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Pupil Premium Strategy September 2021/22 and Pupil Premium Impact Statement for 2020/21

Pupil Premium Strategy September 2020/21

1. Summary information

School	Blewbury Endowed CE Primary School				
Academic Year	2021/22	Total Pupil Premium budget	£22865	Date of most recent Pupil Premium Review	July 2021
Total number of pupils	116	Number of pupils eligible for Pupil Premium	17	Date for next internal review of this strategy	June 2022

2. Current attainment -

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

2021 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					

3. Barriers to future attainment *(for pupils eligible for PP, including high ability)*

In-school barriers

A.	As a group, Pupil Premium children have a range of distinct and unique needs (including SEN) which makes it harder to consistently address common issues
B.	Because of their typically lower starting points, Pupil Premium children require more carefully targeted, timely support than their peers to enable them to keep up and make good progress
C.	Some Pupil Premium children struggle more socially and emotionally than their peers, affecting their readiness to access learning in school

External barriers *(issues which also require action outside school, such as low attendance rates)*

D.	Pupil Premium children and their families do not all access the wider life of the school as fully as other families, often due to more difficult home circumstances.
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4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupil Premium children achieve in line with all pupils nationally and their peers in school, with a particular focus on remaining weaker areas of phonics and writing	Pupil Premium children in all year groups attain in line with their peers in core subjects by the end of the year, and make good progress (as seen in progress data and books) throughout the year.
B.	Pupil Premium children in every year group have priority access to well-taught interventions, both structured and bespoke, including those intended to help them 'keep up, not catch up'. These are provided in a timely way, based on formative assessment of pupils' next steps.	<ul style="list-style-type: none"> • As above in terms of achievement; • Interventions are well-taught and matched carefully to the next steps of PPG-funded pupils.
C.	Pupil Premium children who are struggling socially and emotionally make progress in their specific area of need.	PPG-funded pupils who need social and emotional support receive well-planned and delivered intervention, specific to their area of need, which ensures that they make progress with these and are better able to learn within the classroom.
D.	Pupil Premium-funded children are supported to access the full range of school activities which are available to their peers, including residential trips, after-school clubs and any music or sports tuition which will allow them to excel.	Dependent on activity, but including all PPG-funded children to attend Y6 residential, and an increase in the number of PPG-funded children taking part in staff-run after-school clubs.

5. Planned expenditure					
Academic year	2021/22				
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Distinct and unique needs	Ongoing staff training to ensure the most effective strategies to support children entitled to PPG-funding are embedded in Quality First Teaching by teachers and TAs.	<p>Quality First Teaching for all pupils remains a key strategy used to continue to improve learning and outcomes for children entitled to Pupil Premium funding. To continue to drive improvements in teaching, staff training will focus on embedding a new, more precise approach to assessment; meeting the needs of higher attainers; and new interventions for supporting pupils in Writing.</p> <p>TA training will continue to focus on ensuring that support staff effectively scaffold the thinking of PPG-funded pupils and promote independence, rather than inadvertently completing work for pupils or lessening the amount of thinking that they are engaged in.</p>	<p>Staff meetings, including work on effective deployment of TAs, in line with latest research (<i>Making Best Use of Teaching Assistants</i>, EEF).</p> <p>Lesson observations.</p>	EHT and HoS	Ongoing; review in December 2020
Total budgeted cost					Minimal costs for training
ii. Targeted support					

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Distinct and unique needs</p> <p>Timely and effective intervention</p>	<p>Head of School (PP champion) to lead pupil conferencing with pupils in Key Stage Two / release class teachers to lead these themselves.</p>	<p>To support the focus on Quality First Teaching rather and to acknowledge that the needs of pupils in receipt of Pupil Premium funding are diverse, we will continue to take a holistic approach to supporting older pupils this year.</p> <p>Once a fortnight, HoS will lead 1:1 conferences, supporting pupils in Y5/6 to reflect on work they have completed during the week and helping them to identify successes and appropriate next steps. This is intended to give pupils increased ownership over their learning as well as supporting them to take teacher feedback into account and to help them start to problem-solve productive approaches to identifying and overcoming barriers to learning.</p>	<p>Book scrutiny</p> <p>Pupil and teacher discussions</p>	<p>Head of school</p>	<p>January 2022</p> <p>£ Minimal cost</p>

