



GOVERNORS' REPORT JULY 2022

Our ethos is to create 'an inspirational setting, where all children flourish'.

Our Vision for Sheepscombe school

In 2021, the governors discussed new strategic priorities for the direction of the school between 2021 and 2025. The priorities set out below respond to consultation with all governors and representatives of staff and parents.

Vision

Our vision is for a school where children actively engage with local and global communities and develop the confidence and skills they need to have an impact on the world around them in years to come.

The decades ahead promise to be challenging (eg climate change, speed of change, the continuing digital revolution). Our role as a school is to set children on a path where they can understand, question, manage and influence what happens in the future. We want our children to work for the benefit of society, to have a voice and to know how to be heard.

Ethos

Every activity involving the whole school community is strengthened by being caring and thoughtful.

- We care for each other, for ourselves and for local and global communities.

- We are mindful, thoughtful and reflective in everything we do.

Strategic priorities

To achieve our vision of encouraging children to engage actively in local and global communities now and in the future, our priorities are to:

- develop skills that empower our children and support participation, creativity, innovation and problem-solving
- nurture positive relationships supported by effective communication and collaboration and reaching out to others
- foster sensitivity that values and protects the local and global environment for future generations

The paragraphs below explain these three priorities further while recognising that they overlap with each other and with our vision of actively engaging in local and global communities.

Skills: We prepare our children for participating actively in society, helping them to develop the skills, confidence and understanding they need to influence the world around them. We encourage creativity (arts, crafts, music, drama), innovation (design, science, technology) and problem-solving. The aim is to develop skills that are both traditional and modern, equipping our children for living and working in a variety of ways in the 21st century world. This includes learning how to use information and digital technology with care and discretion and as a tool facilitating rather than dominating creativity, collaboration and imaginative thinking.

Positive relationships: We believe that our children need a caring relationship with themselves, understanding what it takes to maintain sound physical and mental health. They also need to be self-aware, confident and sensitive to the needs of others. Relationships are built on self-expression, good communication skills and learning how to collaborate with others. Learning and teaching is also about the strength of diversity and of inclusive relationships in society, in the classroom and in the playground. Play is as important as lessons for developing positive relationships.

There are real benefits in reaching out to others. Sheepscombe school has plenty to give; our small rural school is a leader in its field and we can continue to blaze a trail. We wish to reach out into the village and across the Stroud valleys to strengthen relationships locally. There is also a need to discover more about the wider world. We can broaden our children's perspective on our complex society by establishing and maintaining connections, for example, with a city school, a secondary school and a school elsewhere in the world.

The environment: It cannot be denied that the natural environment experienced by previous generations is now under an urgent threat from climate change and the apparently endless use of natural resources. So first we want our children to value their environment – not just the wonderful local environment, but the natural world elsewhere in other parts of the globe. They need to understand how the natural world works, how to convert to a world without fossil fuels and make a difference. For example, we encourage the school to demonstrate this understanding by actively working to become a carbon neutral school.

Our children will need resilience and the agility to handle change. As citizens with social responsibility and resourcefulness, our children can work for a more positive future.

We wish the school well over the coming years as they embrace this strategy and strengthen the ethos of the school.

How we operate

In September 2021 both Elisabeth Skinner and Lynsey Willis, co-chairs since 2017, retired from the Board of Governors. Debby Thacker was elected as Chair in September 2021, with Matt Stanway as Deputy Chair. Two new co-opted governors joined the Board in September, both of whom live in the village: Sachi Hatakenaka and Jon Clarke. We were very gratified to receive 4 applications for new governors, and chose the two that most closely complemented our current expertise, according to the Skills Audit. At our final meeting in July 2022, we said goodbye to Tracey Lane, who has been Staff governor since 2019, so one of our first priorities for the new academic year is to find a member of staff to serve on the board.

Governor activities have been shared between the Full Governing Body (FGB) and the Finance & Resources Committee (FRC) while individual governors have specific responsibilities. Tessa Lentel has become the Safeguarding and SEND governor. The FGB and FRC each have responsibility for one or more of our original strategic priorities. This report reflects on our work for each priority.

The FGB is responsible for our strategic priorities:

- develop skills that empower our children and support participation, creativity, innovation and problem-solving
- nurture positive relationships supported by effective communication and collaboration and reaching out to others
- foster sensitivity that values and protects the local and global environment for future generations

Under the impressive leadership of Mrs Dangerfield, the school has consistent numbers, with children continuing to join mid-year in all classes. Our cohort for Reception 2022 is just under 10, as numbers seem to be low across the area. We also have 8 Little Lambs on roll for a September start. It is the village school of choice for many families in the Stroud district. Its caring and nurturing ethos, the supportive family atmosphere and the breadth and vibrancy of the curriculum provide a much-valued school experience for all children.

Mrs Dangerfield has continued to further develop the strong and stable staff team comprising excellent teachers and teaching assistants who work exceptionally hard for the school. In 2022, it was confirmed that the school was entitled to Sparsity funding from the Local Authority and it was agreed that

the school would move to 4 classes for September 2022. This will provide more opportunities to develop the nurturing ethos of the school, and to increase the team. Hannah Curzon, an Early Career Teacher was appointed to join Kestrel class (Y3/4) and a fulltime Teaching Assistant, Caitlin Bannister will be based in Y1/2.

