



Bredgar Church of England Primary School

Pupil Premium Statement 2020-2021

Due to the coronavirus Covid-19 pandemic. Some areas of the school Pupil Premium Strategy for 2019-20 have not yet been completed. Strategy for 2020-21 will therefore include previous targets and areas for development along with recognition of the increased wellbeing needs as a result of the extended school closure period. This strategy will be then be reviewed during Term 3.

| 1. Summary Information | | | | | |
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| School | Bredgar Church of England Primary School | | | | |
| Academic Year | 2020-2021 | Total PP Budget | £8360 | Date of most recent review | August 2020 |
| Total number of pupils | 104 | Total no. pupils eligible for PP | 7 | Date of next review of this strategy | August 2021 |

| 2. Current Attainment |
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| Specific attainment data is not included as group sizes are too small and individual pupils could be identified |

| 3. Barriers to future attainment (for pupils eligible for PP, including higher ability) | |
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| In-school barriers (issues to be addressed in school, such as poor oral language skills) | |
| A. | Speech and language difficulties on entry to school (limited vocabulary) |
| B. | Low self-esteem, confidence and independence |
| C. | Minimal experience of rich learning activities on entry to school (e.g life experiences, texts, understanding of basic mathematical concepts) |
| D. | Special Educational Needs |
| E. | Low prior attainment |
| External barriers (issues which require action outside school, such as attendance issues) | |
| F. | Poor attendance, including lateness |
| G. | Low parental involvement. This results in little or no support at home with learning at school |
| 4. Desired outcomes | |
| | Desired outcomes and how they will be measured |
| | Success criteria |

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| A. | At the end of each phase, pupils eligible for PP will have reached age-related expectations in reading, writing and maths | Outcomes for pupils will be in-line with or above age-related expectations |
| B | At the end of EYFS eligible pupils will reach age related expectations in speaking, listening and attention | Pupil progress in speaking, listening and attention will be good or better Attainment in speaking, listening and attention will be good or better |
| C. | At the end of each phase, pupils eligible for PP will have made expected or greater than expected progress from their own starting point in reading, writing and maths | Pupils will have made expected or greater than expected progress from their own starting point |
| D. | Pupils will experience a wide range of enriching activities provided through the school curriculum | Eligible pupils will participate in range of enrichment activities through the school enrichment programme All eligible pupils will attend school trips and other events, funded by the school |
| E. | All pupils eligible for PP will reach at least 96% attendance | Attendance data to be in-line with, or above other pupils Where attendance is not good, strategies will be put in place swiftly to address these Impact of strategies will be reviewed |
| F. | Pupils' Wellbeing and Involvement is high | Use of Growth Mindset strategies and school reward systems Pupil Voice and School Council to include pupils eligible for PP, along with other positions of responsibility across the school Pupils' Wellbeing and Involvement assessments will be in-line with their peers Where this is low, strategies for support will be implemented and their impact measured School will take steps to encourage eligible parents to participate in school events Social skills and self-esteem interventions by suitably qualified person |

5. Planned Expenditure

Our key objective is using the Pupil Premium Grant is to narrow any gap between pupil groups and to ensure progression for pupils at all levels, not just those with low attainment. Targeted interventions are working to eliminate barriers to learning and progress.

