

Bewley Primary School: Pupil premium strategy statement 2020/2021



1. Summary information					
School	Bewley Primary School				
Academic Year	2020-21	Total PP budget	£141,575	Date of most recent PP Review	Sept 20
Total number of pupils	378 <i>(excluding nursery)</i>	Number of pupils eligible for PP	104 (28%)	Date for next internal review of this strategy	Jan 21

2. Attainment for previous academic year 2019 – 2020				
DUE TO COVID-19, NO END OF YEAR (2019 – 2020) ATTAINMENT DATA AVAILABLE				
Therefore, data displayed is carried over from academic year 2018 -2019				
Key Stage	Indicator	Number PP/All 2018-2019	Pupils eligible for PP (your school) 2018 -2019	Pupils not eligible for PP (national average) 2018-2019
EYFS	% Good Learning Development	15/59	25%	77% (LA)
Y1	% Achieving Standard in Phonics	11/47	73%	84%
Y2	% Achieving Standard in Phonics' resit	5/11	18%	93%
Y2	% making expected standard in Reading (as measured by the school)	14/56	43%	78%
Y2	% making expected standard in Writing (as measured by the school)	14/56	43%	73%
Y2	% making expected standard in Maths(as measured by the school)	14/56	64%	79%
Y6	% making expected progress in Reading (as measured by the school)	16/53	56%	78%
Y6	% making expected progress in Writing (as measured by the school)	16/53	69%	83%
Y6	% making expected progress in Maths (as measured by the school)	16/53	81%	84%

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	On entering the school, almost half of the children, including PP pupils, arrive with a poor exposure to a broad range of age-appropriate language, typical for children of their age. This inhibits early acquisition specifically in the areas of learning associated with communication and language, which has a detrimental effect on their academic progress at the very start of their education.
B.	There are PP children who have emotional and social difficulties which means that they struggle to access learning and maintain a good level of concentration in class. They need access to additional support beyond the curriculum in order to prepare them for learning in order to make good progress.
C.	Many PP children are lacking in resilience and, in particular, those eligible for PP often struggle to rise to the demands of greater independence and increased expectations. They display poor behaviour for learning and give up too easily which prevents them from making any sustained progress across core subjects
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>	
D.	Pupils who are in receipt of Pupil Premium funding, can also have additional vulnerabilities eg. Poor attendance and punctuality; SEND and families in crisis (CP through to Early Help; bereavement, eviction, divorce and poverty). Parents lack confidence around engagement with their children's readiness for learning and have low family aspiration including a lack of access, outside of school, to a broad range of activities.
E.	The majority of pupils from disadvantages backgrounds who have been absent from school, for 6 months or more, following COVID-19 lockdown and summer holidays have returned to school with an even greater attainment gap in their learning. As a result their academic year ended in March 2020. These children have returned to school with augmented emotional and social difficulties within the whole family group.
4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>	Success criteria
A.	<p>All children eligible for pupil premium make at least expected progress from their baseline assessment in core areas especially language and communication</p> <p>Greater number of PPG children achieving GLD Increased attainment for PPG children inY1 phonics screening</p> <p>Increased in attainment for PPG children resitting Phonics screening at end of KS1</p>

B.	Disadvantaged children able to participate fully in all areas of the school curriculum to improve combined reading writing and maths progress, with a specific focus on reading.	Greater number of disadvantaged children achieving CRWM at end of KS1 and KS2. More disadvantaged children reaching greater depth at end of KS1 and KS2, thus reducing the gap between disadvantaged and non-disadvantaged children. To oversee a successful transition to their next phase in education
C.	Eligible pupils, including, more able develop a growth mind-set enabling them to work with increasing independence or collaboratively in a group challenge.	Greater number of PPG children are able to take on challenges and show greater resilience by persevering with work rather than give up at the first hurdle.
D.	Good links made to liaise with parents and families to support learning of disadvantaged children in order to improve pupil progress.	Higher levels of punctuality and attendance maintained and stronger links made with families. More parents of disadvantaged children supporting school activities and come into school more readily/ children attend breakfast club
E.	Play therapist to work with specific groups of children to improve social and emotional development and interactional skill to enhance self-awareness and regulation. PSA to sign post parent to support groups within the community.	To support targeted groups and individuals to develop social skills in order to have successful friendship groups and be able to take full responsibility that comes with being an active member of the school.