Mrs Dangerfield has done a great deal to develop the expertise of the members of her team and all but Emily Fay, who is still an Early Career Teacher, have taken on subject leaderships. In July 2022, these subject leaders gave presentations to the Governors, outlining their successes during the year, and their plans for future development, all with our new strategic priorities in mind.

It is a cohesive team spirit that has enabled the school to provide an exciting and varied experience to children during a year of continued uncertainty, due to the after-effects of Covid. The DfE National Tutoring Programme provided funding and Sheepscombe opted for the School Based Tutoring Programme option. Mr Gardner completed the training and worked with 7 children in KS2 who would benefit the most from tailored tuition in Mathematics. Mr Gardner is also undergoing Forest School training.

Mrs Dangerfield is a teaching head working in Merlin class where she leads by example. She continues as an Early Years moderator. In the summer term, Merlin class was moderated, with a very successful outcome. Mr. Ringer also continues as a Moderator for KS2 English.

Both these roles bring sufficient funding to the school to offset time spent out of school moderating other schools. Mrs Dangerfield will also continue as a GlosEd leader for Early Years, a role which provides support to schools in difficulty pre or post Ofsted. The school has also played its part in training new teachers, welcoming 6 trainees during the course of the year. This also brings in a modest amount of money. Mr Crocker, who has now become a permanent member of staff following Mr Taylour's resignation, has acted as a mentor to Emily Fay as well as Hannah Curzon, and he is also undergoing an NPQH, funded by the local authority, and is the new Deputy Safeguarding Lead, taking the place of Tracey Lane.

The governors' main role set by the Government is to make sure that the Head Teacher is accountable for her actions in school. We do all we can to support her but we also challenge her with questions during meetings and visits to help us understand the impact of actions taken. Tessa Lentel, the Safeguarding and SEND governor continues to visit and view the SCR. New governors, Sachi Hatakenaka and Jon Clarke completed their initial governor training and attended further events, including those concerned with Sustainability and Environment (Sachi) and Mental Health and Well-being (Jon). Both have attended FRC during their first year, to get a sense of how that committee operates. Tessa Lentel updated her safeguarding and SCR training, and both she and Debby, as Chair, attended training for Safeguarding Action planning. Debby Thacker attended Chair training and county-wide briefings for Chairs, and both Sachi Hatakenaka and Debby Thacker attended NGA webinars. Governors keep a record of all our activities including formal visits, informal activities and training events attended.

Due to continued anxiety over COVID-19 , governor visits to school have been slow to return to normal levels, but many governors managed to stay in touch with staff via Zoom and telephone calls when visits have not been possible. Mrs Dangerfield and Debby Thacker meet once a fortnight, and keep in touch at other times, if necessary.

The development of the new thematic curriculum has continued throughout the year, and Mrs Dangerfield has met with several of the governors, who have contributed to the drafting of curriculum statements, in order to specify the 'Sheepscombeness' of the curriculum and how it will feed in to our new strategic priorities. Governors are pleased to see that we have become a Pappus School. This is an Erasmus-funded programme, involving six universities, including the University of Gloucestershire, aiming to build skills and knowledge through plants and play. This project fits in with all of our strategic priorities. Governors were also pleased to see that the prominence of Music in the curriculum has earned the school a Music Mark award from Gloucestershire Music.

New governors, Sachi Hatakenaka and Jon Clarke have been developing an Action Plan to respond to our third priority: foster sensitivity that values and protects the local and global environment for future generations. Chloe Turner, as chair of FRC, is also the Chair of the Environment Committee on the Stroud District Council. Her knowledge and expertise in this area has been important in nurturing ideas that will, in future, involve parents and the village community, including the Sheepscombe Climate Action group, which will continue to be a great partner for the school. Opportunities for funding projects that will enrich the understanding of both staff and students are considered at FRC and discussed by the FGB. There is excitement among staff and governors about the possibilities for development of these ideas and they have been threaded through the new curriculum. It is hoped that parents and members of the Village community will be part of the development of this plan.

Full Governing Board and committee meetings have continued virtually, which has proved very successful, although it is hoped that we can return to face-to-face meetings soon. Our July meeting, was conducted face-to-face, but outdoors. Our clerk to governors, Maxine Godfrey, keeps abreast of changes to statutory requirements and ensures that the governing body is kept up to date. The Chair held her appraisal at the end of the year, and it was agreed that the Clerk and Chair training would be useful.

The safety and welfare of the children and the entire school community is taken very seriously. As the governor for safeguarding, Tessa Lentel monitors safeguarding through discussions with Mrs Dangerfield and Mrs Powell, and by regularly checking the Central Record. Together they carried out the annual Gloucestershire Safeguarding Audit and produced an action plan for the year with a scheduled mid-point review. This Action Plan is considered at each FGB meeting.

Mrs Powell, School Business Manager, has become a second deputy Designated Safeguarding Lead (DSL) as she is frequently the first point of contact for parents and takes calls from any external services. Mr Crocker is the new Deputy Safeguarding Lead.

School Attendance. Post-Covid, the whole school attendance figures have not returned to pre-Covid figures, which had shown continuous improvement. Persistent absences of 16 children, which is about a fifth of the school population, largely accounts for the poor figures, and actions taken to address this issue are discussed during FGB meetings, as well as meetings between the Head and Chair of Governors. Mrs. Dangerfield has individual meetings with the parents involved, but this impinges greatly on her time and the governors continue to seek advice about this matter. Although we did not have a large response to the parent questionnaire in July, those responses we did have acknowledged the need to inform parents of the effects of continued absence, not only on the children involved, but on the teaching team and the whole cohort. A letter will be sent out at the beginning of the new school year, outlining the new DfE guidance. Strategies to prevent casual absences have been discussed and will be tried. Seth Johnson (a parent governor) and Tessa Lentel have become Attendance governors and will attend Mrs Dangerfield's meetings with parents whose children are persistently absent.

