



1. SUMMARY INFORMATION					
School	Sedley's CEP Primary School Dartford				
Academic Year	2020-2021	Total PP Budget	£10,415	Date of most recent PP Review Internal Review	
Total Number of Pupils	94	Number of pupils eligible for PP	Lower than National (12% 2019)	Date for next internal review of this strategy	July 2021

2. ATTAINMENT KS2 End of Key Stage Attainment- 2018-19			
	PP	Non- PP	Difference
% achieving expected standard in Reading, Writing and Maths	50%	85%	-35%
% achieving expected standard in Reading	50%	92%	-42%
% achieving expected standard in Writing	100%	100%	-
% achieving expected standard in GPS	100%	100%	-
% achieving expected standard in Maths	100%	92%	+8%
% achieving higher standard in Reading, Writing and Maths	0%	8%	-8%
% achieving higher standard in Reading	0%	31%	-31%
% achieving higher standard in Writing	0%	8%	-8%
% achieving higher standard in GPS	0%	46%	-46%
% achieving higher standard in Maths	0%	38%	-38%

END OF KS2 PROGRESS – 2018-19			
	PP	Non- PP	Difference
Reading Progress	-4.13	0.16	-4.29
Writing Progress	2.22	-1.23	+3.35
Maths Progress	-1.44	-0.65	--0.79



4. BARRIERS TO FUTURE ATTAINMENT (FOR PUPILS ELIGIBLE FOR PP INCLUDING HIGH ABILITY)

In-school barriers (issues to be addressed in school)

- **Wide gaps in pupils' attainment upon entering the school**
- **Speech and language development**
- **Spaces to provide additional intervention**
- **Additional support for catch up; time for this outside/alongside curriculum**
- **Offering a breadth of additional curriculum and non-curriculum opportunities**
- **Social & emotional support**
- **Slow progress**

External barriers (issues which also require action outside school)

- **Low attendance**
- **Life experiences which develop language**
- **Knowledge of learning strategies to support pupils at home**
- **Resources to support pupils' learning at home**



5. Outcomes

Desired outcomes		Success criteria
1.	Attendance level for disadvantage pupils is monitored and improvements made where necessary	<ul style="list-style-type: none"> Attendance policy is followed through termly identification of poor Disadvantage attendance Support is identified and parents to work with school in improving Disadvantage pupil's attendance Parents know the loss of learning and impact low attendance has on their pupils learning Breakfast club offered as solution to childcare
2.	Target Disadvantage for interventions, smaller working groups and individual feedback so that gaps close in achievement and progress	<ul style="list-style-type: none"> Use of S&L specialist TA improved S&L outcomes for pupils KS1 have smaller focused groups for phonics Interventions prioritised for Disadvantage Pupils Interventions and pupils progress monitored as a priority; steps taken to move learning on if an intervention is not proving impactful positively
3.	Disadvantaged pupils focus for 1:1/1:2 Online Tutoring support through the Governments National Tutoring Scheme.	<ul style="list-style-type: none"> Disadvantage pupils provided with personalised catch-up tuition Teachers to identify small next steps for Disadvantage pupils Progress monitored via entry and exit data Work produced is evident that targets are being met and embedded in pupils' schoolwork
4.	Disadvantage pupils are not at a disadvantage through home learning	<ul style="list-style-type: none"> Disadvantage pupils have access to devices and internet Disadvantaged pupils are completing homework which they can access Disadvantage pupils are prepared for their learning Disadvantage pupils always have resources for homework tasks
5.	Disadvantage pupils can participate in a wide range of enriching experiences, including: additional trips, experiences, sporting events, music tuition, clubs	<ul style="list-style-type: none"> Pupils are prioritised for additional clubs, attendance registers show high intake Funded trips and other experiences PP pupils are developed to take part and compete at a high standard in Sporting events
6.	Disadvantaged pupils are supported emotionally and socially	<ul style="list-style-type: none"> Disadvantage pupils have mechanisms and strategies to work through personal issues whilst at home and in school Support from third party agencies/staff TA's trained to support social skill development Pupils are aware of when they are not coping