i. Quality of teaching for All

| Action | Intended Outcome | What is the evidence and | How will you ensure it is | Staff Lead | When will you review implementation? |
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| | | rationale for this choice? | implemented well? | | |
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| To close the achievement gaps for vulnerable pupils including a focus on the progress and attainment of more able pupils who are disadvantaged so their outcomes match those of their peers. | Inclusion Leader will work with class teachers to identify more able disadvantaged pupils and develop appropriate provision and support | This approach aims to improve the identification and teacher expectation of more able disadvantaged pupils as well as disadvantaged pupils with SEND through development of Quality First Teaching and a teaching and learning approach which develops oracy and positive behaviour for learning. Lead members of staff will be able to use evidence based practice to improve provision and therefore outcomes for pupils. | Inclusion Leader will monitor provision and work with other leaders from across the Multi Academy Trust to develop systems and practices | ST | Four times per year through PPMs |
| To close the achievement gaps for vulnerable pupils including a focus on the progress and attainment of pupils with SEND so that they make expected or better progress from their own starting point and according to their specific need | Inclusion Leader will work with class teachers to identify more able disadvantaged pupils and develop appropriate provision and support | | | | |
| To further develop reading provision across the school, including at school and at home initiatives | Evaluation of text-based learning for KS1 and KS2 through the new school curriculum Focus on challenging and inspirational texts Further development of school library to ensure it promotes a love of reading Regular Readers initiative to continue positive progress made with home reading and encourage parental involvement Revisit and evaluate impact of RIC | Compilation of list of high-quality texts to support new curriculum learning ensures texts are relevant and inspiring Library to become a space that children cherish and enjoy Regular Readers initiative to improve the time children spent reading to an adult at home will impact on their reading progress | English lead and HT to monitor pupil outcomes in reading – progress and attainment Pupil conferencing on the quality of texts chosen ensuring that pupils eligible for PP are involved in the discussion | ST and KG | SLT to monitor reading outcomes through PPMs, work scrutiny and pupil conferencing Lesson observations for RIC and other reading lessons, working with teachers to improve outcomes |
| To develop EYFS learning environment to | EYFS lead to develop learning environment to | Speech and language needs of pupils are | HT and EYFS leads to monitor pupil outcomes for | SB, CT and KG | Through school monitoring cycle and T&L audits |

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| encourage and support speaking, listening and attention | promote speaking, listening and attention EYFS lead and CT to plan improved opportunities for speaking, listening and attention development both on field space and in classroom | increasing over time with changing school role. | Speaking, Listening and Attention Monitoring of teaching and learning to look at opportunity to develop vocabulary and S&L skills | | |
| ii. Targeted support | | | | | |
| To develop wellbeing and involvement | Drawing and Talking Therapy Self-esteem groups Social groups Circle of Friends | In school we recognise the impact of positive self-esteem and aspirations for our pupils. | Wellbeing and involvement assessments to show progress or all disadvantaged pupils working within expected levels (3-5) | KG, ST and AB | KG and Inclusion Leader to monitor implementation and impact of interventions and therapy programmes on wellbeing and involvement |
| Targeted intervention for eligible pupils in RWM | TA to lead PP intervention groups for vulnerable pupils in RWM | Use of high-quality targeted intervention to ensure small step progress against personal targets | Pupils in intervention groups show progress against the intervention targets and in a related area in class | KG and ST | Inclusion Leader to monitor impact of interventions against intervention targets and related areas |
| iii. Other approaches | | | | | |
| Access to Trust FSWO and AO | Increased access to FSWO and AO to support families and improve attendance | We recognise that good attendance has a direct impact on pupil outcomes. Support for vulnerable families through FSWO in a range of social, financial and other issues will increase stability within the home | Regular visits from FSWO and AO should result increased parental engagement from vulnerable families and improved attendance for disentangled pupils | KG, MP and AA | KG to monitor parental engagement in school events, including parent consultations AO and KG to monitor and support families with attendance of disadvantaged pupils |
| Support for eligible families for visits and excursions | Children will be able to access learning and cultural capital opportunities which would be otherwise unaffordable Offer for disadvantaged parents to attend school trips/events | Without school contribution, pupils would be unable to engage with any additional activities, including residential visit to Swattenden Parent attendance on school trips etc to develop the cultural capital of the whole family and encourage | Impact on wellbeing and involvement, language and vocabulary development Cultural capital development of whole family | ST and KG | Leader for Disadvantaged pupils to monitor parental engagement in school events CTs to ensure parents are invited to attend HT to ensure funding is allocated to vulnerable families |