The survey asked five questions, developed during meetings between the Chair and individual governors:

1. This year, we have made an effort to tell you more about who we are. Has this been helpful? Is there more that we can do improve communication with you?
2. The school has always been a vital part of the wider Sheepscombe community. How can we continue to foster that relationship?
3. Please tell us what you think about the before and after school provision at Sheepscombe. If the after-school provision was extended to 5.15 (for a small charge), would you use it? Once a week, X times a week, every day?
4. Following the lifting of Covid regulations, governors have been concerned that attendance is still low. This concerned us, as it doesn't only impact on the children who stay home, but affects the entire class. Catching children up when they have been away means that those who attend daily need to adjust. This especially affects children who receive extra support. Please tell us how we can do more to encourage regular attendance.
5. The governors are currently developing an Action Plan for sustainability, with the aim of becoming a carbon-neutral school. We are hoping to form a working group. We would be interested to hear your views and whether you would like to be involved. Please provide contact info (and your name) if you would like to join this group.

Only a small number of parents responded, as there was some difficulty in distributing the survey. It is planned that it will be sent out again at the beginning of the school year. Governors have been present in the school playground at the end of the day on one Friday per month, and biographies and photographs of the governors have been included in the newsletter, in an effort to inform parents about who we are, and encourage contact.

The 200th Anniversary of the School was highly successful and was mentioned several times in the parent responses as a high point of the year. A display of the work children had done over the year was installed in the Village Hall and responses were very positive. Elisabeth Skinner, the village historian visited the school several times to tell stories about its history. A revised edition of the Sheepscombe History Society's history of the School was published by Elisabeth Skinner in celebration. We are very grateful to Jon Clarke, who has taken over to contribute a piece every month for the Sheepscombe News. He is also a parent, and this new perspective has been very welcome. Elisabeth Skinner continues to promote links with Sheepscombe Cricket Club and Sheepscombe History Society while Matt Stanway facilitates the all-important link with the National Trust. It is hoped that, as the threat of Covid decreases, volunteering by villagers will be possible again.

FOSS fundraising has been very successful this year, with money being raised to contribute £5000 towards music lessons, £1600 for the library seating in the Merlin classroom, £300 for a text messaging service and some contributions towards the occasional coach if a trip is especially expensive.

Our main task as governors is to hold the school leadership to account for pupils' attainment and progress compared with initial targets. Governors would normally visit the school to look at the children's books and discuss questions with staff and some were able to do this in 2021/22. At FGB we review the evidence from INSIGHT data collected at the end of each term. During this academic year, the FGB met five times in the year; (October, November, January, May and July). In September, January and May our focus is on the data - the statistics that help us appreciate what the children achieve and the rate at which they progress.

We also use the data to monitor the progress of children with special educational needs (Tessa Lentel is the SEND governor champion) and those who qualify for the pupil premium (Chloe Turner focuses on this). The data continues to show that boys often struggle with writing in comparison with girls while late entry to school can also have an impact, particularly for boys. Governors need to know that there are strategies in place to address such issues and the FGB also monitors the challenges offered to children who achieve 'greater depth' in their learning.

Statutory assessments returned in 2021-22, and the preliminary results indicate that issues with attendance and Covid have impacted on pupils' resilience in taking part in such assessments. Governors will continue to monitor and encourage strategies to build resilience.

The school has continued to provide breadth in the curriculum during the school day by having visitors and specialist teachers in school with all children taking part, with a particular strength in music, including instrumental lessons, regular singing, and GarageBand, which also develops IT skills. The positive impact of developing class libraries and visits to the Cheltenham Science and Literature Festivals provide examples of further enrichment.

Jon Clarke is the new PSHE governor and has attended some Mental Health and Well-being training. The School has begun to work toward the Mental Health Champions Award and the Healthy Schools Award.

Governors continue to monitor actions taken to improve both pupil and staff well-being, particularly as the Covid pandemic continues to have an impact. It was helpful to see that our results in the national Student Well-being Survey, that student health and well-being scored considerably higher than the County under a number of headings. This reflects the family ethos of the school, a focus on healthy activity and a return to enrichment activities this year.

The FRC is responsible for our third priority:

The creative use of resources to strengthen teaching and learning

Under the leadership of Chloe Turner and working closely with Caroline Powell (our excellent School Business Manager), the FRC has monitored the financial condition of the school's revenue and capital budgets throughout the year. The Schools Financial Value Standard has been returned as required and the value of Gloucestershire County Council's Traded Services has been reviewed as the situation has changed. The school has elected to continue with the LA services. The budget for 2021-22, with a small surplus, was submitted to the local authority. Little Lambs nursery operating at full capacity for most of the school year has provided a most useful increase in income. The announcement that the school would now receive Sparsity funding was welcomed – as this has contributed to a solid financial position in what has been an incredibly challenging time for the school.

The FRC is responsible for strategic issues related to staffing, staff absence and staff CPD including the planning of INSET days. It has therefore monitored the performance management of staff and pay-related issues. The governors' Pay Panel and Appraisal Panels reported to the FRC. Chloe Turner is also responsible for reviewing the school's use of the Pupil Premium. Mrs Dangerfield's comprehensive report shows that the Premium had a measurable impact.

