

# Pupil premium strategy Sept 2020

1. Summary information					
School	Newton Bluecoat CE Primary School				
Academic Year	2020/21	Total PP budget	£20,795	Date of most recent PP Review	Sept 2020
Total number of pupils	197	Number of pupils eligible for PP	24	Date for next internal review of this strategy	July 2021

2. Review of current attainment at the end of KS-2 – Due to COVID lock-down in March 2020 no KS2 SATS tests completed and no national data available.					
	<i>Pupils eligible for PP – Yr6 3 pupils</i>				
% making good progress in reading – (age related expectations)	2/3	67%	Teacher assessment in March 2020		
% making good progress in writing - (age related expectations)	2/3	67%	Teacher assessment in March 2020		
% making good progress in maths - (age related expectations)	3/3	100%	Teacher assessment in March 2020		

3. Barriers to future attainment for pupils eligible for PP, including high ability	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Some children affected more severely by COVID pandemic when schools shut between March and Sept 2020
<b>B.</b>	Many children eligible for pupil premium also have reduced literacy experiences.
<b>C.</b>	Some children eligible for pupil premium have special educational needs
<b>C.</b>	Many children eligible for pupil premium are affected by social and emotional needs.
<b>D.</b>	A barrier that impacts upon PP children is Speech and language difficulties.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>A</b>	Some children affected by COVID pandemic when schools shut between March and Sept 2020
<b>B</b>	Attendance rates for some pupils eligible for PP can be erratic.
<b>C</b>	A lack of aspiration from parents and carers impacts a number of children eligible for pupil premium
<b>D</b>	Some children eligible for pupil premium do not experience a range of enrichment experiences outside of school.
4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>

<b>A.</b>	All children eligible for Pupil Premium will have access to a catch up /recovery curriculum	Children receive a recovery curriculum in Sept 2020 and further Catch Up intervention as identified from teacher assessments and observations
<b>B.</b>	All children eligible for pupil premium with SEN/D will make expected progress in reading, writing and maths.	Quality first teaching and targeted interventions as well as an inclusive approach will help reduce barriers to learning. All children who are at risk of not making expected progress will be discussed at pupil progress meetings and termly SEN meetings and individual strategies to enhance learning will be planned in conjunction with the SENCO.
<b>C.</b>	More able children eligible for pupil premium will make better than expected progress in reading ,writing and maths.	Increase understanding of how best to meet the needs of more able children will enhance provision within Quality First Teaching. Action plans outlining additional opportunities to enhance learning and raise aspiration will ensure children experience a range of opportunities designed to maximise their potential.
<b>D.</b>	All Children eligible for pupil premium will attain expected levels in the Y1 phonic screening.	New Phonic Scheme / whole class phonics approach Parental involvement in new Phonics Reading scheme re –to include fully decodable and phonetically based reading material Extra intervention for Y2 pupils to take screening test in Dec2020 Early intervention strategies and parental engagement using the early literacy course will support children to make expected progress in reading and phonics ensuring that there is no gap for disadvantaged children. Targeted interventions in EYFS and Year 1 will support all children, particularly those who are at risk of falling behind.
<b>E.</b>	All children eligible for pupil premium will be settled and secure in school; they will have their emotional needs met and will be happy and ready to engage and learn. Welfare and social issues of pupils and families are addressed in partnership with school and other agencies as appropriate.	A whole school approach to emotion coaching led by FLM will be established and used alongside a range of targeted therapeutic approaches including play therapy, art therapy and outdoor therapeutic interventions. This will increase the wellbeing and engagement of all children creating a purposeful learning environment. Fewer behavioural or welfare issues are recorded for these pupils on the school system. 1:1 FLM support as required daily
<b>F.</b>	The capacity of families to parent well will be increased through early intervention, close working with all agencies and additional in-school support.	More families will engage with school at an early intervention in order to improve parenting capacity through 1:1 work with the learning mentor. Through effective and efficient partnership with parents and other agencies,families will be supported .
<b>G.</b>	Increased attendance rates for pupils eligible for PP.	Overall PP attendance improves.
<b>H.</b>	All children who are eligible for pupil premium will be supported to engage in a wide range of enrichment opportunities and financial support will be provided to ensure engagement.	Pupils will experience residential trips and educational visits. There will be a focus on enhancing cultural opportunities eg visits to places of worship All of the children will learn an instrument in Year 3.Children will be encouraged to participate in a range of extra-curricular activities. <b>NB subject to COVID restrictions</b>

5. Planned expenditure				
Academic year	Sept 2020-21			
How will Pupil Premium be spent in 2020-21?				
Desired outcome	Chosen action / approach What is the evidence and rationale for this choice?	Success Criteria	Staff lead	When will you review implementation?
A.	<p>To accelerate progress and close the gap in attainment for pupils eligible for PP with a particular focus on SEND PP pupils by employing additional adult support. Pupils undertake identified, targeted and measured intervention programmes.</p> <p><b>To allocate teaching assistants to provide small group and 1:1 intervention for children in receipt of pupil premium who are currently working below national year group expectations.</b></p> <p><b>To continue to ensure that, through our SENDCo, appropriate SMART targets are set for identified SEND children and that these are closely monitored.</b></p> <p><b>Increase targeted support from TA's for phonics, reading and speaking. Focussed narrowing the gap support.</b></p> <p><b>Additional teacher support small group tuition in Year 5 / 6 to support reading</b></p> <p><b>Specialist 1:1 teaching for children experiencing significant difficulties in learning such as Educational Psychologists and IDSS.</b></p> <p><b>We will continue to track and monitor data of PP children and exit data analysed for intervention programmes.</b></p>	Pupils eligible for PP make accelerated progress so they close the gap by the end of the academic year in 2021.	PPCo and SENDCo	Pupil Progress review meetings termly.
Desired outcome	Chosen action / approach What is the evidence and rationale for this choice?	Success Criteria	Staff lead	When will you review implementation?

