

Bawdsey C of E VC Primary School

3-year Pupil Premium Strategy 2019-2022



SUMMARY INFORMATION

Pupil Premium Strategy Plan

CURRENT PUPIL INFORMATION: 2020-2021

Total number of pupils:	55 (Excluding Nursery) 12 PPG	Total pupil premium budget:	£17,140
Number of pupils eligible for pupil premium:	Number of pupils= 22% of the school	Amount of pupil premium received per child:	£1,345

STRATEGY STATEMENT

Interventions and early diagnosis of difficulties for pupils have the most positive impact on the pupils. Also improving the cultural capital of the PP pupils improves their experiences at Primary school and helps us achieve the vision and intent for the pupils. The very small cohort numbers affect the % greatly and the numbers are too small to publish the results and as a result they are also not published on the Ofsted data dashboard.

Our main aims are to:

- To continue to have reduced attainment gaps between the school's disadvantaged pupils and others nationally.
- To raise the in-school attainment of both disadvantaged pupils and their peers and more importantly to show their progress is acceptable (due to the small cohorts involved).
- To increase the cultural capital of the pupil premium pupils and broaden their experiences.

COHORT INFORMATION - 2020-2021

CHARACTERISTIC of PPG pupils	NUMBER IN GROUP -12 Pupils overall	PERCENTAGE OF GROUP
Boys	7	58%
Girls	5	42%
SEN support	3	25%
EHC plan	1	8%
EAL	0	0

Assessment data

EYFS		(2019- 2020 NO ASSESSMENTS OR RESULTS DUE TO COVID 19)						
	Pupils eligible for PP Below 3 pupils	All pupils	National average	Data from previous 5 years				
				2015-16 Below 3 pupils	2016-17 0 pupils	2017-18 Below 3 pupils	2018-19 Below10 pupils	2019-20
Good level of development (GLD)	50%	78%	71.8%	100%	0%	0%	77.8%	
Reading	50%	89%		100%	0%	50%	88.9%	
Writing	50%	78%		100%	0%	50%	77.8%	

Number	50%	89%		100%	0%	100%	88.9%	
Shape	50%	89%		100%	0%	100%	88.9%	

YEAR 1 PHONICS SCREENING CHECK – (2019- 2020 NO ASSESSMENTS OR RESULTS DUE TO COVID 19)

All pupils	Pupils eligible for PP Below 3 pupils	National average	Data from previous 5 years				
			2015-16 Below 3 pupils	2016-17 Below 3 pupils	2017-18 0 pupils	2018-19 Below 10 pupils	2019-20 pupils
100%	100%	85%	100%	100%	0	100%	

END OF KS1 – (2019- 2020 NO ASSESSMENTS OR RESULTS DUE TO COVID 19)

	Pupils eligible for PP 0 pupils	Pupils not eligible for PP		Data from previous 5 years				
		School average	National average for PP children	2015-16	2016-17	2017-18	2018-2019	2019-20
% achieving expected standard or above in reading, writing and maths	0	40%	50%	0	50%	100%	20%	
% making expected progress in reading	0	100%	62%	0	100%	100%	100%	

% making expected progress in writing	0	80%	55%	0	50%	100%	80%	
% making expected progress in maths	0	60%	62%	0	100%	100%	60%	

END OF KS2- (2019- 2020 NO ASSESSMENTS OR RESULTS DUE TO COVID 19)

	Pupils eligible for PP Below 5 pupils	Pupils not eligible for PP		Data from previous 4 years			
		School average	National average for PP children	2016-17 Below 5 pupils	2017-18 Below 5 pupils	2018-19 Below 10 pupils	2019-20
% achieving expected standard or above in reading, writing and maths	33%	56%	51%	50%	100%	55.6%	
% making expected progress in reading	66%	78%	62%	50%	100%	77.8%	
% making expected progress in writing	66%	78%	68%	100%	100%	77.8%	
% making expected progress in maths	66%	67%	67%	50%	100%	66.7%	

BARRIERS TO FUTURE ATTAINMENT:

Academic barriers:
A: Low reading, writing and maths combined score.
B: Low maths scores.
C: To consistently have the same scores than non-pp pupils.
D: Low ability to deal with emotions and ACEs

ADDITIONAL BARRIERS:

External barriers
A: Home learning environment and accessible help.
B: Ability to pay for extra opportunities and increasing cultural capital for PP pupils within the family.
C: Ability to afford 3 balanced meals for pupils.
D: Ability to pay for additional tests if a child is not SEND e.g: colour overlays, dyslexic tendencies etc.

LONG-TERM PLAN (3 YEAR TIMESCALE)- INTENDED OUTCOMES:

- 1) RAISE ATTAINMENT WITH PP PUPILS, CONSISTENTLY NARROW THE GAP WITH NON-PP PUPILS.
- 2) IMPROVE PROVISION FOR PP PUPILS WITH INTERVENTIONS AND SEND SUPPORT AS NEEDED.
- 3) NARROWING THE GAP FOR THE PUPILS' CULTURAL CAPITAL WITH OTHER NON- PP PUPILS.