A third area of responsibility is for resources, the premises and the outdoor environment.

The school has taken several sustainability actions, many of which should have (short and long-term) financial benefits as well as environmental benefits: reduced fuel costs through insulation; reduced paper and ink costs through the SBM renegotiation of the printer contract and closer management of printer usage; reducing food waste and meat-free days on the catering menu, etc. FRC continues its active review of the budget from that perspective.

The FRC monitors spending on ICT equipment from the capital fund and general maintenance and Chloe and Caroline have again been relentless in pursuing grants and fundraising opportunities. During the financial year 2021/2, the FRC supported the purchase of much needed laptops, iPads and a charging station. GCC has approved the planned installation of two air conditioning units in Merlin class which it is hoped they will partially fund, and there are plans to develop an outside gardening area which could be used for a gardening club as an addition to Forest school.

The school has purchase and subscribed to 'Can Do Maths' scheme for 2022-23. It has also subscribed to the 'Little Wandle Letters and Sounds' revised scheme for phonics, in line with Government guidance for all schools to follow a DfE accredited programme. This fits in with The Collin Big Cat Scheme we already have.

Information about the governing board			
Name	Type of governor	Committee membership	Any link roles
Vicky Dangerfield	Head Teacher	FRC	
Seth Johnson	Parent governor	FRC	Environment, Health & Safety; Website; Art; Attendance
Tracey Lane	Staff governor		
Tessa Lentel	Local authority governor		SEND, Safeguarding, Attendance
Matt Stanway	Parent governor	FRC	Deputy Chair, Science, Sport
Debby Thacker	Co-opted governor	FRC	CoG, English, EYFS
Chloe Turner	Co-opted governor	FRC	FRC Chair; Maths; Finance

Sachi Hatakenaka	Co-opted Governor		Music, Geography, Environmental strategy
Jon Clarke	Co-opted Governor		PSCHE/RHE, Staff Well-being

FGB meetings were held on September 21th (data meeting), November 9th (curriculum meeting), January 25th, May 3th and July 6th (review meeting). All meetings were held remotely using a virtual platform, except for the July meeting, which was held outdoors.

FRC meetings were held on November 23rd, March 15th and May 17th. The two new governors attended the first two meetings, to acquaint themselves with the work of the committee.

Governors' record of attendance				
Name	Possible attendance (full governing board meetings and committee meetings)		Actual attendance	
	FGB	FRC	FGB	FRC
Vicky Barron	5	3	5	3
Seth Johnson	5	3	4	1
Tracey Lane	5	0	5	0
Tessa Lentel	5	0	5	0
Jon Clarke	5	3	4	1
Matt Stanway	5	3	4	2
Debby Thacker	5	3	5	3
Chloe Turner	5	3	3	3
Sachi Hatakenaka	5	3	4	3

School improvement plan: headlines of what the governing board has been working towards, with year-on-year figures for comparison

Criteria	2020	2021	2022
<i>Pupil numbers</i>	67 (July 2020) with the prospect of 70 in September	72 (plus Little Lambs)	70 (plus 7 Little Lambs)
<i>A good rating from Ofsted</i>			
<i>All procedures are in place for good governance</i>			
<i>The best possible level of attendance</i>	93% prior to lockdown in March 2020 91% when school re-opened to all pupils in June/July 2020	Whole school attendance was 95.6% at end of 2020/21	July 2022 92.3%

<i>Pupils reach age-related expectations in attainment and progress (reading, writing, maths)</i>	Attainment data was on track to meet almost all of Mrs Barron's challenging targets for reading, writing and maths until March 2020 when Covid-19 put an end to the recording of data. SATS tests in May were cancelled therefore there will be no national data for 2020. Governors will monitor the evidence of the impact of school closure in Terms 1 and 2 of the 2020/21 academic year.	Attainment data was on track to meet almost all of Mrs Dangerfield's challenging targets for reading, writing and maths until April 2021. SATS tests in May were cancelled therefore there will be no national data for 2021. Governors will monitor the evidence of the impact of school closure in Terms 1 and 2 of the 2021/22 academic year.	While pupils made progress to return to pre-Covid levels of attainment, there was evidence that the impact of Covid continued, particularly for those pupils who had been late starts and whose attendance was poor. The results of the KS2 SATS, which returned in the summer, were disappointing, but appeared to have more to do with the resilience required to engage with the testing, rather than a lack of knowledge, as other measures, such as formative assessment, gave a more encouraging picture. KS1 SATS were very good and results confirmed by external monitoring.
<i>Expectations of excellence in teaching</i>	Governors and Mrs Barron continue to have high expectations of teachers including the provision of materials for home-schooling and contact with children during the COVID-19 crisis. However, at the same time, governors were	Governors and Mrs Dangerfield continue to have high expectations of teachers including the provision of materials for home-schooling and contact with children during the COVID-19 crisis. However, at the same time, governors were concerned for the physical and mental well-being of staff during the lockdown especially where staff were simultaneously	Governors and Mrs. Dangerfield continue to have high expectations of teachers and all welcomed the return to face-to-face teaching in 2021/22. Sharing the subject leaderships has helped to develop a strong and cohesive teaching team. With one member of staff with an NPQH, and one about to complete his, and another with many years teaching experience, the team is highly skilled, with the capacity to

	concerned for the physical and mental well-being of staff during the lockdown especially where staff were simultaneously home-schooling their own children.	home-schooling their own children.	support and mentor new members of staff. All have been involved in writing the new curriculum and continued with CPD to enrich their subject knowledge, including Phonics.
<i>Sound financial management</i>	Mrs Powell is always impressive in the way in which she manages a restricted budget to provide the best possible benefits for children and staff.	Mrs Powell is always impressive in the way in which she manages a restricted budget to provide the best possible benefits for children and staff. The governors are also grateful to FOSS for their fundraising activities and consequent financial contributions.	Being granted the Sparcity funding has helped increase the confidence with which Mrs. Powell, the SBM, has been able to plan the budget for the school, and governors appreciate and applaud her ability to find financial solutions that enable the pupils to have a rich school experience. FOSS continues to support these activities and we are grateful for their efforts.