<p>Distinct and unique needs</p> <p>Timely and effective intervention</p>	<p>Teaching Assistants and other staff to deliver range of structured and bespoke interventions; in 2021-22, retain and refine particular focus on 'keep up, not catch up' in Maths and bespoke interventions for Writing.</p>	<p>Ensure that all teaching assistants have dedicated, timetabled time to deliver support.</p> <p>Teachers understand that this is the expectation for this school year.</p>	<p>Staff meetings.</p> <p>Observation of 'keep up, not catch up' interventions to monitor quality of provision.</p> <p>Book scrutiny (work from the interventions will be included in the main work book used by pupils).</p>	<p>English and Maths Subject Leads</p>	<p>January 2022</p> <p>£5000</p>
<p>Distinct and unique needs</p> <p>Timely and effective intervention</p>	<p>Phonics and literacy support, including increased opportunities for reading to an adult</p>	<p>Development of phonic skills will remain a focus during 2021-22, to allow previous development work on this to be embedded</p> <p>TA will have daily timetabled time in YR and Y1 to support children to keep up with the taught phonics programme. Other additional adults will work with children during the afternoon to support development of language and comprehension skills.</p> <p>Workshops for parents will be provided with support from English Consultant. Teacher /TA will develop relationships with parents of children not reading at home to explore some of the barriers to this.</p>	<p>Lesson observations.</p> <p>Analysis of data.</p>	<p>English Subject Leader, Foundation Stage teacher.</p>	<p>December 2021</p> <p>£7000</p>

C. Social and emotional intervention	1:1 or small group support from a trained Emotional Literacy Support Assistant (ELSA)	A number of our PPG-funded pupils struggle socially and emotionally in a range of areas including self-esteem, impulse control and friendships. All of these have an impact on pupils' learning. Time will continue to be devoted to ELSA support for this group, within the constraints outlined to the left.	Monitoring of impact of ELSA intervention on social / emotional difficulties of individual PPG-funded pupils, as seen through QCA behaviour assessment.	ELSA, EHT, SENCo /HoS	Termly £3500
Total budgeted cost					£15500
iii. 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	When will you review implementation?
Social and emotional intervention, including parenting support Full involvement in the life of the school – improving attendance	ELSA to work with targeted families, as a first step to developing social and emotional wellbeing of pupils.	Where many PPG-funded pupils struggle socially and emotionally, this can often be attributed to chaotic home backgrounds and difficulties with parenting. The use of the ELSA will ensure that, where needed, parents can be supported in a range of ways. This will include an ongoing focus on ensuring PPG-eligible pupils have high levels of school attendance; while this improved slightly in 2020-21 improvements did not have time to embed before school closure, and it could be that Covid concerns affect this group.	Monitoring of impact of ELSA intervention on social / emotional difficulties of individual PPG-funded pupils. Monitoring and reporting of attendance of PPG-funded pupils.	EHT / HoS	December 2021

Full involvement in the life of the school	Funding assigned to ensure that all PPG-funded pupils can access the full range of extra-curricular opportunities offered by school.	To ensure PPG-funded pupils are motivated, selfconfident and feel included in the wider life of the school, it is important that they are offered access to the full range of activities open to other pupils. As such, school staff will identify where PPG-funded pupils are not accessing opportunities (school residentials, music and sport tuition, any paid-for after-school clubs) and ensure that these are offered and accessible to these families.	Monitoring uptake of clubs and school visits. Monitoring of attendance of PPG-funded pupils.	EHT / HoS	Attendance Data – ongoing. Access to extra-curricular opportunities
				Total budgeted cost	£3000

Pupil Premium Impact Statement for 2020/21

4. Review of expenditure

Due to the closure of schools in January 2021 and ongoing Covid restrictions, some of the actions which had been planned and had started to have an impact have not been fully achieved. As such, a number of the actions previously planned have been brought forward into this school year.

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>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>The quality of teaching and learning has improved in all classes.</p> <p>The use of focused learning objectives and strategies for effective feedback have been agreed with staff and evidenced through monitoring. Pupil engagement has increased and accelerated progress has been seen with some pupils.</p> <p>Specific and targeted interventions have been used to accelerate progress of individuals. TAs have received training.</p>	<p>This approach will continue to form a key part of the school development plan next year. New approaches need to be fully embedded and consistent across the school.</p> <p>All actions need to be reflected in the school development plan and monitoring cycle.</p> <p>Assessment procedures need to be agreed and include regular review of the impact of interventions.</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>Use of ELSA support including lunchtime facility.</p>	<p>A new behaviour policy has been implemented. There has been a greater emphasis on learning behaviours in all classes. From the reopening of school in March 2021 incidents of poor behaviour have significantly reduced.</p> <p>The ELSA has worked with targeted pupils during curriculum time and also been available for individual pupils at lunchtimes.</p>	<p>The behaviour policy needs to be embedded, reviewed and further developed during the next academic year.</p> <p>ELSA support will continue to be used to support identified PP children.</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>
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<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>The HSLW and ELSA have proactively targeted families in need of additional support.</p> <p>Relationships during school lockdown were maintained by weekly telephone contact. Attendance of PP children during lockdown was over 85%. Attendance of identified PP pupils post lockdown has improved but still needs to be improved.</p>	<p>Attendance figures to be monitored weekly and followed up by HoS / EHT and individual concerns followed up by class teachers and ELSA.</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>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>	<p>Access to the wider curriculum has been significantly limited as a result of Covid restrictions. As easing has allowed arrangements have been put in place to enhance curriculum experiences. These have included a healthy living week, gardening project and on site forest school.</p>	<p>The new curriculum continues to be implemented and reviewed. Attendance of extra-curricular activities to be monitored by HoS and EHT.</p>	<p>Support families with cost of trips and clubs £3,000</p>