



## Staplehurst School - Pupil Premium Strategy 2020/2021



<b>Context and Overview</b>	
Academic Year	2020-21
Number of Pupil on Roll	351 ( <i>correct as of November 2020</i> )
Number of Pupils Eligible for Pupil Premium	57 ( <i>correct as of November 2020</i> )
Total for Pupil Premium Grant Current Financial Year	£95,805
Date for Strategy Review	July 2021

### **Mission Statement and Vision for Disadvantaged Pupils at Staplehurst School:**

Our intent at Staplehurst School is that every child, no matter their background, has equal opportunities to reach their full potential. We endeavour to provide all children with a broad and ambitious curriculum, where children's wellbeing is at the heart of everything we do. We are committed to narrowing any identified gaps in attainment between pupils. We tailor our provision to meet the individual needs through quality first teaching, precision teaching and bespoke interventions.

We are taking steps to build on our knowledge rich curriculum. Alongside a well taught knowledge rich curriculum, our school is engaged with the Achievement for All programme to support to significantly enhance the engagement of parents and carers of our most vulnerable children. The Achievement for All programme also provides us with strategic opportunities to work with our families on individualised learning targets to aid the closing of the gap between their Non-Pupil Premium peers.

At Staplehurst School, we strive to significantly reduce the gap between our PP and Non-PP children narrows in Reading, Writing and Maths.

**Potential Barriers to Future Attainment for Disadvantaged Pupils  
at Staplehurst School**

- A. A significant number of children are entering our school in Early Years with a baseline in speech and language significantly behind their peers, which continues to impact their engagement and attainment as they move through the school.
- B. The percentage of children eligible for Pupil Premium at the expected level for Reading, Writing and Maths when they enter our school and move into Year 1 is low. This continues to impact their attainment as they move through the school with inference, vocabulary and summarising skills identified as a particular barrier to higher attainment further up in the school. Very few children achieve greater depth in any of the core subjects.
- C. Poor development of fine and gross motor skills at a young age can impact on a child's confidence to engage positively with their learning activities, which in turn impacts their progress and attainment.
- D. A significant number of children are not able to access enriching extra-curricular activities outside of school.
- E. A significant number of children experience social and emotional barriers to their learning, affecting their access to the curriculum, which has continued to impact on their attainment as they move through the school.
- F. Some of the children have low levels of self-esteem, wellbeing, and involvement in school life.
- G. Some children have lower attendance rates than their Non-PP peers. Some also have problems with persistent lateness.
- H. Some children have lower levels of parental support and engagement with their child's education and wellbeing.

**Action Plan for Implementing/Developing the Pupil Premium Strategy:**

**Whole School Priorities for the year:**

1. Attainment and Progress	2. Ambitious Curriculum	3. Community Engagement	4. Leadership
To ensure children reach attainment and progress targets in line with pre-Covid national expectations.	To embed an ambitious curriculum that is built on core knowledge and its application. To respond effectively to the evolving national situation in order to maximise academic achievement and progress for all pupils.	To have a thriving and engaged school community which actively supports opportunities for parental involvement in their child's learning, supported through the Achievement for All programme.	To embed strong distributed leadership with shared values and ambition for children to drive school improvement.

Priority 1 Attainment and Progress	Actions	Lead	Date	Costs/ Resources	Monitoring and Evaluation July 2021
To baseline the children upon return from a national lockdown to quickly identify gaps in children's learning.	Teachers perform 'check ins' with the children in their class based on the previous years learning and identify gaps in children's learning.	Teachers / Subject leaders	September 2020	£514.96	All children completed a baseline assessment in September 2020 using NFER/National Assessments. This was used to identify gaps in children's learning and to adapt planning and teaching. Further assessments were completed throughout the academic year (terms 1, 2, 5 and 6) to continually assess the children's progress, attainment and impact from the second lockdown.