2019-2020		2020-2021		2021-2022	
Expected costs	Actual costs	Expected costs	Actual costs	Expected costs	Actual costs
1) & 2) £13,703.01	1) & 2) £13,703.01	1) & 2) £11,829.20	1)	1)	1)
3) £4,776.99	3) £4,776.99	3) £3,315	2)	2)	2)
		£1,995.80 UNALLOCATED- FOR TUTORING COSTS, THRIVE AND INTERVENTION COSTS - UNKOWN AT THIS POINT	3)	3)	3)

PRIORITY 1- RAISE ATTAINMENT WITH PP PUPILS, NARROW THE GAP WITH NON-PP PUPILS.

Member of staff responsible: Headteacher, SEND assistant and Intervention lead.

Objectives	Actions to be taken	Rational	By whom	By when	Resources needed	Progress indicators and Success Criteria
1. To use effectively an additional member of staff with selected pupils.	Monitor assessments half termly and through lesson observations. Children will be offered regular interventions in school. Interventions to be changed to subject specific, graduated approach to support in class and prescription interventions. Staff to be trained in these elements. Impact to be monitored. PP meetings to address chn not making progress or low attainment. To have additional staff for EYFS. 2020: Find a Maths intervention and reading for KS1. Speech and language link interventions. DOT (Dyslexia outreach training) for staff. Payment towards tutoring – unknown costs as yet. Thrive and new intervention costs.	Teaching and learning toolkit. Reducing class sizes. Moderate impact for a moderate cost a potential 3-month gains and gap decrease. Focusing support for EYFS PP pupils. Moderate impact for high cost a potential 5 month gain and gap decrease.	HT to train staff and set up interventions. HT and SEND assistant to monitor progress. SEO	July 2020- review April 2021	Interventions to purchase. Training of staff to be paid. Recoding and planning systems in place for interventions. PP meetings each half term and parent IPR meetings following. 2020: Find a Maths intervention and reading for KS1. Speech and language link interventions. DOT training. Tutoring offer from DFE. TA time for Sp and L intervention work. Thrive work and costs,	SMART targets in PP meetings/ IPR targets being achieved. 6 weekly checks on subject specific interventions for impact.
2. Set homework focused on targets from lessons.	Homework to match the foci of the SDP focus on Maths in particular.	Teaching and learning toolkit. Low impact for low cost and a potential gain of 2 months.	CTeachers	July 2020- review Jan 2021	Review homework.	Improve links with home and work coming in. Weekly checks by the CTs.

3. To have more focused and consistent feedback and marking.	Review Marking and feedback policy. Monitor it is implemented and the impact with the pupils' responding and progress. 2020: Review with minimal contact for Covid.	Teaching and learning toolkit. Very high impact for low cost a potential 8+ month gain.	HT	July 2020- review Sept 2020	Review marking and feedback. 2020: With covid minimal contact.	Book scrutinies show an understanding and response from pupils improving learning.
2020: New 4. To have Maths Hub training for staff	Join Maths hub for mastery training. EYFS lead and yr 5/6 teacher and maths lead.	EEF toolkit. Moderate impact for very low cost.	HT, ML and EYFSL	Sept 2021	Release time	Maths attainment and progress will be improved.

PRIORITY 2- IMPROVE PROVISION FOR PP PUPILS WITH INTERVENTIONS AND SEND SUPPORT AS NEEDED.

Member of staff responsible: SEND assistant, intervention lead and Headteacher.

Objectives	Actions to be taken	Rational	By whom	By when	Resources needed	Progress indicators and Success Criteria
1. To use effectively an additional member of staff with selected pupils.	Monitor assessments half termly and through lesson observations. Children will be offered regular interventions in school. Interventions to be changed to subject specific, graduated approach to support in class and prescription interventions. Staff to be trained in these elements. Impact to be monitored. PP meetings to address chn not making progress or low attainment. To have additional staff for EYFS PP. 2020: Find a Maths intervention and reading for KS1. Speech and language link interventions. DOT (Dyslexia outreach training) for staff. Payment towards tutoring – unknown costs as yet. Thrive and new intervention costs.	Teaching and learning toolkit. Reducing class sizes. Moderate impact for a moderate cost a potential 3 month gain and gap decrease. Focusing support for EYFS PP pupils. Moderate impact for high cost a potential 5 month gains and gap decrease.	HT/ SEND assistant to train staff and set up interventions. HT to monitor progress with SEND assistant SEO	July 2020- review April 2020.	Interventions to purchase. Training of staff to be paid. Recoding and planning systems in place for interventions. PP meetings each half term and parent IPR meetings following. 2020: Find a Maths intervention and reading for KS1. DOT training. Tutoring offer from DFE. TA time for Sp and L intervention work. Thrive work and costs.	SMART targets in PP meetings/ IPR targets being achieved. 6 weekly checks on subject specific interventions for impact.

