



Shine your light and share it with the World!

Pupil Premium Strategy September 2020/21 and Pupil Premium Impact Statement for 2019

Pupil Premium Strategy September 2020/21

1. Summary information

School	Blewbury Endowed CE Primary School				
Academic Year	2020/21	Total Pupil Premium budget	26,100	Date of most recent Pupil Premium Review	June 2020
Total number of pupils	137	Number of pupils eligible for Pupil Premium	21	Date for next internal review of this strategy	June 2021

Pupil Premium is an element of school funding aimed at diminishing the gap in attainment between certain disadvantaged groups of pupils and those not classed as disadvantaged. The funding is provided to schools, who decide how best to spend this according to local needs. We have looked carefully at current research and believe the most effective ways to support disadvantaged children's achievement, and to achieve successful outcomes for disadvantaged children is through having a whole-school ethos of attainment for all. This is fundamental to our practice and involves the effective inclusion of all our children in high quality, everyday personalised teaching. We also strongly believe that **all** children should benefit from a full range of extra-curricular activities and trips and that no child should ever miss an opportunity for financial reasons.

2. Current attainment -

Due to COVID19 and school closure there is no national data.

2020 SATs Results	All Y6 Pupils at Blewbury	Pupils not eligible for the Pupil Premium Grant at Blewbury	Pupils eligible for the Pupil Premium Grant at Blewbury (figures relate to 2 children)	National Average for Pupils not eligible for the Pupil Premium Grant	National Average for Pupils eligible for the Pupil Premium Grant (figures not yet released)
% achieving expected standard in reading					
% achieving expected standard in writing	Due to COVID19 and school closure there is currently no available data.				
% achieving expected standard in maths					
% achieving expected standard in all of reading, writing and maths					

2. Barriers to future attainment (for pupils eligible for Pupil Premium, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
	Vocabulary on entry to school is low.
	Social and emotional skills: group dynamics, engagement in learning, emotional resilience, the ability to be able to resolve conflicts, anxiety levels and sensory processing, confidence and self-esteem.
	Teacher and teaching assistant knowledge of differentiating learning for support and challenge.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
	Low attendance rates for Pupil Premium children
	Some children eligible for Pupil Premium do not experience a range of enrichment experiences outside of school, partly as a result of the additional costs attached.
	Challenging home environments for some children.

3. Planned expenditure	
Academic year	2020/21 Pupil Premium Funding Allocation £26,100

How we plan to use the pupil premium funding to improve classroom practice, provide targeted support and support whole school strategies

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost/Impact
<p>All children eligible for Pupil Premium to make at least expected progress in reading, writing and maths by receiving quality first teaching.</p> <p>All children eligible for Pupil Premium without SEND to be working at ARE or above.</p>	<p>Quality first teaching planned around a cohesive, skills-based curriculum.</p> <p>Focused learning objectives.</p> <p>Embedding use of mark books to ensure clear next steps in learning/feedback.</p> <p>Priority given to PP books when marking.</p> <p>Implement pupil profiles to identify barriers and support with planning targeted interventions– reviewed 3x yearly.</p> <p>Maximising the impact of teaching assistants training for all support staff.</p>	<p>Improved outcomes when all children have access to Quality First teaching</p> <p>Effective feedback proven to be one of the most effective means through which progress can be made (EEF toolkit: +9 months)</p> <p>Specific and targeted interventions and small group tuition proven to accelerate progress (EEF toolkit: +4 months)</p>	<p>Lesson observations, pupil conferencing, work and planning scrutiny.</p> <p>Ensure all actions are reflected in the school improvement plan and monitoring cycle.</p> <p>Pupil profiles to be reviewed 3x yearly to review impact of provision</p>	<p>BCo/BCI/NG</p> <p>PP governor</p>	<p>Literacy/maths support - £4000</p> <p>MITA training - £2000</p> <p>INCo time - £3,500</p> <p>Cost of reviewing profiles with parents (time) £2000</p>
<p>Pupil premium children to develop and sustain good learning behaviours through:</p> <p>Providing support to strengthen growth mind set and resilience</p> <p>Providing support to build children’s social and emotional skills</p>	<p>Continue embedding ethos and vision through whole school assemblies, behaviour framework.</p> <p>Embed the strategies for an inclusive classroom - scaffolding, working walls, access arrangements – to promote independent learning.</p> <p>Use of QCA to inform interventions and monitor all PP children termly as part of the profile.</p>	<p>Work on meta-cognition and self-regulation with children proven to accelerate progress (EEF toolkit + 8 months)</p>	<p>Staff training</p> <p>Monitoring pupil profiles, learning walks, pupil conferencing.</p> <p>School improvement plan/ monitoring cycle</p> <p>Regular meetings between INCo and ELSA</p>	<p>BCo/BCI</p>	<p>Staff training - £1,000</p> <p>INCo time - £3,500</p> <p>ELSA and lunchtime support - £2,500</p> <p>Equipment and resources to support access arrangements - £700</p>