5. Review of expenditure				
Previous Academic Year		2019 - 2020		
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
0.5 Deputy Head teacher responsibilities	To further reduce the gaps at the end of key 2 stage in Reading, Writing and Maths between disadvantaged and non- disadvantaged children with a strong focus on reading	No data due to COVID-19. School closure to all but KW children meant that the year effectively ended in March for most pupils	Although no data is available, this has been a successful strategy for the several years previous. The strategy appears to support the findings evidenced by the EEF that average additional progress is around +3 months. The targeted children will continue be taught in a class of between 10 -12 pupils to ensure that quality first teaching and learning takes place with high quality feedback and some one to one teaching and learning if and when required	£20,000
ii. Targeted support				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Support Staff in KS1 for children in most need	To further strengthen teaching assistant support across the school, particularly for the younger children.	No data due to COVID-19. School closure to all but KW children meant that the year effectively ended in March for most pupils	Support staff will continue to be employed in order to deliver extra teaching, across the school, targeted to meet the needs of different groups of children. Teaching assistants have been fully trained to deliver structured intervention programmes and are carefully deployed to provide one to one or small group support, two to three times a week, over a term with measurable outcomes. Two experienced teachers deliver further quality first teaching in Key Stage 1 to small groups or one to one, two to three times a week. This tuition is in addition to normal teaching but still linked to the teaching that has taken place throughout the week. Outcomes are carefully monitored to measure progress.	£45,000
Accelerated Reader	To continue to identify the progress of vulnerable children in order for them to make maximum progress and close the gaps in attainment across all year groups.			

<p>Reading Plus</p>	<p>To promote a love of reading and to develop confidence and positive reading experiences.</p> <p>Develop language and comprehension skills in order to improve the outcomes for greater depth in reading and further reduce the gap in reading at the end of key stage</p>	<p>No data due to COVID-19. School closure to all but KW children meant that the year effectively ended in March for most pupils. However, observations of children and data provided from the programme show that the children have increased reading speeds and make good progress.</p>	<p>Those pupils who were reading well behind age related expectations could not access the programme independently and required extra support from teaching staff.</p> <p>Improved progress and attainment in reading continues to be a target on the School development Plan. This intervention will continued to be used and reviewed until ends of academic year</p>	<p>£4,400</p>
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iii. Other approaches

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
<p>Parent Support Advisor</p>	<p>To work with hard to reach families, develop nurture groups, run TAC/TAF meetings, To maintain good attendance, provide advice to parents and signpost parents to appropriate agencies.</p>	<p>Data available from 1st September to 23rd March (lockdown) term shows that PP attendance (94.02%) was 2.03% below the average for Years 1 – 6 (96.05%). However from the beginning of March all pupil attendance was beginning to fall rapidly as parents were keeping their children of school in fear of Covid19.</p>	<p>The Parent Support Advisor continues to be an asset to the school. During the lockdown period, she did outreach work and maintained contact with the most vulnerable of our families, who otherwise would not have had the support.</p>	<p>£ 21,000 + on costs from school budget</p>
<p>Educational Psychologist Drawing and Talking in house play therapist</p>	<p>To improve children’s everyday speech and language skills and their emotional well-being in order to make them ready for learning.</p>	<p>A number of children were identified as having Cognitive and SEMH difficulties and parents contacted for consent. However, lockdown meant that the group therapy sessions did not go ahead.</p>	<p>Many children have benefitted from play therapy sessions and reports back from parents have been pleased with the outcomes. Since lockdown there are now a greater number of children seeking play therapy support. The EP has observed and completed written reports for those children whom we have flagged up with concerns. Her working alongside the school and families has secured that extra funding for many children.</p>	<p>£24,500</p>

<p>Before/After School Activities:</p> <p>Change for Life;</p> <p>Multisport; Choir;</p> <p>Street Dance; Lego Club; Breakfast Club;</p> <p>Ukuele Club;</p> <p>Extra-Curricular Support</p> <p>Robinwood Residential</p> <p>School Trips</p>	<p>To offer clubs to the children in order for them to benefit through the opportunity to work in teams and increase their confidence through participation. To offer clubs to those children who are achieving academically in order to give more out of school opportunities.</p>	<p>Due to Covid, all after school clubs, educational and residential visits have been suspended.</p>	<p>Once schools are running back to normal, it is anticipated that after school clubs will start up again to give disadvantaged children the opportunity to participated in extracurricular activities.</p>	<p>£6,700</p>
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6. Planned expenditure

Academic year **2020 - 2021**

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented	Staff lead	When will you review implementation?
0.4 Asst HT responsibilities Y6	To further reduce the gaps at the end of key 2 stage in Reading, Writing and Maths between disadvantaged and non- disadvantaged children with a strong focus on reading	EEF research shows that greater impact on progress is made in groups less than 12 pupils. Therefore, direct teaching support by an experienced member of the staff will be offered to a small group made up mainly of Pupil Premium Children from Year 6.	A personalised programme of support will be implemented for maths and English to specifically selected children. Tracking the progress of these children at the end of each term and completing gap analyses data will ensure that gaps in their learning addressed.	K Porritt	This will be reviewed on a termly basis through pupil progress meetings with the head teacher, deputy head teacher and year 6 teachers.
Total budgeted cost					£15,000

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented	Staff lead	When will you review implementation?
Teachers to deliver 1:1 phonics and structured interventions to small groups	Increased attainment in Y1 phonics screening and Y2 phonics resit Greater number of children achieving GLD	EEF reports that qualified teachers tend to get better results when delivering phonics interventions (up to twice the effectiveness of other staff), indicating that pedagogical expertise is a key component of successful teaching of early reading There is evidence that Teaching Assistants are more likely to have a positive impact when delivering structured interventions than as	Extra support, in addition to routine phonics teaching, given to Year 1 and 2 with 1:1 phonics interventions by qualified teachers Consultant from Read Write Inc to visit school and monitor delivery of phonics teaching.	C Hunter	Every half term Initial assessments will provide an approximate indication of the learner's ability in each of the components (and subcomponents) of numeracy to identify the focus for intervention and data scores.

