison Officer	£1000 per annum spend
DHT addition to job description – Pupil Premium Co-ordinator	n/a
Increase in number of PP children from 19 - 22	+ £ 4035

3. BARRIERS TO FUTURE ATTAINMENT (FOR PUPILS ELIGIBLE FOR PP)
A. Pupils' overall attainment and progress is lower than peers due to lack of engagement during national lockdown March – June 2020
B. Pupils' self-concept and resilience is low – making progress in learning slower
C. Pupils' support from Parent/Carer to engage in remote learning is minimal
D. Pupils' access to adequate resources to engage in remote learning is limited
E. A higher proportion of pupils whom receive PP are more frequently absent compared to the whole school population.
F. Less likely to take up extra-curricular opportunities/clubs due to financial barriers and perceived lack of importance.

4. Outcomes		
Barriers	Strategies and how they will be measured	Desired outcomes
A. A. Pupils' overall attainment and progress is lower than peers due to lack of engagement during national lockdown March – June 2020	National Tutoring programme In house External Daily intervention sessions from 8.30am with Teacher to target children who do not receive support at home. With a focus on early reading/phonics and spelling/number skills. Interventions planned Termly and tracked on class provision maps. Every PP child to appear on the class provision map to receive additional intervention tailored to their need. Google classrooms bought, installed, staff training given and support available using DFE subsidy.	Progress for all PP children is good or better (as shown in Progress ladder through INSIGHT) PP children who are not attaining as forecast from EYFS or KS1 data make accelerated progress and are meeting their expected level of attainment.
B. B. Pupils' self-concept and resilience is low – making progress in learning slower	Counselling Play therapy Young Carers Family support from FLO In school support from FLO with targeted pastoral interventions Whole school work on Zones of Regulation New Welfare team established (HT/DHT/FLO/SENCO) and welfare referral system.	PP pupils and their teachers report increased levels of engagement and wellbeing.

C.	C. Pupils' support from Parent/Carer to engage in remote learning and home learning is minimal	Daily intervention sessions from 8.30am with Teacher to target children who do not receive support at home. With a focus on early reading/phonics and spelling/number skills.	PP pupils receive small group targeted support to consolidate learning and enable children to engage fully in class learning.
D.	D. Pupils' access to adequate resources to engage in remote learning is limited	All PP families will be contacted and offered: Onsite provision Laptop/tablet Free wifi access (provided through BT) Support to set up and use Google Classroom and other online platforms (Receptionist Miss Harrison) Workbooks purchased and sent to families who are not willing to engage using devices.	All PP pupils engage in learning during periods of national lockdown.
E.	E. A higher proportion of pupils whom receive PP are more frequently absent compared to the whole school population.	Attendance procedures updated and weekly reviews held with HT and DHT Fortnightly calls to families whose attendance drops below 95% Class rewards system linked to whole class attendance, incentivise individuals to attend. FLO to work closely with identified families to improve attendance and identify any further barriers.	All PP pupils attendance is above the national target of 96%
F.	F. Less likely to take up extra-curricular opportunities/clubs due to financial barriers and perceived lack of importance.	Financial subsidy available for all PP children to attend 1 extracurricular club per week and 1 music lesson. New clubs and music lessons communicated directly to PP families first.	All PP pupils take part in 1 extra-curricular club OR a weekly music lesson.

