

Sytchampton Endowed Primary School
Pupil Premium 3 Year Strategy Statement



School overview	
School name	Sytchampton Endowed Primary School
Pupils in school	93
Proportion of disadvantaged pupils	5% (5 pupils)
Pupil premium allocation this academic year (2020-2021)	£6690
Academic year or years covered by statement	2020 - 2023
Publish date	July 2020
Review date	July 2021
Statement authorised by	
Pupil premium lead	Amanda Richards (Headteacher)
Governor lead	

Current Cohort Information			
Characteristic	Number in Group (overall)	% of PPG Pupils	% of School
Male	3	60%	3%
Female	2	40%	2%
SEND (Special Needs/Disability)	2	40%	2%
EHCP (Education Health Care Plan)	0	0%	0%
LAC/PLAC (Looked After/Previously Looked After)	1 (PLAC)	20%	1%
GRT (Gypsy Romany Traveller)	0	0%	0%

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Assessment Data

EYFS (Early Years Foundation Stage)						
2019-2020 Coronavirus	Pupil Premium Pupils (pupils)	All Pupils (School)	National – Other Pupils	PP Data From Previous 3 Years		
				2018-2019 (1 pupils)	2017-2018 (1 pupils)	2016-2017 (0 pupils)
GLD (Good Level of Development)				100%	0%	n/a
Exceeding GLD						n/a
Reading				100%	100%	n/a
Writing				100%	100%	n/a
Number				100%	100%	n/a
Shape				100%	0%	n/a

Year 1 Phonics Screening Check					
All Pupils 2019	Pupil Premium Pupils 2019 (pupils)	National Average 2019	PP Data From Previous 3 Years		
			2018-2019 (1 pupils)	2017-2018 (0 pupils)	2016-2017 (0 pupils)
88%	100%	82%	100%	n/a	n/a

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End of KS1 Pupil Premium				
2019-2020 COVID 19	% Exp +	% National All Exp +	% GD	% National All GD
Reading				
Writing				
Maths				
2018-2019 (0 pupils)	% Exp +	% National All Exp +	% GD	% National All GD
Reading	n/a	n/a	n/a	n/a
Writing	n/a	n/a	n/a	n/a
Maths	n/a	n/a	n/a	n/a
2017-2018 (0 pupils)	% Exp +	% National All Exp +	% GD	% National All GD
Reading	n/a	n/a	n/a	n/a
Writing	n/a	n/a	n/a	n/a
Maths	n/a	n/a	n/a	n/a
2016-2017 (1 pupil)	% Exp +	% National All Exp +	% GD	% National All GD
Reading	100%	76%	0%	25%
Writing	100%	68%	0%	16%
Maths	100%	75%	0%	21%



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End of KS2 Disadvantaged Pupils									
2019-2020 COVID 19	Progress Scores	National Non Dis	National Dis Progress	% Exp+ School	% National All Exp +	% Dis Exp+ National	% GD School	% National All GD	% Dis GD National
Reading									
Writing									
Maths									
2018-2019 (1 pupil)	Progress Scores	National Non Dis	National Dis Progress	% Exp+ School	% National All Exp +	% Dis Exp+ National	% GD School	% National All GD	% Dis GD National
Reading	3.57	0.32	-0.62	0%	78%	62%	0%	31%	17%
Writing	-0.88	0.27	-0.50	0%	83%	68%	0%	24%	11%
Maths	3.28	0.37	-0.71	0%	84%	67%	0%	32%	16%
2017-2018 (1 pupils)	Progress Scores	National Non Dis	National Dis Progress	% Exp+ School	% National All Exp +	% Dis Exp+ National	% GD School	% National All GD	% Dis GD National
Reading	4.06	0.31	-0.59	100%	80%	64%	0%	28%	18%
Writing	1.83	0.24	-0.44	100%	83%	67%	0%	20%	11%
Maths	4.70	0.31	-0.58	100%	78%	64%	0%	24%	14%
2016-2017 (1 pupil)	Progress Scores	National Non Dis	National Dis Progress	% Exp+ School	% National All Exp +	% Non Dis Exp+ National	% GD School	% National All GD	% Non Dis GD National
Reading	2.97	0.33		100%	72%	77%	0%	25%	29%
Writing	-8.31	0.18		0%	76%	81%	0%	18%	21%
Maths	2.51	0.29		100%	75%	80%	0%	23%	27%