6. PLANNED EXPENDITURE

CURRICULUM AND LEARNING 60% ALLOCATED SPEND



Desired Outcome	Chosen Action/Approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff	Review implementation
Attendance level for disadvantage pupils is monitored and improvements made where necessary	SLT member to follow Attendance Policy and procedures for poor attendance are rigorous Share attendance impact with parents	Children need to be in school to learn Missing lessons is disruptive and puts gaps in pupils learning Parental awareness of loss of learning to highlight importance of school	Policy identifies which families are needing intervention Early Help may assist families, school to liaise with getting help for the agency and any other relevant agencies Parents evenings and reports used to highlight impact of low attendance	SLT	
Target Disadvantage for interventions, smaller working groups and individual feedback so that gaps close in achievement and progress	TAs to be timetabled to deliver regular interventions Teachers identify gaps in pupils learning using gap analysis tools and this forms targets for interventions TA to provide S&L intervention Teachers prioritise PP pupils for 1:1 feedback	Some pupils require the curriculum delivered in alternative ways to meet their needs Key gaps in learning drive SMART targets for intervention	Regular review of progress and impact of small working groups and interventions	CT TA's	
Disadvantaged pupils focus for 1:1/1:2 Online Tutoring support through the Governments National Tutoring Scheme	Learning Communities to discuss and review disadvantaged pupils weekly in Learning Community meetings To be initial priority for teaching and learning focus	Disadvantaged pupils progress needs improving as they are making the least progress	Learning Community meeting minutes evidence the discussions and actions taken Provision in planning and outcomes in books reflect the decisions made and show progress	SLT	
Total budgeted cost:					£6,249

FAMILIES & COMMUNITY 5% ALLOCATED SPEND

Desired Outcome	Chosen Action/Approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff	Review implementation
Disadvantage pupils are not at a disadvantage through home learning Attendance level for disadvantage pupils is monitored and improvements made where necessary	Pupils provided with resources to work from home: text books, stationary, personalised worksheets, laptops and sim cards. Staff to provide parents with support on strategies use in school which will support the pupils at home Support with uniform and PE kit Offer free breakfast club	Resources will not be a barrier for pupils and internet will be available to all.	Teachers to find out from parents what resources are needed. Teachers to provide personalised home learning resources. Sourcing of individual workbooks and other stationary. Loan agreements in place for devices.	CT SLT	
Total budgeted cost:					£520.75

Social Emotional & Behaviour 30% allocated spend



Desired Outcome	Chosen Action/Approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review implementation
Disadvantaged pupils are supported emotionally and socially	School provide pupils with personal, social and emotional support via a range of platforms in class Additional agencies/staff provide external counselling provision or wellbeing sessions	Underdeveloped social skills can impact a child. this can impact on behaviour and academic engagement Pupils' self-esteem and life experiences impact on emotional wellbeing and their application to school life and studies can be affected negatively Families may need support through difficult times	SENCo, DHT, Teachers or parents' feedback vulnerable pupils' behaviours and their needs Wellbeing officer to provide 1:1 or small group sessions with pupils Support staff provide social skills sessions Outside agencies provide counselling where needed All classrooms to provide check in charts, worry boxes and implement mental health as part of PSHE sessions.	SENCo SLT Teachers Wellbeing officer	
Total budgeted cost:					£3,125

Enrichment 5% allocated spend

Desired Outcome	Chosen Action/Approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review implementation
Disadvantage pupils can participate in a wide range of enriching experiences, including: additional trips, experiences, sporting events, music tuition, clubs	Funds available for pupils to attend a range of clubs and extra-curricular activities Additional trips and experiences funded which deepen, excite, and further engage pupils	Low-income families supported in providing a wider range of experiences/activities for pupils. Pupils are encouraged to live full and healthy lifestyles Pupils experience a wide range of experiences	Disadvantage lead to work with Sports lead to allocate places for additional activities Pupils targeted to develop interest further through communications with Teachers, parents, SLT, SENCo, Sports Lead and other staff Disadvantage pupils will not miss opportunities to attend extra-curricular activities or trips	Sports lead SLT Teachers	
Total budgeted cost:					£520.75