5. PLANNED EXPENDITURE					
Academic Year:					2020/21
Tier 1					
Quality of teaching for all					
Barrier	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. Pupils' overall attainment and progress is lower than peers due to lack of engagement during national lockdown March – June 2020	National Tutoring programme In house Daily intervention sessions from 8.30am with Teacher to target children who do not receive support at home. With a focus on early reading/phonics and spelling/number skills. Interventions planned Termly and tracked on class provision maps. Every PP child to appear on the class provision map to receive additional intervention tailored to their need. Google classrooms bought, installed, staff training given and support available using DFE subsidy.	In house tutor programme created by DHT as a bespoke programme tailored to the needs of individual children. Teachers delivering tutoring have established relationship with the children which will result in a more rapid settling period. PP children being named on class provision maps raise the profile of the needs of the child, and alert them to teachers and teaching assistants.	Tutor group drop-ins Planning scrutiny Provision map monitoring every long term.	AC AW	Review tutoring at end of 12 week blocks. Termly review of interventions at PPMs During lockdown weekly review of engagement on Google Classrooms
B. Pupils' self-concept and resilience is low – making progress in learning slower	ELSA training for FLO and 1 x TA(Ks1) Counselling Playtherapy Young Carers Family support from FLO In school support from FLO with targeted pastoral interventions Whole school work on Zones of Regulation New Welfare team established (HT/DHT/FLO/SENCO) and welfare referral system.	Training for an existing member of staff to develop skills to use across the school is a good use of resources. Pastoral interventions support wellbeing and can target specific areas and needs in parallel with whole school work.	Whole staff INSET training on Zones of Regulation FLO to mentor new ELSA TA SENCo drop in sessions for pastoral interventions	AW	Termly review of interventions at PPMs Welfare meetings to review families and actions every fortnight during lockdown (normally termly)

Total budgeted cost: £11,000					
Tier 2 Academic Support					
Barrier	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?
Pupils' support from Parent/Carer to engage in remote learning is minimal	Daily intervention sessions from 8.30am with Teacher to target children who do not receive support at home. With a focus on early reading/phonics and spelling/number skills. Support given to PP parents on basic number and literacy strategies to support learning at home.	Many disadvantaged childrens' parents lack confidence in basic skills – therefore offering provision in school to give additional time to PP children will negate the lack of support at home.	Teachers to submit plans for intervention groups on a termly basis and include entry and exit data.	AC Class teachers	Review every 6 weeks (end of every short term)
Pupils' access to adequate resources to engage in remote learning is limited	All PP families will be contacted and offered: Laptop/tablet Free wifi access (provided through BT) Support to set up and use Google Classroom and other online platforms (Receptionist Miss Harrison) Workbooks purchased and sent to families who are not willing to engage using devices. Printed resources created and posted to families who are unable or unwilling to use online learning.	Pupil Premium families may be financially disadvantaged, providing equipment will remove this barrier to their learning.	Ensure contact is good with PP families during lockdown periods. AC to liaise with Office to arrange.	AC	During lockdown this will be reviewed on a daily basis, maintaining contact with PP families at LEAST weekly.
Total budgeted cost: £14,500					
Tier 3 Wider approaches					
Barrier	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 higher proportion of pupils whom receive PP are more frequently absent compared to the whole school population.	Further incentivise good attendance by awarding classes with weekly and termly attendance awards. More rigorous monitoring schedule to be employed to anticipate poor attendance before this is realised. Develop relationships further with PP families who may be hard to reach through usual attendance channels (i.e. letters, phone calls etc) Offer further support to PP families with drop off including transport offer and breakfast club offer.	Attendance is inextricably linked to attainment, therefore it is imperative that our most disadvantaged children are in school.	Robust systems for monitoring attendance weekly will pick up on any dips in attendance. AC alongside FLO to manage relationships carefully with supporting strategies at the forefront in order to engage.	AC	Review weekly by AC
Pupils are less likely to take up extra-curricular opportunities/clubs due to financial barriers and perceived lack of importance.	Identify interests of all PP children. Target advertising of clubs to these children. Subsidise clubs to incentivise attendance. Survey PP children to take pupil voice on out of school interests in order to tailor clubs in subsequent terms.	PP children are most at risk of disengagement in the school system and may feel apathetic towards taking part in group activities which would otherwise have a positive impact on their skills, relationships and self concept.	Set up termly email to selected families to advertise clubs and music at subsidised rates. Club leaders to record attendance and share with AC to analyse.	AC	Terms 2,4 and 6.
Total budgeted cost: £2,500					