To ensure the quality of teaching in the classroom is of a high calibre.	Theme walks, book looks, NQT mentor support, staff meeting CPD, support from SENCO, sharing best practise examples.	SLT / Teachers	Weekly / Termly	£28,068	All quality of teaching has been measured as good or better. This is evident through SLT learning walks, NQT mentor support, Head teacher report to Governors and book looks. The impact of this can be seen in our School Evaluation Form (SEF).
To monitor the progress of PP children through pupil progress meetings.	Identify gaps through pupil progress meetings and identify next steps to support the children in reaching their full potential.	SLT	Term 2, 4 and 6.	£708.12	Our Head Teacher and Deputy Head supported staff during pupil progress meetings on the attainment and progress of the Pupil Premium children in their classes and what support was put in place for those children. Evidence of support provided was seen through book looks, learning walks and pupil voice.
To use the government's National Tutoring Programme to provide additional support in school for PP children.	Contact local tutoring companies to find out what they can offer. Identify year groups/children where the support is most needed.	PP Champion / HT/ Business Manager	Term 3, 4, 5 and 6.	£2,850	As a school we used a portion of our Catch Up Funding budget to provide Pupil Premium children with 15 hours of tutoring, instead of using the National Tutoring Programme. Please see our Catch Up Funding section on our school website for a detailed review and evaluation of our own tutoring strategy.

To increase the number of PP children achieving EXS levels in all core subjects.	Theme walks, book looks, pupil progress, performance management to improve on the quality of teaching, precision teaching, feedback policy and time for feedback in the daily timetable, 1:1 PP meetings to identify personalised learning targets for the child to close their learning gaps.	SLT/ Assistant Head for Inclusion/ PP Champion	Weekly/ Termly	£28,068 (as above – not in addition to).	<p>Data Analysis (Year 1-6 – 59 children): This data shows % and number of children working at EXS only.</p> <table border="1" data-bbox="1543 339 2038 587"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Baseline</td> <td>12 chn 20%</td> <td>5 chn 8%</td> <td>10 chn 17%</td> </tr> <tr> <td>Autumn 2020</td> <td>19 chn 32%</td> <td>19 chn 32%</td> <td>21 chn 36%</td> </tr> <tr> <td>Summer 2021</td> <td>19 chn 32%</td> <td>20 chn 34%</td> <td>20 chn 34%</td> </tr> </tbody> </table>		Reading	Writing	Maths	Baseline	12 chn 20%	5 chn 8%	10 chn 17%	Autumn 2020	19 chn 32%	19 chn 32%	21 chn 36%	Summer 2021	19 chn 32%	20 chn 34%	20 chn 34%
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To increase the number of PP children achieving GDS levels in all core subjects.	Theme walks, book looks, pupil progress, performance management to improve on the quality of teaching, precision teaching, feedback policy and time for feedback in the daily timetable, 1:1 PP meetings to identify personalised learning targets for the child to close their learning gaps.	SLT/ Assistant Head for Inclusion/ PP Champion	Weekly/ Termly	£28,068 (as above – not in addition to).	<p>Data Analysis (Year 1-6 – 59 children): This data shows % and number of children working at GDS only.</p> <table border="1" data-bbox="1543 754 2038 1002"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Baseline</td> <td>0 chn 0%</td> <td>2 chn 3%</td> <td>2 chn 3%</td> </tr> <tr> <td>Autumn 2020</td> <td>6 chn 10%</td> <td>5 chn 8%</td> <td>5 chn 8%</td> </tr> <tr> <td>Summer 2021</td> <td>6 chn 10%</td> <td>4 chn 7%</td> <td>3 chn 5%</td> </tr> </tbody> </table>		Reading	Writing	Maths	Baseline	0 chn 0%	2 chn 3%	2 chn 3%	Autumn 2020	6 chn 10%	5 chn 8%	5 chn 8%	Summer 2021	6 chn 10%	4 chn 7%	3 chn 5%
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Nuffield Early Learning Intervention	Language Screen assessment tool, EYFS lead training, children identified will receive 1:1 sessions over 20 weeks (approx. 4 hours a week), monitor the impact of	EYFS Lead / PP Champion	Term 3, 4, 5 and 6.	No cost to school in 2020/21.	This programme started late due to the second school closures from January 2021. More data will be available at the end of the intervention but all 9 Pupil Premium children taking part in the programme																