<p>2. Intervention programs and techniques taught to enable success.</p>	<p>Interventions to be changed to subject specific, graduated approach to support in class and prescription interventions. 2020: Find a Maths intervention and reading for KS1. Find a covid friendly way to give interventions. Speech and Language link training and resources and Language link.</p>	<p>Individualised instruction on the Teaching and learning toolkit. Moderate impact for low cost and a potential gain of 3 months. 2020: Oral language interventions. Moderate impact low cost %+ months gain.</p>	<p>HT and intervention leads</p>	<p>July 2020- review April 2021.</p>	<p>Interventions to purchase. Training of staff to be paid. Recoding and planning systems in place for interventions. PP meetings each half term and parent IPR meetings following. 2020: Find a Maths intervention and reading for KS1. Use speech and language link.</p>	<p>SMART targets in PP meetings/ IPR targets being achieved. 6 weekly checks on subject specific interventions for impact.</p>
<p>3. Pupil progress meetings have Disadvantaged pupil's SMART targets in place for those not achieving expected progress.</p>	<p>During pupil progress meetings, there are SMART targets and they are being achieved.</p>	<p>Individualised instruction on the Teaching and learning toolkit. Moderate impact for moderate cost and a potential gain of 3 months</p>	<p>HT and SEND assistant</p>	<p>July 2020- review April 2021.</p>	<p>PP meetings each half term and parent IPR meetings following.</p>	<p>SMART targets in PP meetings/ IPR targets being achieved. 6 weekly checks on subject specific interventions for impact.</p>
<p>4. Staff inset and CPD.</p>	<p>Staff inset/ CPD to focus on different areas to help the pupils like maths mastery, Links to SDP foci. 2020: Join Maths hub for mastery training. EYFS lead and yr 5/6 teacher and maths lead.</p>	<p>Teaching and learning toolkit. Mastery learning. Moderate impact for low cost and a potential gain of 5 months.</p>	<p>HT and school adults MSL and EYFSL</p>	<p>July 2020- review Sept 2021</p>	<p>SLIN training for another member of staff. CPD plan. 2020: Join Maths hub for mastery training. EYFS lead and yr 5/6 teacher and maths lead.</p>	<p>More Mastery teaching in class being affective.</p>

PRIORITY 3- NARROWING THE GAP FOR THE PUPILS' CULTURAL CAPITAL WITH OTHER NON- PP PUPILS.

Member of staff responsible: Headteacher and Class teachers

Objectives	Actions to be taken	Rational	By whom	By when	Resources needed	Progress indicators and Success Criteria
1. To increase chn's resilience with clear behaviour expectations and supportive classroom environments.	School adults to be trained with pastoral intervention techniques; e.g. Lego therapy SEND assistant to refer chn for additional help. Early help offer used when needed. Changes to curriculum to develop this resilience (part of school vision). Mental health school awareness with Young Minds (?). 2020: Sandwell mental health award and Thrive to establish	Teaching and learning toolkit. Moderate impact for moderate cost and a potential gain of 3 months. Metacognition and self-regulation. High impact for low cost and a potential gain of 7 months. 2020: Social and emotional training. Moderate impact moderate cost. Potential gain 4 months.	HT, SEND assistant. CTs and TAs. EWO.	July 2020, review April 2021.	Mental health resources. Training for mental health resources. 2020: Sandwell mental health award and Thrive to establish	PP chn with pastoral. SEND issues are engaged and learning with good attendance.
2. Pupils encouraged and supported to build their resilience in schoolwork.	Pupils having buddies in school to help and a key adult to talk to.	Oral language interventions. Teaching and learning toolkit. Moderate impact for low cost and a potential gain of 5 months.	HT, SEO, CTS and LSAs.	July 2020, review April 2021.	Time and training.	Good learning behaviours seen in monitoring. Minimal low-level disruption in classes.
3. Parental involvement.	Parental meetings for IPRs. Good home/ school liaison with home/ schoolbooks, feedback at the end of the day, newsletters. Parents invited into assemblies, sharing sessions and information sessions. Payments for SEND diagnosis or help needed in other areas: colour scopic testing, Dyslexia and Dyscalculia testing.	Teaching and learning toolkit. Moderate impact for moderate cost and a potential gain of 3 months.	HT, Admin lead, Senior teacher	July 2020, review Sept 2021.	Finance for diagnostic testing as needed pre-SEND diagnosis and support.	Parents in touch with the school.

<p>4. Additional cultural capital experiences for the PP pupils.</p>	<p>Experiences are paid for or partially paid for by the school to help the pupils to access everything other pupils who are not PP and more able to. 2020: Schedule of experiences made up for the increase of cultural capital.</p>	<p>Teaching and learning toolkit. Arts participation. Low impact for low cost and a potential gain of 2 months. Outdoor adventure learning. Moderate impact for moderate cost and a potential gain of 4 months. Small group tuition, moderate impact for moderate cost and 4 months potential gain.</p>	<p>HT, Admin lead.</p>	<p>July 2020, review Sept 2021.</p>	<p>Finance for access to other experiences: Brass lessons, trips, including the residential trip (half subsidized). Breakfast club for Maslow's hierarchy of needs- food. Art club costs for materials. Specialist music lessons. Homework club at lunchtime and interventions before school or during lunch sessions so the gap is not increased from missing quality first teaching.</p>	<p>Pupils accessing and having an enriched curriculum.</p>
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