6. REVIEW OF EXPENDITURE																						
End of academic year review		July 2021																				
Amount of PP Grant academic year 2020-21		£26,060																				
Desired outcomes RAG rated to indicate efficacy	Chosen actions with success criteria	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																		
<p>Progress for all PP children is good or better (as shown in Progress ladder through INSIGHT)</p> <p>PP children who are not attaining as forecast from EYFS or KS1 data make accelerated progress and are meeting their expected level of attainment.</p>	<ul style="list-style-type: none"> National Tutoring programme sessions 2 x weekly for 10 weeks Daily intervention sessions from 8.30am with Teacher to target children who do not receive support at home. With a focus on early reading/phonics and spelling/number skills. Interventions planned Termly and tracked on class provision maps. Every PP child to appear on the class provision map to receive additional intervention tailored to their need. Google classrooms bought, installed, staff training given and support available using DFE subsidy. 	<p>In year progress September 2020- July 2021</p> <table border="1"> <thead> <tr> <th></th> <th>Less than expected progress</th> <th>Expected progress</th> <th>More than expected progress</th> </tr> </thead> <tbody> <tr> <td>Maths</td> <td>3/19 16%</td> <td>12/19 63%</td> <td>4/19 21%</td> </tr> <tr> <td>Reading</td> <td>1/19 5%</td> <td>12/19 63%</td> <td>6/19 32%</td> </tr> <tr> <td>Writing</td> <td>0/19 0%</td> <td>14/19 74%</td> <td>5/19 26%</td> </tr> </tbody> </table>		Less than expected progress	Expected progress	More than expected progress	Maths	3/19 16%	12/19 63%	4/19 21%	Reading	1/19 5%	12/19 63%	6/19 32%	Writing	0/19 0%	14/19 74%	5/19 26%	<p>Small group intervention or tutoring is effective in accelerating progress.</p>	£6500		
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<p>PP pupils and their teachers report increased levels of engagement and wellbeing.</p>	<ul style="list-style-type: none"> Counselling Play therapy Young Carers Family support from FLO In school support from FLO with targeted pastoral interventions Whole school work on Zones of Regulation New Welfare team established (HT/DHT/FLO/SENCO) and welfare referral system. 	<p>Leuven scale for involvement and wellbeing</p> <table border="1"> <thead> <tr> <th>September 2020 Entry</th> <th>3 or less</th> <th>4 or higher</th> </tr> </thead> <tbody> <tr> <td>Engagement</td> <td>4/19 21%</td> <td>15/19 79%</td> </tr> <tr> <td>Wellbeing</td> <td>6/19 32%</td> <td>13/19 68%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>July 2021 Exit</th> <th>3 or less</th> <th>4 or higher</th> </tr> </thead> <tbody> <tr> <td>Engagement</td> <td>0/19 0%</td> <td>19/19 100%</td> </tr> <tr> <td>Wellbeing</td> <td>1/19 5%</td> <td>18/19 95%</td> </tr> </tbody> </table>	September 2020 Entry	3 or less	4 or higher	Engagement	4/19 21%	15/19 79%	Wellbeing	6/19 32%	13/19 68%	July 2021 Exit	3 or less	4 or higher	Engagement	0/19 0%	19/19 100%	Wellbeing	1/19 5%	18/19 95%	<p>All approaches in this area have a positive outcome.</p>	£7500
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<p>PP pupils receive small group targeted support to consolidate learning and enable children to engage fully in class learning.</p>	<ul style="list-style-type: none"> Daily intervention sessions from 8.30am with Teacher to target children who do not receive support at home. Children who do not attend early morning interventions to be included in tutor groups during the school day. National Tutoring programme sessions 2 x weekly for 10 weeks With a focus on early reading/phonics and spelling/number skills. 	<p>All pupils were invited to early morning interventions. 4/19 children attended early morning interventions.</p> <p>All pupils attended either an early morning intervention or a tutor group during or after the school day in term 5. 19/19 children attended at least 2 sessions.</p>	<p>Early morning sessions have an overall positive impact however attendance has been poor.</p> <p>Conversely, running intervention sessions within the school day has a positive impact on attendance and outcomes, balanced against the impact on staffing.</p>	£4000																		
<p>All PP pupils engage in learning during periods of national lockdown.</p>	<p>All PP families will be contacted and offered:</p> <ul style="list-style-type: none"> Onsite provision Laptop/tablet 	<p>19/19 children engaged in lockdown learning in either remote or paper form during periods of national lockdown.</p>	<p>Excellent outcomes from this approach with 100% of children</p>	£8000																		