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Absence Ever 6 Pupils					
	Whole School Absence %	National Absence % All Pupils	Number of Ever 6 Enrolments In School	Disadvantaged	
2019-2020 COVID 19	n/a	n/a	n/a	School	National
				N/A	N/A
2018-2019	3.1%	4%	9	School	National
				6.1%	5.6%
2017-2018	4.1%	4.2	4	School	National
				4.1%	5.7%
2016-2017	6.2%	4%	9	School	National
				18.3%	5.5%

Strengths 2019-2020	Areas for further development 2020-2021
<ul style="list-style-type: none"> The proportion of disadvantaged pupils in the school is significantly lower than that of other schools nationally. Disadvantaged pupils generally achieve well, meeting at least Expected Standards at the end of Early Years, Key Stage 1 and Key Stage 2 Disadvantaged pupils generally make significantly better progress across the school compared to other pupils nationally 	<ul style="list-style-type: none"> The school needs to consider how to increase progress for Disadvantaged Pupils so that a greater proportion achieve Greater Depth Progress in Writing is not always as strong as that of other pupils nationally and is an area of focus for our Disadvantaged Pupils Attendance of Disadvantaged pupils is not always in line with that of other pupils nationally



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Our Tiered Approach:

2. Targeted Support

- Targeted Literacy and Numeracy intervention 3 x week for identified pupils
- 1:1 Emotional and Social intervention
- Speech and Language intervention for identified pupils

3. Wider Strategies

- Wrap Around Care including Breakfast Club
- Financial support for trips and immersive experiences
- Financial support with uniform
- Additional Music Tuition for identified pupils
- Attendance Monitoring and Whole Class Rewards

Our 3 Tiered Approach



1. High Quality Teaching

- CPD 'What Makes Great Teaching' for all staff (Rosenshine's Principles)
- NCTEM Maths Mastery Specialist 2 Year Course for Maths Lead
- Effective Feedback CPD all staff
- Focus on developing Subject Leaders
- CPD on retrieval and embedding key knowledge
- Development of a highly coherent English Curriculum with a key focus on Spelling, Developing Vocabulary and Early Reading

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Strategy

1. High Quality Teaching For All						
Priority	Chosen approach/Actions	Evidence Base/Rationale (Why this approach?)	Expenditure		Evaluation	Next Steps
			Proposed	Actual		
1.1	CPD 'What Makes Great Teaching' for all staff (Rosenshine's Principles)	<p>Research shows that highly effective, quality first teaching can have a significant impact on the progress of disadvantaged pupils.</p> <p><i>"One factor – the quality of teaching in formal education – holds huge potential in reducing, and in some cases even eliminating, the attainment gap."</i> EEF Attainment Gap Report 2018</p>	£0	£		
1.2	NCTEM Maths Mastery Specialist 2 Year Course for Maths Lead	<p>"There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress." EEF Toolkit</p> <p>Mastery Specialists are classroom practitioners who develop expertise in the mastery approach to teaching maths. Through rigorous and interactive training, they become experts in introducing and embedding mastery. After first developing a mastery approach in their own classrooms, they go on to support colleagues in their own and other</p>	£0 (Fully Funded by NCTEM)			

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		schools. https://www.ncetm.org.uk/resources/53452				
1.3	Focus on developing Subject Leaders	The new OFSTED Handbook is now being used in schools and colleges. It emphasises the importance of the curriculum as the driver for evidence that defines a high-quality education. Looking at some of the observations in OFSTED reports from schools inspected since September 2019. OFSTED are conducting 'deep dives' into subjects, they want to see high quality, in-depth subject knowledge, delivered by specialists who know how to ensure pupils learn the curriculum. This will then drive up standards in all subjects.	£0	£		
1.4	Effective Feedback CPD all staff	Research shows that highly effective, quality first teaching can have a significant impact on the progress of disadvantaged pupils. Feedback is one of the most powerful influences on learning and achievement. (Hattie and Temperley 2007). Feedback studies tend to show very high effects on learning. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/	£0	£		
5	CPD on retrieval and embedding key knowledge	Retrieval practice is strongly supported by over 100 years of research and is one of only two learning techniques rated by Dunlosky et	£0			

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		al (2013) as having 'high utility' for classroom practice. https://educationendowmentfoundation.org.uk/news/does-research-on-retrieval-practice-translate-into-classroom-practice/				
	Development of a highly coherent English Curriculum with a key focus on Spelling, Developing Vocabulary and Early Reading	Learning sequences in some subjects need to be more coherent, taking account of relative starting points, embedding key vocabulary and more challenge for More Able pupils Writing Review April 2020	£292.80 p/a £77.19			
Total Expenditure:			£369.99	£		