B	<p>More able children eligible for pupil premium will make better than expected progress in reading ,writing and maths.</p> <p>Additional teaching and learning opportunities including extra teacher support for Year 5 and 6 to enable one to one and small group tuition, including additional teaching and and learning opportunities for more able pupils.</p>	<p>use of independent learning strategies, open questioning and developing higher order thinking skills to enhance quality first teaching assessment before and after interventions Pupil attainment and progress will be monitored termly at pupil progress meetings.</p>	HT PPCo/DHT	
C.	<p>All Children eligible for pupil premium will attain expected levels in the Y1 phonic screening.</p> <p><b>TA intervention support to deliver high quality phonics intervention weekly additional to normal teaching.</b></p>	<p>Assessments before and after intervention to ensure effectiveness. Planned with class teacher using a structured programme. High percentage of pupils pass Year One Phonics screening. Year 2 pupils receive additional support due to screening in DEC 2020</p>	PPCo/DHT	
D	<p>Welfare and social needs are met through support from additional adults in school and the school learning mentor. Bespoke work with individual children and families.</p> <p><b>Specialist 1:1 support for children experiencing significant difficulties in welfare and social needs such as work with the school learning mentor. Children to have access to therapeutic interventions, art therapy and play therapy.</b></p> <p><b>We will continue to track and monitor the data of PP children including achievement and welfare concerns.</b></p>	<p>Children and families welfare needs are supported and met so that children are able to learn and fully engage in school life.</p> <p>Positive behaviour enhanced across school.</p>	PPCo and SENDco	Jan 2021, termly thereafter
E	<p>The capacity of families to parent well will be increased through early intervention, close working with all agencies and additional in-school support.</p> <p><b>Utilise the FLM in a role to support families in an early intervention by providing parenting advice. Inclusion Manager to establish and maintain effective relationships with all families requiring additional support. – research shows that positive home school partnerships enhance the quality of learning for all children.</b></p>	<p>FLM and Inclusion Manager will monitor and evaluate outcome of interventions.</p>		

F	<p>Increase attendance rates for pupils eligible for Pupil Premium.</p> <p><b>We will continue to track and monitor data of PP children and exit data analysed for intervention programmes.</b></p> <p><b>Regular meetings with families about attendance where it is a concern.</b></p> <p><b>Procedures will be followed and PAST involved if necessary to support our PP children.</b></p>	<p>Reduce the number of persistent absentees amongst pupils eligible for PP. Improve the attendance rates so that pupils' attendance rates are in line with other pupils.</p>	<p>PPCo and SENDCo</p>	<p>Jan 2021, termly thereafter.</p>
G	<p>All children who are eligible for pupil premium will be supported to engage in a wide range of enrichment opportunities and financial support will be provided to ensure engagement.</p> <p><b>Provide funding for eligible children in Year 6 to attend residential trips in order to develop team work and bonding and to allow all children who wish to participate to do so – outdoor learning has been shown to build self-esteem and health .</b></p> <p><b>Also to participate in enrichment activities at school including music tuition and theatre trips.</b></p>	<p>Eligible children accessing this support will be logged and monitored.</p> <p>COVID restrictions considered</p>	<p>PPCo HT</p>	<p>Review annually</p>

## EVALUATION OF IMPACT 2019-2020

The work of the FLM has had a positive influence on several children and their families.

Regular additional intervention support provided by TA and extra teacher.

To enable children to have regular attendance at school bus tickets were purchased to support children attending school daily.

Our Pupil Premium children had access to individual teacher and TA support and records kept of this support.

Progress was identified at end of Autumn 2019 followed by Teacher Assessments for March 2020.

Due to COVID pandemic school was closed in March 2020 to the majority of children except for those of Key Workers and vulnerable children including most PPG pupils.

These pupils were encouraged to attend school throughout.

Work was set by teachers on our learning platform J2e to enable children to access this at home during their absence from school. This started in March with maths and English but was later extended to the full curriculum for all pupils.

Our platform enabled work to be set, completed and marked and feedback was provided. Learning conversations between the pupils and their teachers were enabled.

Teachers monitored work practices and made contact to encourage engagement.

Computers were provided for eligible pupils.

Printed work was made available for collection from school throughout as necessary.

The FLM checked on health and wellbeing even if work was being completed satisfactorily.

Assistance with FSM was provided and the contents of the school kitchen fridges was distributed to FSM pupils.

**Measure of impact for Pupil Premium expenditure in 2020/21:**

Following Recovery Curriculum analysis and discussions with class teachers in Autumn 2020 -SLT to monitor intervention programmes and quality first teaching to identify that children have access to high quality support/teaching.

Review termly tracking data of PP pupil progress to outline reduction in attainment gap and set appropriate targets.

Monitor the work of the learning mentor by half termly meetings and reports as necessary.

Regular updates on CPOMS to track children.

Monitor the attendance of PP children.

We will evaluate the impact on confidence and self-esteem through attendance.