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| | | discussion and learning at home | | | |
| Support for eligible pupils to attend Breakfast and After School provision | Children will have access to a healthy breakfast, arrive on time and ready to learn | Some pupils have arrived at school without access to a healthy breakfast, sometimes late and not ready to learn. Access to this provision impacts positively on behaviour for learning | Attendance should improve Behaviour for learning feedback from teachers should show increased readiness to learn Wellbeing and involvement assessments should show positive impact | KG and ST | Wellbeing and involvement assessments to show positive impact on eligible pupils Teacher feedback on readiness to learn Funding for 2 places |

| 6. Review of Expenditure 2019-2020 | | | | |
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| Desired outcome | Chosen action/approach | Estimated impact | Lessons learned | Cost |
| A - C | <p>To continue to develop the new curriculum which focuses on enquiry and active learning</p> <p>To further develop and embed a teaching pedagogy which promotes oracy and thinking approach through research-based practice</p> <p>To establish the new Inclusion Leader role, who will monitor effectiveness of teaching and learning experiences for pupils eligible for PP along with pupil outcomes</p> | <p>The new curriculum structure is in place and ready to commence September 2020. The implementation will be a three year process. The units of learning separated into Y1/2, Y3/4 and Y5/6 phases should ensure a more effective partnership between planning phases and progression or skills and knowledge for pupils</p> <p>CPD planned for all staff should improve behaviour for learning and pupil engagement</p> | <p>The new curriculum includes representation of all groups within our school community and is written to ensure that the four areas of the Church of England Vision for Education are included. The next step into begin to implement a programme of implementation and development over the next two academic years. Coupled with CPD on an approach to learning which develops oracy and listening skills has shown impact on pupils making connections between different areas of learning and developing vocabulary. As a result, all pupils eligible for the PP who do not have SEND have made expected or better progress in identified areas.</p> | Training cancelled due to lockdown |
| D | <p>Develop the school curriculum to increase the range of opportunities available</p> <p>Develop whole school enrichment programme which extends beyond the formal curriculum</p> | <p>Development of a high quality, rich and purposeful curriculum, which includes multiple opportunities for enrichment</p> <p>Development of enrichment programme of activities which aims to broaden pupils'</p> | <p>The new curriculum includes representation of all groups within our school community and is written to ensure that the four areas of the Church of England Vision for Education are included. The next step into begin to implement a programme of implementation and</p> | Training cancelled due to lockdown |

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| | | experiences and build self-esteem | development over the next two academic years. Coupled with CPD on an approach to learning which develops oracy and listening skills, the new curriculum has shown impact on pupils making connections between different areas of learning and developing vocabulary. | |
| E | To promote good attendance, offering support to families when attendance is poor | Develop the relationship between the school and home through an open door approach and school events Involve the Trust FSWO and AO with families where attendance is below 90% | Whole school attendance remains above national expectations Attendance for pupils eligible for PP is below overall attendance. School offered support to specific families which was not taken up. FSWO and AO involvement in this should increase next year | £0 |
| F | To develop Wisdom and Wellbeing curriculum To implement and monitor the impact of additional social skills groups, Drawing and Talking Therapy and wellbeing and involvement assessment cycle Introduce Inclusion Leader Increase parental engagement School contributions to Breakfast Club, trips, visits and visitors and clubs | Pupils with low wellbeing and involvement are quickly identified through the assessment cycle. SDQs are carried out for vulnerable pupils. Designated members of staff work with vulnerable pupils in class, in small groups or individually to develop social skills and/or self-esteem Increase range of opportunities for parents to be involved in school life – reading helpers, FOBS, family events Access to all enrichment activities by school contribution, including Year 6 residential visit | Two TAs trained in Drawing and Talking Therapy and have begun to carry out support programmes for vulnerable pupils Social skills/self-esteem interventions in place. Inclusion Leader role established and has begun to look at wellbeing and involvement assessments in more depth. Next step is to impact monitor quality of intervention and provision for vulnerable pupils Parental engagement with school events such as family picnic, FOBS meetings and volunteer helpers is improving | Training cancelled due to lockdown Limited number of trips etc Contributions to Breakfast provision for 3 pupils +TA time to deliver |

7. Impact of Pupil Premium Grant

Because of the very small numbers of pupils, for reasons of confidentiality, outcomes for these pupils are not included on our website