To ensure that pupils make good academic progress	See Pupil premium statement	100% of disadvantaged pupils have benefited from one-to-one support and strategies to develop confidence in mathematics. This has contributed to resilience, a stronger sense of well-being and deeper learning. One to one or small group interventions have improved mathematical fluency, identified as a barrier to confidence in lessons, especially around improving working memory.
To ensure good behaviour, attendance and well-being	See Pupil premium statement	Pupils had access to extra-curricular activities (eg music lessons, field trips, sports clubs and the residential experience). Staff have been trained according to pupil need.

Pupil premium strategy statement

This statement details our school's use of pupil premium in 2021_22 (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year 2022_23 and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Sheepscombe Primary School
Number of pupils in school	70
Proportion (%) of pupil premium eligible pupils 2021_22	2.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Vicky Dangerfield
Pupil premium lead	Vicky Dangerfield
Governor lead	Tessa Lentel

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£2770

Recovery premium funding allocation this academic year	£2000
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£834
Total budget for this academic year 2022_23	£5604

Part A: Pupil premium strategy plan

Statement of intent

Sheepscombe Primary School has a relatively small number of disadvantaged pupils compared to the national average. Our school believes that every child achieves their best from their own unique starting point. This aim is shared by all staff and governors without prejudice.

We treat each of our pupils as individuals and seek to understand the barriers that they face to learning so that we can help them overcome them, enabling each pupil to succeed. With this in mind the measures, actions and aims below provide an overview of the provision we put in place for our disadvantaged pupils. Much of what we do is bespoke to an individual and will change as the needs of the individual change – needs may therefore alter within an academic year.

We also seek to continually improve teaching across the school which will benefit both pupil premium pupils, disadvantaged pupils, those with SEND or other needs, pupils needing to catch up post Covid-19 as well as all pupils in our care.

As a school we aim to follow best practice and so this statement should be read in conjunction with the school's policies and current evidence based documents such as:

https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Resilience and self-confidence being a barrier to academic progress
2	Access to technology at home and school

3	Financial hardship
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Intended outcomes

This explains the outcomes we are aiming for our pupil premium pupils **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Pupils are positive about themselves and their abilities. They can cope with change or setbacks. Pupils therefore maximise their academic progress	• Pupils are able to ask for help when they need it • Pupils speak confidently about their home and school experiences • Pupils make academic progress at, at least the same rate as their peers • Teachers and staff are skilled in improving outcomes both from an academic perspective and an emotional perspective • Any gaps in attainment are narrowed or closed so that children have opportunity to reach at least the expected standard • Pupils show they can cope with change and new experiences in a positive way • Pupils are well prepared for the next stage of their education
Pupils have access to technology	• Pupils are able to access online learning or homework learning set by the school via a device at home • Pupils have opportunity to use technology in school

	• Pupils know how to use technology competently from their learning and experiences in school • Pupils understand the value of technology in modern life including when, how and why it might be used
Pupils have access to the same opportunities as their peer group both in and out of school	• Pupils join after school clubs that offer enrichment • Pupils join extra-curricular activities either in or out of school such as peripatetic music, sports clubs etc • Pupils participate in school trips • Pupils participate in the school residential • Families receive any external support required • Children receive any targeted therapies that they need to develop their confidence and self esteem

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) this academic year 2022_23 to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £1500 (the rest from delegated budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain small class sizes to maximise learning in mixed age classes	<i>EEF rationale:</i> <i>Reducing class size appears to result in around three months' additional progress for pupils, on average...reducing the number of pupils in a class will improve the quality of teaching and learning, for example by increasing the amount of high quality feedback or one to one attention learners receive</i> School:	1

	Smaller group sizes enable a greater focus of support both emotional and academic and teachers and teaching assistants will be able to tackle misconceptions at an earlier point. This worked well last academic year and we have managed to use our delegated budget to facilitate this again in 2022_23 so that class sizes are kept to approximately 20 pupils	
Teaching Assistants to be allocated to each class to support with learning and pastoral needs	<i>EEF rationale:</i> <i>Evidence suggests that TAs can have a positive impact on academic achievement. However, effects tend to vary widely between those studies where TAs provide general administrative or classroom support, which on average do not show a positive benefit, and those where TAs support individual pupils or small groups, which on average show moderate positive benefits. The headline figure of one additional month's progress lies between these figures.</i> School: The school notes the EEF findings. In our school we closely monitor the impact of teaching assistants and they also have input into evaluating their own impact and practice over time. The SENDCo meets weekly with our Teaching assistants to check they are being deployed correctly based on the outcomes for the previous week or after a set of intervention have run for a period of time. Our Teaching assistants are experienced and qualified and facilitate the academic progress of all pupils but in particular those who are from a disadvantaged background, those with SEND needs or Social and Emotional needs as well as those eligible for Pupil Premium. Class teachers also work closely with these groups of pupils while the teaching assistants work with others in the class. Teaching assistants in our school also play a pivotal role supporting children at transition points especially if there is undue anxiety that may impact on self belief, resilience and, as a result, learning.	1
Access to high quality, ongoing CPD for teachers	<i>EEF rationale:</i> <i>Evidence from across the English school system shows that using pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils. By doing so, the school will also inevitably benefit non-eligible pupils as well.</i> School: All staff in our setting are keen to continue to improve their practice. They know that all learning, including their own, is always able to be further improved and that refining and honing their skills has significant impacts on all pupils,. Staff readily engage with	1

