

Pupil premium strategy statement - primary phase

School overview

Metric	Data
School name	Simon Balle All-Through School
Pupils in school	368
Proportion of disadvantaged pupils	8%
Pupil premium allocation this academic year	£46,350
Academic year or years covered by statement	2019-20 review, 2020-2021 plan
Publish date	01 Oct 2020
Review date	01 Sept 2021
Statement authorised by	Rachel Kirk
Pupil premium lead	Rachel Kirk
Governor lead	Louise Archer

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	Due to Covid-19, it is not possible to publish these figures precisely for 2019-2020. All students who are PP in the Larch (primary phase) are making good progress but for some this remains working towards age-related expectations. End of year targets 2020-2021 for PP students are highly aspirational with targeted support detailed below.
Writing	
Maths	

Strategy aims for disadvantaged pupils.

Measure	Score
Meeting expected standard at KS2	Our first Year 6 cohort as a growing school will be 2021-2022. Our approach to data analysis is such that all disadvantaged students have aims which are aspirational, aiming for age-related expectations or also greater depth, dependent on their progress from the previous key stage.
Achieving high standard at KS2	

Teaching priorities for current academic year

Measure	Activity
To develop an ambitious curriculum which supports the	<ul style="list-style-type: none">- Curriculum review a SDP priority. How well is the intended curriculum implemented?

needs of all students and provides rigour and breadth	<ul style="list-style-type: none"> - How can we achieve the balance between breadth and balance in the curriculum and intervention for core knowledge and skills where it is required?
To set individual targets which are ambitious and relate precisely to provision mapping to support the accelerated progress required	<ul style="list-style-type: none"> - Support for end of year target setting, with planning to match accelerated progress expectations. - High emphasis on marking and feedback.
Barriers to learning these priorities address	Home learning can be a barrier which we are attempting to address through positive support (for example, chrome books) and high expectations. New tools and apps are under investigation.
Projected spending	£15,000

Targeted academic support for current academic year

Aim	Target	Target date
Progress in Reading	<ul style="list-style-type: none"> * Whole class teaching of reading made accessible to all * 1:1 programmes specific to individuals: Simon Balle approach to reading (daily reading, reading eggs or reading fluency intervention) 	Evaluated termly
Progress in Writing	<ul style="list-style-type: none"> * High expectations of writing across the curriculum for all - expectations * Sharpened use of assessment to ensure accuracy, progression, 1:1 feedback 	Assessment for learning
Progress in Mathematics	<ul style="list-style-type: none"> * Use of diagnostic assessments to identify gaps and address misconceptions * Pre-teaching (particularly language) and rapid interventions daily to support 'keeping up' * Maths fluency to support memory and the interleaving of knowledge 	Evaluated daily and termly
Phonics	<ul style="list-style-type: none"> * Post-Covid lockdown, assessments to identify precise gaps (Reception, Years 1 and 2) * Flexible use of streaming within phonics to meet needs - see curriculum plan re stages 	Evaluated half termly
Barriers to learning these priorities address	Academic achievement in RWM which opens horizons for all learning.	
Projected spending	£15,000	

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Wider strategies for current academic year

Measure	Activity
To sustain and improve the level of parental engagement within the challenges of Covid-19.	<ul style="list-style-type: none"> * Parents' evenings: set up as virtual but respond to PP need * Parent virtual workshops - in all year groups and determined areas

	* 1:1 dialogue with PP and PP+
To provide enrichment opportunities, and to ensure the highest levels of pastoral support (including counselling)	<ul style="list-style-type: none"> * Free music and sporting provision * Subsidised extra-curricular provision across clubs * Art, lego and music therapy introduced * Referral to all-through counsellor where required
Barriers to learning these priorities address	Difficulty with reaching outside services; early proactive action to anticipate mental or physical health needs
Projected spending	£15,000 (as well as sport premium to address inclusion)

Monitoring and Implementation

Area	Challenge	Mitigating action
First quality and inclusive teaching	Knowledge gaps	Effective assessment to identify and target gaps. 1:1 or group intervention whilst mindful of breadth and ambition in the curriculum. Consistent addressing of misconceptions in a timely fashion.
Targeted support	Effectively tracking PP/PP+ intervention and impact	Software package to be purchased. Every intervention with entry and exit data. If removal from class, time altered to minimise curriculum loss. Short term- high gains.
Wider strategies	Enrichment during Covid-19 - engagement and practicalities	Where offer is less extensive (for example, no sixth form or parent volunteers), extend virtual opportunities. Use Covid catch-up funding to prioritise need.

Review: last year's aims and outcomes

Aim	Outcome
To improve progress in reading, writing, mathematics and phonics	<ul style="list-style-type: none"> - Though Covid-19 prevents use of actual data for 2019-2020, internal data shows that progress for PP students is equally strong to their non-PP peers (including against national other in attainment) - Reading fluency is achieving a significant impact for individuals and groups, extended to 2020-2021 - The use of reading eggs will now be extended due to positive outcomes in 2019-2020 - Intervention plans, with aspirational end of year targets, are now in place for each PP student 2020-2021
To improve the attendance of disadvantaged pupils	<ul style="list-style-type: none"> - Evidenced positively from September 2019-March 2020 overall and for identified individuals. This, however, was not reflected for all PP across the summer term following Covid lockdown.

<p>To improve accountability, leadership and use of data to target intervention and extra provision.</p>	<ul style="list-style-type: none"> - See pupil progress meeting minutes termly 2019-20 which detail precise action. - Impact shown with reading fluency, groups to target to greater depth and individual academic targets. Systems are highly accountable and established for 2020-2021.
<p>To significantly increase opportunities within extra-curricular provision</p>	<ul style="list-style-type: none"> - Achieved. 100% of disadvantaged students accessing extra-curricular provision; for many this included academic tuition but for all enrichment in clubs of their choice.