	PP children involved regularly, share intervention outline with parents.				are benefitting from the small group interventions and this is evident in their EYFS observations too.
Speech and Language Therapist visits to school.	Tracking of speech and language groups to evidence high levels of accelerated progress, S&L support and training for TAs, evidence of improvement in speech and language through pupil voice, theme walks and conversations with parents. Children with identified speech and language needs receive appropriate provision and intervention early in their school careers for maximum impact on progress and attainment.	S&L therapist  Class TAs  Teachers  Assistant Head of Inclusion	Term 3, 4, 5 and 6.	£1,800 per annum.	Since January 2020: 11 children from KS1/EYFS 12 members of staff training by SaLT to deliver interventions to children. All targets are recorded and monitored in provision maps. There has been impact from school closures but interventions continued immediately on pupils return to school. Children were sent home with packs of resources to ensure some speech and language activities could still be continued at home throughout lockdown.

Priority 2 Ambitious Curriculum	Actions	Lead	Date	Costs/ Resources	Monitoring and Evaluation July 2021
To increase and maintain the attendance of the PP children and reduce the registered late marks each term.	Regularly monitor the attendance of PP children and the children isolating at home, regular meetings with FLO to discuss attendance or key families and identify strategies to support them, aim for all PP children to have at least a 'good' level of attendance in school, with most attending no less than 97%, attendance targets as a whole school each term, raise the profile of attendance in classrooms/celebration assemblies, FLO regular meetings with HT.	PP Champion / FLO	Weekly/ Termly	£6361.20	Overall Pupil Premium attendance in 2020-21: Term 1 – 93.4% Term 2 – 80.2% Term 3 – School Closures - 11 Pupil Premium children attended school during closures Term 4 –95% returned to school upon reopening (some children were still required to shield) Term 5 – 91.9% Term 6 – 85.3%
To ensure all children in our school have access to a wide range of curriculum enrichment and extra-curricular activities to further broaden their learning experiences.	Monitor extra-curricular clubs lists to ensure fair attendance of PP children. When COVID regulations allow, continue provision of rich learning opportunities through trips and outside visits.	PP Champion / PE Lead	Termly	£6,493.06	As a school, we have been successful in providing our children with a wide variety of enriching learning opportunities after school, including netball, football, dance, board games, coding, singing, music, recorders, rounders, Lego, multi-skills and a nature club. Our most vulnerable children were prioritised for these clubs.

					<p>Here is an overview of how many Pupil Premium children attended our after school clubs:</p> <p>Term 2 – 15 children</p> <p>Term 3 – school closures</p> <p>Term 4 – school closures</p> <p>Term 5 – 18 children</p> <p>Term 6 – 23 children</p>
To increase the levels of self-esteem and raise expectations.	Some PP pupils have low levels of self-esteem, wellbeing and involvement in school life. Identify the gaps in children’s self-esteem and wellbeing using class wellbeing overviews. Use these to form part of the Achievement for All meetings with some of the PP children.	Assistant Head of Inclusion / PP Champion / Teachers	Weekly / Termly	£11,515.48	All staff regularly check in children and parents – any wellbeing/family circumstances reported on CPOMS. Throughout lockdown, all teachers and SLT phoned all families once a fortnight and vulnerable families each week to support with home learning and wellbeing. During lockdown, all children and staff took part in Wellbeing Week which saw children have screen free days and were more active and creative throughout the week. Through class wellbeing assessments, motivation and concentration came out as an area to focus on as a whole school. Assistant Head of Inclusion delivered training to staff on how to support and increase motivation and concentration in the classroom.

