

Bawdsey C of E VC Primary School

Pupil Premium Review and Impact Statement 2020-2021



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
<p>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.</p> <p>Our main aims are to:</p> <ul style="list-style-type: none"> ○ 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.

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) £11,829.20	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) £3,315 + £2512.40	3)	3)
			THRIVE COSTS.		

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 for funding	Detail	Actual impact	Evidence
1. To use effectively an additional member of staff with selected pupils.	<p>Monitor assessments half termly and through lesson observations. Children were offered regular interventions in school.</p> <p>Interventions were changed to subject specific, graduated approach to support in class and prescription interventions. Staff were trained in these elements. Impact was monitored. PP meetings to address children not making progress or low attainment.</p> <p>Additional staff was employed for EYFS.</p> <p>2020: Found a Maths intervention (My Maths) and reading for KS1, Nessy which was accessible at home for each of these during lockdown. Speech and language link interventions. DOT (Dyslexia outreach training) for staff. Thrive was started and when we were not in lockdown used with the children for a number of reasons, bereavement, getting used to sharing again, conflict resolution, emotional regulation.</p> <p>Tutoring was used with children who were behind in their progress after lockdown.</p> <p>Speech and Language link used within the school.</p>	<p>Interventions were used at home during lockdown and when back at school to help children get back on track academically.</p> <p>Pupils had Thrive time when assessed and needed and there were whole class Thrive targets put into place.</p> <p>Tutoring happened with pupils and there was a little uplift in their attainment from this.</p> <p>Pupils were assessed on the Sp and L system and intervention work happened from this. SALT work increased in school.</p>	<p>SMART targets in PP meetings/ IPR targets were being achieved.</p> <p>6 weekly checks on subject specific interventions for impact showed improvements. The cohorts were under 10 so not publishable and not being published following the DFE advice.</p>
2. Set homework focused on targets from lessons.	<p>Homework to match the foci of the SDP focus on Maths in particular. Taken from the My Maths resources purchased and used at home and during lockdown.</p>	<p>Review homework.</p> <p>This was reviewed and apps used that did not need books to go home or papers to go between school and home. Classdojo was used as a messaging system with the classes and home and Tapestry for EYFS.</p>	<p>Improve links with home and work coming in when possible following lockdown and COVID restrictions. Use of class dojo has helped in the school.</p>
3. To have more focused and consistent feedback and marking.	<p>Review Marking and feedback policy.</p> <p>Monitor it is implemented and the impact with the pupils' responding and progress.</p> <p>2020: Review with minimal contact for Covid.</p>	<p>Reviewed marking and feedback.</p> <p>2020: With covid minimal contact. This was in place and continued until books could be taken back to homes for staff to mark.</p>	<p>Book scrutinies show an understanding and response from pupils improving learning.</p>

4. To have Maths Hub training for staff	Join Maths hub for mastery training. EYFS lead and yr 5/6 teacher and maths lead.	Maths leader joined and implemented strategies for mastery maths teaching across the school and started the second year of the mastery training.	Maths attainment and progress is not being published this year with cohort sizes and DFE guidance.
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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 for funding	Detail	Actual impact	Evidence
1. To use effectively an additional member of staff with selected pupils.	<p>Monitor assessments half termly and through lesson observations. Children were offered regular interventions in school.</p> <p>Interventions were changed to subject specific, graduated approach to support in class and prescription interventions. Staff were trained in these elements. PP meetings addressed children not making progress or low attainment.</p> <p>Additional staff for EYFS PP were hired – apprenticeship scheme used.</p> <p>My Maths – an intervention and Nessy for reading for KS1 and Oxford Owls was used. Speech and language link interventions. Thrive was started by additional staff time.</p> <p>Tutoring after lockdown was used.</p>	<p>Interventions were purchased. PP meetings each half term and parent IPR meetings following when we could with lockdown happened.</p> <p>Tutoring started with offer from DFE. TA time for Sp and L intervention work and Thrive work helped with the pupils who needed this in intervention time and whole class Thrive targets.</p> <p>Materials were produced to help staff understand Thrive and Parents/ Carers and Governors.</p> <p>Governors funded an additional morning class to reduce class sizes to under 13 in most cases to increase the catch up for the pupils.</p>	<p>SMART targets in PP meetings/ IPR targets were being achieved.</p> <p>6 weekly checks on subject specific interventions for impact.</p> <p>The cohorts were under 10 so not publishable and DFE has advised no publishing results this year.</p> <p>Thrive impact assessments showed the PPG children made more attainment and progress than those without Thrive.</p> <p>The class sizes meant the children had more bespoke teaching for the gaps identified from lockdown.</p>

<p>2. Intervention programs and techniques taught to enable success.</p>	<p>Interventions were changed to subject specific, graduated approach to support in class and prescription interventions. 2020: MY Maths and Nessy were used for pupils in school and during lockdown. This was a covid friendly way to give interventions. Speech and Language link training and resources and Language link were used.</p>	<p>Interventions were purchased. PP meetings each half term and parent IPR meetings following when we could with lockdown happened. Tutoring started with offer from DFE. TA time for Sp and L intervention work and Thrive work helped with the pupils who needed this.</p>	<p>SMART targets in PP meetings/ IPR targets were being achieved. 6 weekly checks on subject specific interventions for impact.</p> <p>The cohorts were under 10 so not publishable and with DFE guidance they were not to be published this year.</p> <p>See Thrive jmpact above for PPG children.</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 were SMART targets and they were being achieved when children were in school. .</p>	<p>PP meetings each half term and parent IPR meetings following when the children were in school.</p>	<p>SMART targets in PP meetings/ IPR targets were being achieved.</p>
<p>4. Staff inset and CPD.</p>	<p>Staff inset/ CPD focused on different areas to help the pupils like maths mastery, Links to SDP foci. We joined Maths hub for mastery training for Maths lead to roll out to the school.</p>	<p>Maths hub for mastery training, maths lead rolled this out to the rest of the staff and audited our current position in Maths teaching.</p>	<p>More techniques and gaps in Maths were identified and new initiatives put into place to deal with the gaps. Mastery teaching in class was 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 for funding	Detail	Actual impact	Evidence
1. To increase chn's resilience with clear behaviour expectations and supportive classroom environments.	School adults to be trained with Thrive. 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 Sandwell mental health award and Thrive to establish.	Mental health resources were used through lockdown and beyond. Parent's questionnaire said they knew where to find these during lockdown. Training for mental health resources given out to staff and parents. Sandwell mental health award being completed and Thrive was established	PP chn with pastoral/ SEND issues were engaged and responding to Thrive and MH resources. See Thrive on PPG children above, Sandwell Mental health charter mark achieved.
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.	This was rolled out there is a buddy system in place. We now have buddy reading times and lunchtimes when covid arrangements allowed.	Good learning behaviours seen in monitoring. Minimal low-level disruption in classes.
3. Parental involvement.	Parental meetings for IPRs (Individual pupil record). 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 through Indigo house when they were allowed to visit.	Finance for diagnostic testing was used as needed pre-SEND diagnosis and support. Class dojo being used to communicate and Tapestry. Unable to have face to face meetings much, had outside parent/ carer meetings and phone calls.	Parents were in touch with the school in different ways.

<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. Schedule of experiences made up for the increase of cultural capital.</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>All happened but in class groups instead of whole school for most of the year following lockdowns.</p>	<p>Pupils accessing and having an enriched curriculum.</p>
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