	Use of ELSA support including lunchtime facility.				
Total budgeted cost					£19,200
1. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost/Impact
<p>External support and specific engagement leading to improved dialogue between home and school</p> <p>Pupil Premium children to have attendance of 97% or above.</p>	<p>Home school link worker support. Family Links using zoom.</p> <p>Priority booking to parents' evenings and events given to PP families.</p> <p>Weekly telephone contact with PP parents/guardians not seen at school drop off or collection.</p>	<p>Use of Family Links expert for leading courses. Having a third party to act as a link between the home and school helps build relationships with parents who have had a difficult experience at school themselves.</p> <p>Relationships during school lockdown have improved by having regular telephone contact.</p>	<p>Ensuring and monitoring uptake to parent evenings by PP parents. BCI.</p> <p>Regular meeting between HSLW and Inco.</p> <p>Monitor attendance figures weekly and follow up in accordance with attendance policy.</p>	<p>BCo/BCI</p> <p>SH/NG</p>	<p>Website timetabling app - £800</p> <p>HSLW - £3,100</p>
<p>All children to have the opportunity to access wider curriculum, attend residential visits and broaden experiences in a rich curriculum.</p>	<p>Bespoke curriculum written for our children – bringing learning to life by providing a range of enrichment activities linked to key learning.</p> <p>Ensure that all PP children have an equal opportunity to take part in enrichment activities.</p> <p>Funding available so that all PP children attend residential.</p>	<p>Enrichment activities make a difference to life choices.</p> <p>Arts/ Sports/ Outdoor Adventure learning have proven to accelerate progress (EEF toolkit: +2 months).</p>	<p>Review this document in conjunction with the PE strategy.</p> <p>Audit: club attendance, representation at sports events.</p> <p>Pupil conferencing - curriculum, theme outcomes.</p>	<p>KW/BCo/BCI</p>	<p>Support families with cost of trips and clubs £3,000</p>

	<p>Review timetabling of clubs to improve accessibility to PP children</p> <p>Ensuring that PP children have enhancing life experiences such as special trips, Christmas gifts, Easter eggs.</p>				
Total budgeted cost					£6,900

Blewbury School will measure the impact through:

1. Pupil Profiles to measure progress against individual targets.
2. Evidence based interventions using before and after assessment data.
3. Termly pupil progress meetings informing impact on progress and attainment.
4. Ongoing teacher assessments and standardised tests.
5. Pupil conferencing
6. Analysis of PP uptake of extra-curricular opportunities
7. Lesson observation feedback.

Pupil Premium Impact Statement for 2019/20

4. Review of expenditure

Desired outcome	Chosen action/approach	Impact	Lessons learned (and whether we will continue with this approach)	Cost
<p>All children eligible for Pupil Premium to make at least expected progress in reading, writing and maths by receiving quality first teaching.</p>	<p>Invest in teacher development so that all lessons include planned support and challenge.</p> <p>All children will know and understand the immediate Next Steps in their learning through teacher feedback and self-reflection, as a result of the whole school Quality First teaching approach.</p> <p>Extra TA time allows PP pupils to discuss their Next Steps in greater detail and consider ways to make additional progress.</p> <p>Individual and small group English and Maths support/interventions</p>	<p>In all 3 core subjects 82% of PP children are making expected progress compared to 74% reading 76% writing and maths (non-PP)</p> <p>71% PP children have made better than expected progress in reading and writing.</p> <p>65% of PP children have made better than expected progress in maths.</p> <p>PP attainment against national ARE: 47% on track Reading and writing 53% on track maths.</p>	<p>Inclusive teaching has been a successful approach however further staff training is needed to ensure all teachers are delivering quality learning experiences that support and challenge all learners.</p> <p>Having more TA support has had an impact however, to ensure maximum impact more development in how to use TAs to maximise learning is needed. Funding in 2019/20 to be allocated to staff training – maximising the impact of TAs training</p> <p>More staff planning time between TAs and teachers has supported the quality of learning – this model will continue.</p> <p>INCo non-contact time has positively impacted on progress of PP children with SEND – next steps: all PP children to have individual profiles to ensure progress is monitored more closely.</p> <p>Early intervention for PP children is necessary. Building vocabulary needs to be addressed as a matter of priority.</p>	<p>Staff training and coaching – £11,500 (see PP strategy document 2019/20 for breakdown of costs)</p>