<p>To ensure a quality and broad curriculum continues should children be home isolating.</p>	<p>Implement a blended learning policy as a school, all children to receive blended learning books for home, all Achievement for All families to have detailed discussions with teachers about the blended learning policy and their access to IT at home.</p>	<p>Teachers / SLT / PP Champion</p>	<p>Weekly / Termly</p>	<p>£570.95</p>	<p>A blended learning policy was developed by all stakeholders and shared with our community. All children took blended learning books home and paper packs of work for those with no IT access. All Pupil Premium children were invited into school in January 2021 – for those that declined, huge efforts were made to ensure those children engaged in home learning. 32 PP children received IT access from school (government initiative) as well as five families having internet access through routers donated from the government.</p> <p>Home Learning Engagement:</p> <table border="1" data-bbox="1525 900 2033 1329"> <thead> <tr> <th></th> <th>January 2021</th> <th>April 2021</th> </tr> </thead> <tbody> <tr> <td>None</td> <td>35 chn 52%</td> <td>7 chn 10%</td> </tr> <tr> <td>Some</td> <td>5 chn 7%</td> <td>23 chn 34%</td> </tr> <tr> <td>Most</td> <td>27 chn 40%</td> <td>37 chn 55%</td> </tr> <tr> <td>No. of children in school</td> <td>7 chn 10%</td> <td>11 chn 16%</td> </tr> </tbody> </table>		January 2021	April 2021	None	35 chn 52%	7 chn 10%	Some	5 chn 7%	23 chn 34%	Most	27 chn 40%	37 chn 55%	No. of children in school	7 chn 10%	11 chn 16%
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To ensure children's engagement and learning behaviours are in line with the school behaviour policy.	Monitor the behaviour reports of PP children and identify any patterns and offer support to teachers or parents where appropriate.	PP Champion	Termly	£439.38	All behaviour incidents involving PP children were followed in line with our behaviour policy and recorded on our CPOMS programme. There were no patterns or concerns in behaviour that needed to be followed up further.
To enhance the curriculum throughout the school to provide rich, and meaningful learning opportunities, particularly for those children who are PP.	With the support of outside curriculum specialists, redesign the whole school knowledge rich curriculum to ensure there is enrichment and cultural capital that provides the very best learning opportunities for children.	DHT / Humanities Lead	Term 2 onwards	£1320.40	Our DHT and humanities lead have met with a range of curriculum specialists to develop our Staplehurst knowledge rich curriculum. Staff received training from the Inclusion Service to develop our GRT curriculum too. Other key themes this year have been: Black History Month – Term 2 Wellbeing Week – Term 4 Healthy Week – Term 5 STEM Days – Term 6 World Week – Term 6 GRT Day – Term 6
To monitor and adjust the timetable termly to meet the needs of the children.	Rearrange the timetable for the week so that each day there is two solid feedback slots where class teachers can work 1:1 or in small groups with children to deliver same day feedback on their work. The PP children and other vulnerable groups are targeted first for these sessions.	SLT	Term 2 onwards	£439.38	All PP children received additional support throughout the school day during same day intervention slots. This was evident through book looks, learning walks and pupil voice.