	all CPD on offer, both in house and externally commissioned. This will especially benefit disadvantaged pupils. The cost for CPD is already allocated in our main school budget and not allocated against the Pupil Premium grant. The school has accessed local funding for the training of an ELSA in 2022_23 and also for Early Talk Boost, at no cost to the school. The ELSA project will directly impact our pupil premium children and the Early Talk boost training will prepare staff in readiness for any future younger children who may need support	
Access to mental health training for the staff team, access to pastoral support for children	<i>EEF rationale:</i> <i>Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance. Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year</i> School: The school programme of CPD will include continued mental health training and mental health refresher training, both in house and externally sourced. The school will provide specific support (over and above that given in daily practice) to all children including Pupil Premium children if it is needed. The school has recently trained a Senior Mental Health lead using the DfE grant (not pupil premium funding) to pay for a DfE accredited programme https://www.edpsyched.co.uk/rise All staff are now participating in the same training, which is ongoing for 2022_23 The school has trained a teaching assistant as a certified Youth Mental Health worker using its delegated budget – they will work directly with children in our setting	1
Access to technology at home and school	<i>EEF rationale:</i> <i>Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress. Evidence suggests that technology approaches should be used to supplement other teaching, rather than replace more traditional approaches. (technology) can support teachers to provide more effective feedback or use more helpful representations, or they can motivate students to practise more. There is clear evidence that digital technology approaches are more beneficial for writing and mathematics practice than spelling and problem solving, and there is some evidence that they are more effective with young learners</i> School: The school and governors aim to develop skills that are both traditional and modern as part of their strategic vision, equipping our children for living and working in a	2

	variety of ways in the 21st century world. This includes learning how to use information and digital technology with care and discretion and as a tool facilitating rather than dominating creativity, collaboration and imaginative thinking. As such children need to become digitally aware citizens, able to choose and use technology for particular purposes both at home and at school. We have used externally sourced charitable funding to provide devices.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £2300

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and very small group support for therapeutic or other targeted, personalised activities to enhance mental resilience and a sense of well being	<i>EEF rationale:</i> <i>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement.</i> School: The school targets interventions and small group work required via effective dialogue between staff, pupils, SENDCo and Parents. The SENDCo also has responsibility for Pupil Premium provision in our school.	1
One to one or small group interventions for mathematical fluency, identified as a barrier to confidence in lessons, especially around improving working memory and mathematics	<i>EEF rationale: Individualised instruction can be an effective approach to increasing pupil attainment. A number of studies indicate that teaching assistants can support individualised approaches effectively In some cases one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective. The particular type or quality of teaching enabled by very small groups that is important, rather than the precise size of the group.</i> School: The school will continue to provide 1-1 sessions for pupils struggling with mathematics with a teacher or a qualified teaching assistant. This is in addition to the recognised interventions currently used, which include The Power of 2 and Times Table Rockstars. The school will extend this into small group and 1-1 writing sessions to increase the rates of progress for identified pupil premium children and others in the school	1

	The school SENDCo will also advise on suitable games to develop working memory The school will also follow the recommendations in the EEF report https://educationendowmentfoundation.org.uk/tools/guidance-reports/maths-ks-2-3/	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 1804

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to extra curricular activities: Eg Music lessons, School trips, Residential Sports clubs	<i>EEF Rationale: Overall, the impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of a positive link between music and spatial awareness and between drama and writing. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported</i> <i>EEF: Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence</i> School: Feedback from pupils who engage in these activities is always overwhelmingly positive. Staff have seen significant gains in self-confidence when pupils overcome fears such as on residential, when pupils enjoy activities they haven't tried before or when they persevere to learn a new skill. This will continue in 2022_23	3
Therapeutic interventions will be set up and staff trained as required based on pupil need.	<i>EEF rationale:</i> <i>Social Emotional and Learning (SEL) interventions have an identifiable and 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.</i> School:	1

	The school will train staff to deliver SEL specific programmes based on the needs of the class. This might include training in the use of social stories, imagination for thinking or participation in sessions led by the newly trained ELSA. The school will use 'teachable moments' for embedding skills. Teachers will model how to navigate daily problems as they arise as this good practise for all children. The schools PSHE and RHE programme will be tailored to the needs of the class each year using Gloucestershire Healthy Living and Learning (GHLL) resources. Play therapy sessions will be provided for pupil premium children who would benefit from this	
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Total budgeted cost: £ 5604

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Pupil evaluations undertaken during the 2020 – 2021 academic year were standardised, teacher administered and have helped inform future support and direction for our disadvantaged children.