	<ul style="list-style-type: none"> Free Wi-Fi access (provided through BT) Support from member of staff to set up and use Google Classroom and other online platforms for PP parents and all families who need help Workbooks purchased and sent to families who are not willing to engage using devices. 	<p>3/19 children engaged using workbooks and paper packs 16/19 engaged using the online platform 7/10 children were supplied with a school laptop or tablet to engage in online learning</p>	engaged in some form of remote learning during national lockdown.											
All PP pupils attendance is above the national target of 96%	<ul style="list-style-type: none"> Attendance procedures updated and weekly reviews held with HT and DHT Fortnightly calls to families whose attendance drops below 96% Class rewards system linked to whole class attendance, incentivise individuals to attend. FLO to work closely with identified families to improve attendance and identify any further barriers. 	<p>End of year attendance data *Note this includes attendance online during periods of national lockdown.</p> <table border="1"> <thead> <tr> <th></th> <th>96% or higher</th> <th>Lower than 96%</th> </tr> </thead> <tbody> <tr> <td>Annual attendance</td> <td>8/19 42%</td> <td>11/19 58%</td> </tr> </tbody> </table>		96% or higher	Lower than 96%	Annual attendance	8/19 42%	11/19 58%	Attendance data shows there is more work to do in this area in the coming years. However a case study on 1 PP child who was supported to improve their attendance has reduced their absences by 50% and is now attending regularly.	£1500				
	96% or higher	Lower than 96%												
Annual attendance	8/19 42%	11/19 58%												
All PP pupils take part in 1 extra-curricular club OR a weekly music lesson.	<ul style="list-style-type: none"> Financial subsidy available for all PP children to attend 1 extracurricular club per week and 1 music lesson. New clubs and music lessons communicated directly to PP families first. 	<p>Clubs did not run this year for terms 1,2,3 and 4 due to periods of national lockdown and subsequent risk assessments. Music lessons did not run this year.</p> <p>Clubs data from Term 5/6</p> <table border="1"> <thead> <tr> <th></th> <th>No clubs</th> <th>1 club</th> <th>2 clubs</th> <th>3 or more clubs</th> </tr> </thead> <tbody> <tr> <td>Number of PP Children attending</td> <td>9 47%</td> <td>7 37%</td> <td>1 5%</td> <td>2 10%</td> </tr> </tbody> </table>		No clubs	1 club	2 clubs	3 or more clubs	Number of PP Children attending	9 47%	7 37%	1 5%	2 10%	Impact from this approach has been good. We set a very high target for 100% of PP children to engage in a club or music lesson. 52% of PP have taken up at least one club in terms 5 and 6, and we will continue to promote this strategy to improve the percentage further into 2021-22	£1000
	No clubs	1 club	2 clubs	3 or more clubs										
Number of PP Children attending	9 47%	7 37%	1 5%	2 10%										
				£28500										
Additional PP expenditure not accounted for in the 20-21 forecast plan £1000 budget remaining	<p>Subsidised Year 5/6 Residential trip for PP Children</p> <p>Subsidised new uniform and PE kit for PP children</p> <p>Fuel per mile for SLT picking up or dropping off PP children unable to be brought to school by parents.</p> <p>Fuel per mile for SLT transporting 1 x PP child to and from Primary Focus in Tunbridge Wells</p> <p>Subsidised access to breakfast and afterschool club</p>	<p>Subsidy of residential enabled 2/4 PP children to attend.</p> <p>Variety of uniform items subsidised for 5 PP children including shoes, waterproof jackets and waterbottles.</p>	<p>These PP costs will be included in the next PPG expenditure plan for 2021-22.</p> <p>We will continue to subsidise attendance at the newly established breakfast and afterschool club for all PP pupils into 2021 academic year.</p>	£1000										
Total spend for 2020-21				£29500										