To ensure all children can take part in quality, enriching educational experiences.	School to support PP families with the cost of school trips – three times yearly.	Office	Termly	£7695	Due to school closures and COVID-19, no school trips were planned for this academic year. However, this funding was used towards our enrichment weeks listed above.
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Priority 3 Community Engagement	Actions	Lead	Date	Costs/ Resources	Monitoring and Evaluation July 2021
To monitor and improve the engagement of parents of our Pupil Premium children.	Continue the Achievement for All programme where in depth 1:1 conversations take place with 32 of our Pupil Premium children and their parents.	PP Champion / Class Teachers	Terms 2, 4 and 6	£1171.68	Overall there was an 88% engagement of our PP families in the Achievement for All programme. However, due to research into Achievement for All, we ended our programme and created our own programme of support for our PP children.
To ensure a smooth and successful transition into secondary education for our Year 6 PP children.	Work with staff and schools to support their transition process. Weekly check ins with children to discuss their feelings and support their wellbeing.	PP Champion , Year 6 Staff, Assistant Head for Inclusion	Term 5 and 6	£195.28	13/14 Pupil Premium children in Year 6 have a place at a secondary school with 1 child gaining a place at a grammar school. 1 child is moving out of area. PP Champion, FLO and Assistant Head for Inclusion had regular check ins and meetings with Year 6 staff and children on their transition to secondary school and offered support where needed.
To monitor the impact of children receiving support through Fegan's.	FLO to regularly monitor/speak with Fegan's councillor, class teachers to observe the children closely in class.	FLO	Weekly / Termly	£6,232	Three Pupil Premium children required support through Fegan's this academic year. A positive impact was seen from the children both in and out of school.
To offer additional extra-curricular opportunities for the GDS PP children.	Look into initiatives/opportunities for extra-curricular activities for GDS – Children's University Kent, local secondary schools and local businesses.	PP Champion	Terms 3, 4, 5 and 6.	£732.30	The second lockdown had an impact in extra-curricular opportunities being available for our greater depth Pupil Premium children. However, some of our greater depth children are Learning Ambassadors so they have worked closely with SLT to develop our school

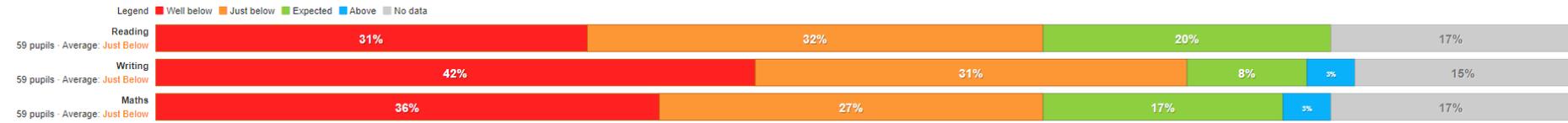
					further and have carefully planned how we can remember and commemorate Covid-19 at Staplehurst School.
To ensure all children have access to school uniform.	School to cover the costs of particular items of uniform for PP families, should they need it.	Office	Termly	£1625	Families were supported with school uniform costs, where appropriate. A total of 34 children were supported with jumpers, PE kits, ties and book bags.
To provide breakfast club care for children and families.	School to cover the costs of PP children who attend breakfast club, should they need to attend.	Office	Termly	£9476.35	Four PP families (10 children) were supported in breakfast club this year. This has also had an impact on the children's lateness and attendance as they are arriving to school early with a good breakfast.

<b>Priority 4 Leadership</b>	<b>Actions</b>	<b>Lead</b>	<b>Date</b>	<b>Costs/ Resources</b>	<b>Monitoring and Evaluation July 2021</b>
To appoint a designated Pupil Premium Champion.	Monitor the impact of Achievement for All and 1:1 Pupil Premium tutoring. Regularly monitor the attendance, attainment, and progress of all PP children through book looks, theme walks with SLT, assessment data, teacher assessments, discussions with staff and FLO.	PP Champion	Termly	£2,796	The PP champion has had a positive impact on raising the profile of Pupil Premium across the school. Staff are more aware and accountable for their Pupil Premium children. Whilst the majority of Pupil Premium have maintained their attainment – the most significant impact has been for those children working ‘well-below’ or ‘just-below’ their year groups. See below. Through pupil voice, children are more confident, particularly in reading, and have enjoyed spending more time with their class teacher in class, during same day interventions and tutoring after school.
To promote the voice of children registered as Pupil Premium through school council and learning ambassador roles.	Review the school council and learning ambassador lists, could other children be included to ensure an equal voice of all children throughout the school.	PHSE Lead / HT / PP Champion	Termly	£732.30	This year: 10% of our School Council were Pupil Premium children 21% of our Learning Ambassadors were Pupil Premium children
To work towards the Achievement for All quality mark.	Gather evidence collected through the Achievement for All programme, alongside the support of the Achievement	PP Champion	Terms 3, 4, 5 and 6.	£878.76	The Achievement for All programme terminated in Term 5.