The school carried out a full suite of summative tests for all year groups as well as using formative assessment and pupil progress meetings to measure the attainment and progress of all pupils in 2021_22, including those eligible for Pupil Premium. The internal data is held by school and shared with Governors but not published here due to the size of the cohort as it is only two children

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Phonics programme	Little Wandle Letters and Sounds
Communication programme	Early Talk Boost

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
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How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a



Evidencing the impact of the Primary PE and sport premium

Website Reporting To

Revised July 20

Sheepscombe Primary School



Commissioned by



Department



Sheepscombe Primary School

Details with regard to funding

Carried over from 2020/21	£7592
Total amount allocated for 2021/22	£16583
Total amount of funding for 2021/22. Carried over to be spent and reported on by 31st July 2022.	£24175
Total amount spent in 2021/22	£16811
How much (if any) do you intend to carry over from this total fund into 2022/23?	£7364

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety 2022.

N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.

Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study

What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2022. Please see note above	100%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	100%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	No

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Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Financial Year: 2021_22 Updated: July 2022		Total fund allocated: £16583 plus carry forward £7592 = £24175		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: Allocated £3045 13%
Intent	Implementation		Impact	
<i>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?</i>	<i>Sustainability and suggested next steps:</i>
Children have access to the full range of sports and are able to use level grass outdoor pitches with greater space than is available at Sheepscombe School	Use Painswick Rugby Club for offsite sport for terms 1-4--so that the sports we could not fully focus on last year are picked up (due to closure of previous offsite venue) – rugby, hockey, football – this is especially important for competitive sports	£625 for hire of rugby club for a morning each week £2220 cost of weekly transport back to school for 4 terms	100% children in KS2 accessed rugby, hockey and football each week for terms 1-4 at a purpose built offsite venue 100% children in KS2 attended at least one sporting competition as a result of improved skills in football, hockey and rugby	2022_23 continue to access offsite purpose built sporting venue 2022_23 aim for 100% children in KS1 and KS2 to attend at least one sporting competition 2022_23 investigate purchase or hire of minibus, ideally electric to link with school's vision for sustainability and reduction of emissions
2021_22 Continue to use the Village Hall for PE offering a wide range – dance, gymnastics etc Continue to use Cricket Pitch for athletics, cricket, cross country	PE takes place in school by using the Village Hall for dance and gymnastics and the Sheepscombe Cricket Pitch,	£200 for Village Hall hire	100% children from EYFS to Y6 accessed gymnastics sessions, yoga, cricket, table tennis, traverse wall and outdoor games	2022_23 Hire Village hall and extend range of sports to include specialist dance coach. Continue to use cricket pitch

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running. Continue to use School playground for active sports	developing skills in athletics, cricket, running. Weekly hire of Village Hall for Gymnastics and dance. Weekly use of Village Hall outdoor area for table tennis, traverse wall, outdoor games Weekly use of Sheepscombe Cricket Pitch	£0 no charge made by Cricket Committee	100% children have participated in cricket , athletics and cross country running using the cricket pitch	Investigate potential for the development of a sports field within Sheepscombe community
Increase pupil activity in school time to give movement breaks and purposeful active play	Use of 3x per week Yoga sessions in EYFS/KS1 classrooms. Movement breaks in classrooms	£0 no cost	100% children have participated in sessions. Behaviour is consistently good within the school. Children have learnt about deep breathing, stretching, holding positions and also relaxation exercises to release tension from their bodies	2022_23 Yoga and active mindfulness sessions to continue to be developed linked to well being and health
All pupils participate in Forest School for 3 ½ hours every 2 weeks	Fortnightly sessions continue for Forest School	£0 – used delegated budget for this	100% children have had access to Forest School sessions. Being outdoors and active is good for well being and health. Children and parents appreciate this as seen by parent meetings and pupil conferencing	2022_23 training for a new Forest School leader to be arranged as our current Forest School leader will retire.2022_23 range of Forest School activities to be developed 2022_23 Allotment to be developed to promote outdoor activity and growing of healthy, locally produced food
Introduction of ‘morning run’ using the Ebworth Estate	Weekly session to be trialled of a morning cross country run – needs to be risk assessed and format for group running to be agreed using a ‘loop back system’ so that all runners are catered for and kept safe	£0 no charge made by estate	Pupils developed an enjoyment of running outdoors. All pupils in KS2 were able to try sessions and to decided each week whether to join each week, giving flexibility. Numbers grew rapidly as children gave feedback	2022_23 continue to offer morning run, consider developing a session for more able children who want to run competitively

			and encouraged their friends.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: £11899 50%
Intent	Implementation		Impact	
<i>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
Children receive high quality, inspiring PE lessons so that all children engage with PE and know how to play a range of sports supported by hiring of PE specialist teacher from Atlas Sports to lead PE sessions across the school. All school staff are trained and teaching PE under their direction and using the PE Pal APP for tracking and assessment. All children are aware of their own areas for development	All children receive at least twice weekly PE sessions at school and have access to a range of sports over the year. Provision from Atlas has been increased to a day and half each week Children receive high quality real-time feedback from staff – CPD for staff on coaching skills PE Tracking System PE Pal is used to capture attainment, engagement and progress	£11604 cost of Atlas coaches £295	100% children engaged with PE lessons and are making progress (as identified via formative assessment and the use of the PE Pal tracker APP) Teachers report children are better focused /calmed after movement breaks within lessons Pupil performance has improved in terms of fitness, stamina and skills as evidenced by staff All staff are teaching PE weekly and have developed their knowledge of skills, tactics and game play	2022_23 School staff continue to receive high quality input from the specialist coaches at Atlas sports. new staff are trained to use and analyse data from the PE Pal tracker APP. 2022_23 PE Subject lead has increased release time to support and monitor PE provision 2022_23 PE subject leader to be given increased release time to analyse data Atlas to provide CPD sessions for subject leader