<p>Pupil premium children to develop and sustain good learning behaviours through:</p> <p>Providing support to strengthen growth mind set and resilience</p> <p>Providing support to build children's social and emotional skills</p>	<p>Staff meetings (for teachers and teaching assistants) delivered to address the principles and the practice behind 5Rs</p> <p>Staff increase the amount of risk and "desirable difficulties" in lessons to raise levels of resilience and challenge.</p> <p>PSHE lessons with focus on social and communication skills for all children.</p> <p>Inclusive classroom environments.</p> <p>Supervision of trained Emotional Learning Support Assistant (ELSA)</p> <p>Children timetabled to work with ELSA – PP children prioritised</p>	<p>Notes of visit received from external bodies reflect a significant change in learning attitudes both within lessons and around the school.</p> <p>e.g. E.P. report 'Where is child?' - PP child with SEMH was not obvious in class observation having struggled previously to engage with learning.</p> <p>PP children feel happier and safer leading to increased resilience.</p> <p>This is evidenced through pupil conferencing notes and in assembly observation feedback.</p> <p>QCA behaviour questionnaires demonstrate improvements in learning behaviours.</p>	<p>Consistency of expectation, ethos and shared vision has built a stronger team-continue to embed the vision and ethos.</p> <p>Due to our situation, SEND has been a priority focus. The procedures and strategies implemented for these children has shown to have impact and the focus for the coming year is to transfer and embed these for PP children.</p> <p>Work on scaffolding, including the use of working walls has promoted independent learning and increased engagement. To continue with this and specifically monitor PP pupils.</p> <p>QCA behaviour toll has proved useful for monitoring – next year PP pupils to be assessed using this tool 3 times per year in line with pupil profile reviews.</p>	<p>£5,000 (see PP strategy document 2019/20 for breakdown of costs)</p>
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<p>External support and specific engagement leading to improved dialogue between home and school</p>	<p>Use of HSLW to provide support with parenting strategies.</p> <p>Parental attendance at parents' evenings and curriculum events for some parents.</p>	<p>PP families targeted for a family links parenting programme – no uptake. Non-PP families supported.</p> <p>By offering transport to PP families more parents attended end of theme outcomes.</p> <p>SLT drive bus regularly to engage with PP families has improved dialogue between home and school.</p>	<p>Harder to reach parents reluctant to attend school – look in to providing online support during 2020/2</p> <p>Telephone consultations for parent meetings increased engagement.</p> <p>Due to COVID and having to adapt our strategy, delivering food parcels and making weekly contact with PP families by telephone/zoom has led to improved relationships.</p> <p>Weekly contact to be encouraged on school return following COVID 19.</p>	<p>Cost of HSLW £3K</p> <p>Support with travel to school and breakfast club to ensure attendance £2K</p>
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<p>All children to have the opportunity to access wider curriculum, attend residential visits and broaden experiences in a rich curriculum.</p>	<p>Subsidise cost of visits and activities for PP pupils, including residential visits; funding provided to ensure all are included.</p> <p>PP pupils will be given priority for places in after school clubs.</p> <p>Forest School and Outdoor Gardening sessions for PP children</p>	<p>PP children have equal opportunities and are subsidised if necessary.</p> <p>After school gardening club accessed by some PP children.</p>	<p>PP children need to be prioritised and followed up to ensure that they are included</p> <p>PP children are not accessing afterschool clubs. Began planning to include children but due to school closure not completed. Next step - Timetabled clubs to be accessed by PP. Possibly change the timings of the school bus</p> <p>PP child visited Germany and Spain PP children given the opportunity to go on a special trip, bowling. Easter eggs and Christmas presents. Ensure PP children have opportunities beyond the classroom in future.</p>	<p>Trips and residentials £3K</p> <p>Train a forest school leader £3K - planned but did not spend.</p>
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