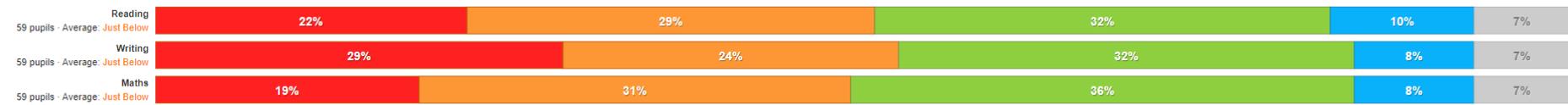
	for All coach to build a portfolio for the quality mark.				
To ensure all leaders and stake holders monitor and challenge the provision of PP children.	Maths and English lead to monitor the progress of PP children closely and identify gaps in teaching and offer support, governors aware of PP actions and progress.	Maths Lead / English Lead / PP Champion / Governors / Staff Governor	Termly	£2,796	Our PP champion met regularly with our Assistant Head for Inclusion and our SEN link governor to monitor and discuss PP throughout the school. Reports and discussions were shared regularly during governor and SLT meetings.

## Pupil Premium Data Analysis:

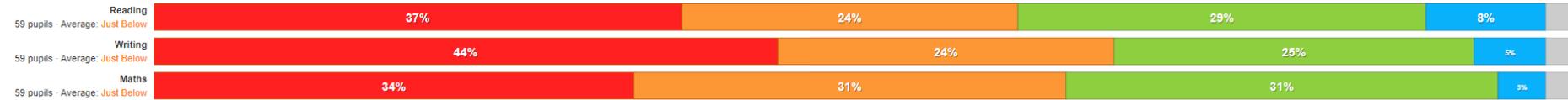
### Baseline



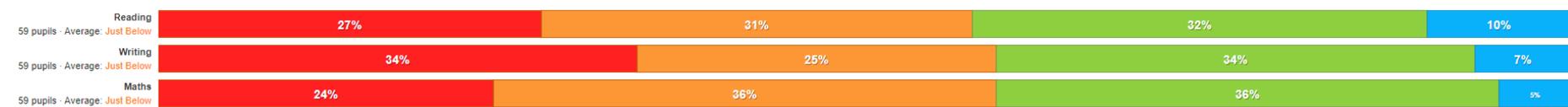
### Autumn 2020



### Spring 2021



### Summer 2021



**An overview of how we spent our funding of £95,805 throughout this academic year 2020-21.**

<u>Literacy Interventions</u> Reading comprehension, targeted phonics groups, writing and SPAG, daily reading, sentence building, Clicker 6, precision teaching.	10%
<u>Maths Interventions</u> Number fluency, precision teaching.	10%
<u>Social and Emotional Interventions</u> Counselling, 1:1 transition support (Year 6), Family Liaison Officer support.	15%
<u>Speech and Language</u> Speech and Language Link assessments, CLEAR, Speech and Language Therapist, NELI	5%
<u>Fine and Gross Motor Skills</u> BEAM, Sensory Circuits, Clever Fingers.	5%
<u>Teaching Enrichment</u> World Week, History Week	5%
<u>Wellbeing</u> Breakfast Club, after school clubs, uniform, lunches.	10%
<u>Staff Training</u> Achievement for All Coach, TA training (precision teaching)	10%
<u>Staff Costs</u> TA focus groups, daily feedback sessions	30%