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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				£0 (costing in Key indicator 1, part of package)
Intent	Implementation		Impact	
<i>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
All staff receive CPD in real time from the Atlas Sports Coaches so that all children have access to high quality provision and staff skills are developed Subject leader attends training Subject leader given time to disseminate new knowledge and ideas across the school Subject leader updates action plan with short, medium and long term targets	Staff expertise is continually developed so that all staff are confident to deliver PE lessons even where they are non-specialist sports coaches The Sheepscombe curriculum is well led and understood by all	Within cost of Atlas provision – part of purchased package Release time provided by in-house cover organised by Head teacher	100% staff report that they feel well supported and upskilled by Atlas staff 100% staff report they feel well supported by the subject leader for PE All staff are aware of priorities for each subject in the school - shared in staff meetings	2022_23 CPD for coaching skills. 2022_23 Subject leader training and time to disseminate new knowledge and ideas across the school 2022_23 Continue to employ Atlas sports and to engage with feedback and opportunities on offer 2022_23 subject specific staff meetings to be planned and implemented 2022_23 Subject leaders to present their subject to governors

				at a governors meeting
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: £768 3%
Intent	Implementation		Impact	
<i>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
School to offer taster sessions in a wider range of sports and active, creative physical activities now that Covid-19 restrictions are less stringent	Encourage and support families to join out of school clubs	£0 cost – information to find and disseminate	20% of school children have now joined the local cricket club 25% children have now joined 'School of Larks' Circus skills club to develop their gymnastic and performance skills	2022_23 School to offer taster sessions in a wider range of sports 2022_23 Develop use of Ebworth National Trust estate eg for cycling, orienteering etc
Develop use of Ebworth National Trust estate eg for cycling, orienteering etc	Develop use of Ebworth National Trust estate eg for cycling, orienteering etc	£0 cost – liaise with National Trust	Put on hold for 2022_22 – to become action for next year due to time restraints at school and change of staff at National Trust	2022_23 Audit to be carried out to see what else is needed – school council and year group reps to be consulted
School to use some of the carry forward to purchase active playtime resources	Develop active playtimes by purchasing sports equipment eg space hoppers, hula hoops, rackets and balls for playtime use and	£768		2022_23 School to use some of the carry forward to create and develop equip loose parts play shed for KS2 (already established in KS1/EYFS)

	sports sheds for each class		Staff report children are more active at playtimes with the new equipment	2022_23 HT to work with school council to find out what else the children would like to try and to arrange this for them
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£1099
				5%
Intent	Implementation		Impact	
<i>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
School to engage with the School Games Network and Atlas sports organisation (including local cluster events) to send a team to every event possible so that all children have opportunities to join in with competitive sport and to develop their skills and strategic thinking as part of a collaborative team or as an independent participant	Sign up for events on offer across the year, support children at events, staff to attend events after school with children to show support	£1099	School joined in with the Virtual Games led by the SPSSA (Stroud Primary Schools Sports Association) and also Atlas Sports face to face competitions that have returned post-covid – football, rugby, cross country, netball	2022_23 attend the full suite of competitions on offer via the School Games network – subject leader to book ahead at start of year 2022_23 all children from year 1 to year 6 to attend an offsite sports competition to represent the school
All children to value sport and feel part of a collaborative team	Purchase of whole school PE Kit for children to develop the 'Sheepscombe Brand'	tbc	School investigated kit but we have not yet found the sustainable kit we want – to be continued next year	2022_23 School to further develop high performance PE kit this year to go with team kit in order to facilitate inclusion for all – ideally this would be from as sustainable source

Notes:

70% budget spent

Carried forward to 2022_23 £7364

Online pupil survey - Well being survey results are positive about PE and physical activity – higher than the Gloucestershire average

Sports day was expanded to a whole day event with team events in the morning that were accessible to all, competitive races took place as usual in the afternoon. Levels of engagement were high

Hydrotherapy has taken place weekly for child with ECHP, arranged by school

PE lead attended Residential with KS2 and other staff – all activities were outdoor and physical, including: body boarding in the sea, mountain biking, climbing, zip wire, mud assault course and crate stack. Levels of engagement were high

Year 6 children for their treat day attended a trampoline and ninja warrior course and played golf

Signed off by

Head Teacher: Vicky Dangerfield

Date: 30th July 2022

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Subject Leader:	Vicky Dangerfield and James Dangerfield
Date:	30 th July 2022
Governor:	Debby Thacker Chair of Governors
Date:	30 th July 2022

On the horizon

In the hope that Covid will not return in force to have a negative impact on our activities, governors will bring their own visits to the school back up to pre-Covid levels, and to go back to meeting in person. Governors will monitor the new curriculum and contribute to curriculum statements, and the new four-class structure of the school. Governors will work closely with the Headteacher and parents to improve attendance, which will, in turn, go some way to improve children's resilience. Governors will also seek to develop a Sustainability Working group with parents and members of the village community, to address our new strategic priorities. At the end of the summer, the Headteacher began as Executive Head at another local school and governors will closely monitor the success of this arrangement and any benefits to Sheepscombe School.

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