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2. Targeted Support						
Priority	Chosen approach/Actions	Evidence Base/Rationale (Why this approach?)	Expenditure		Evaluation	Next Steps
			Proposed	Actual		
2.1	Targeted Literacy and Numeracy intervention 3 x week for identified pupils	<p>Historically, Disadvantaged Pupils have achieved the expected standards in Reading, Writing and Maths, but do not achieve Greater Depth, particularly in Writing.</p> <p>Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. (EEF Toolkit)</p>	£3814.32			
2.2	1:1 Emotional and Social intervention	Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. On average, SEL interventions have an identifiable and	£1,320.00			

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		valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. EEF Toolkit				
2.3	Speech and Language intervention for identified pupils	Disadvantaged pupils are more likely to have additional needs. Pupils who are identified as having specific speech and language needs will be given tailored and targeted support. Speech and language is key to developing Writing.	£800			

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2.4	Attendance Monitoring and Whole Class Attendance Reward Scheme	<p>Whilst the proportion of Pupil Premium pupils has been low over the past few years, their attendance has not always been in line with that of other pupils.</p> <p>The Department for Education (DfE) published research in 2016 which found that:</p> <ul style="list-style-type: none"> • The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4 • Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions • Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons 				
Total Expenditure:			£5934.32	£		

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3. Wider Strategies						
Priority	Chosen approach/Actions	Evidence Base/Rationale (Why this approach?)	Expenditure		Evaluation	Next Steps
			Proposed	Actual		
3.1	Financial support for trips and immersive experiences	<p>The Council for Learning Outside the Classroom (LOtC) commissioned a survey through Teacher Voice which found that: 87% of teachers said that Learning Outside the Classroom made lessons memorable and 77% agreed that it motivated and enthused young people with regards to their learning. Learning outside the classroom therefore adds value to each individual's academic and personal development and should be embedded into the curriculum.</p> <p>https://www.nationaljusticemuseum.org.uk/school-trip-benefits-sen-students/#:~:text=School%20trips%20provide%20unique%20opportunities,to%20their%20learning%20and%20understanding.</p>	£200	£		

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3.2	Additional Music Tuition for identified pupils	<p>Most children will have their first experience of music at school. It is important that music education of high quality is available to as many of them as possible: it must not become the preserve of those children whose families can afford to pay for music tuition. While music touches the lives of all young people, the disadvantaged can benefit most.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/180973/DFE-00086-2011.pdf</p>	£220			
3.3	Wrap Around Care including Breakfast Club	<p>Research into the impact of Breakfast Clubs, has shown some impact upon attendance and punctuality.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603946/Evaluation_of_Breakfast_Clubs_-_Final_Report.pdf</p>	£			
Total Expenditure:			£420	£		

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Annual Review

	Aims	Success Criteria	Evaluation			
			2020-2021	2021-2022	2022-2023	Next Steps
1	The proportion of Disadvantaged Pupils achieving Greater Depth at the end of EYFS, KS1 and KS2 is at least in line with that of other Pupils nationally.	<p>The proportion of Disadvantaged pupils achieving Exceeding at the end of EYFS is at or above</p> <p>The proportion of Disadvantaged Pupils achieving Greater Depth at the end of KS1 is at or exceeding:</p> <p>Reading 25%</p> <p>Writing 16%</p> <p>Maths 21%</p> <p>The proportion of Disadvantaged Pupils achieving Greater Depth at the end of KS2 is at or exceeding:</p> <p>Reading 25%</p> <p>Writing 18%</p> <p>Maths 23%</p>	Coronavirus – No results			
2	Disadvantaged pupils achieve at least the expected standards in Writing at the end of EYFS, KS1 and KS2	All disadvantaged pupils achieve at least the expected standard in Writing at the end of EYFS, KS1 and KS2.	Coronavirus – No results			
3	Attendance of Disadvantaged Pupils is at least in line with, if not exceeding, that of other pupils nationally.	Absence of Disadvantaged pupils is at least in line with or below 4.93% (Autumn 2019/2020)	Coronavirus – No data			

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Budget Review

Tiered Approach	Evaluation						
	2020-2021		2021-2022		2022-2023		Next Steps
	Budgeted Costs	Actual Costs	Budgeted Costs	Actual Costs	Budgeted Costs	Actual Costs	
High Quality Teaching For All							
Targeted Intervention							
Wider Strategies							

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