Support Staff for Children in most need	To continue to identify the progress of vulnerable children in order for them to make maximum progress and close the gaps in attainment across all year groups.	general classroom support. The EEF has funded and recommends Catch Up® Numeracy because it is a structured intervention that has some evidence of promise from previous evaluations. What Works Well Clearing House (WWC) evidenced the Reading Recovery programme showing strong positive changes in the average student's percentile rank (50 th – 66 th percentile) in the four areas of reading: phonics (+18), fluency (+46), comprehension (+14) and reading achievement (+27).	1:1 support is given to KS1 & KS2 in addition to regular teaching in Maths 2 times weekly. Record of teaching and learning carefully tracked 1:1 support is giving to KS2 using Reading recovery. Small group targeted additional interventions linked to current teaching and learning (KS1 & KS2)	Team Leaders: J Patterson K Porritt S Clift	New data scores will be generated at the end of each term to monitor progress and the impact of interventions. Progress of disadvantaged children in reading is carefully monitored termly with measurable outcomes to ensure that the intervention is fulfilling the needs of the child.
Total budgeted cost					£73,000
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented	Staff lead	When will you review implementation?
Reading Plus	Develop language and comprehension skills in order to improve the outcomes for greater depth in reading and further reduce the gap in reading at the end of Key Stage 2	Evidence from What Works Well Clearing House (WWC) demonstrates that the intervention had a positive effect on outcomes with no overriding contrary evidence; results showed the programme significantly increased students' capacity to comprehend increasingly complex texts, developed their capacity to understand higher levels of general academic vocabulary, and improved their reading efficiency.	Progress of disadvantaged children in Years 5 and 6 carefully monitored with measured outcomes at the start of the programme and each term throughout the academic year.	Year 6 Teachers: K Thomas G Jenkins Year 5 Teachers: K Tattersdill L Turner.	Reviewed each term until 2021
Total budgeted cost					£1,800
Parent Support Advisor	To work with hard to reach families, develop nurture groups, run TAC/TAF meetings, To maintain good attendance, provide advice to parents and signpost parents to appropriate agencies.	Many PP children have low aspirations due to poor home learning environments where education is not valued. Pupils are not motivated or challenged by their parents, or given the opportunities to recognise what they are capable of achieving. According to EEF , on	Attendance to continue to be above LA thresholds. Positive relationships to be maintained as parents are now well aware of the role which PSA has in school and should	J Hepple	Ongoing cycle.

	To further embed and consolidate parental engagement strengthen Attendance continue to improve year by year.	average, parental engagement programmes evaluated to date have led to a positive impact of approximately four additional months' progress over the course of a year. The EEF further recognised greater parental engagement through text message alerts also delivers a small positive impact	continue to use her as the first port of call should they require any advice.		
Total budgeted cost					£ 21,000 + on costs from school budget
Educational Psychologist Drawing and Talking In house play therapist	To improve children's everyday speech and language skills and their emotional well-being in order to make them ready for learning.	There are PP children who have emotional and social difficulties which means that they struggle to access learning and maintain a good level of concentration in class. They need access to additional support beyond the curriculum in order to prepare them for learning in order to make good progress. Research by the EEF has ascertained, on average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.	Strength and Difficulties questionnaires will be used at the onset and at the end of each programme to monitor the effectiveness.	A Parker T Taylor S Beall J Patterson	Ongoing cycle
Total budgeted cost					£24,500
Before/After School Activities: Change for Life; Multisport; Choir; Street Dance; Lego Club; Breakfast Club;	To offer clubs to the children in order for them to benefit through the opportunity to work in teams and increase their self-confidence and social skills through participation. To offer clubs to those children who are achieving academically in order to give more out of school opportunities.	All disadvantaged children take up the extra opportunities and are able to attend events such as choir and theatre performances which they would not normally be able to attend. According to EEF , overall impact of sports participation on academic achievement tends to be positive but low (about two additional months' progress).Overall, studies of	Termly monitoring of each club and rotas in place for those clubs which are the most popular to ensure all children have equal access.	Various outside agencies and staff.	Ongoing.

<p>Ukuele Club; Extra-Curricular Support</p> <p>Robinwood Residential</p> <p>School Trips</p>	<p>To be able to make healthy lifestyle choices.</p>	<p>adventure learning interventions by EEF consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.</p>			
Total budgeted cost					£6,700

7. Additional detail

The rationale for several elements of this strategy draws on the evidence base summarised by the Educational Endowment Foundation Toolkit which can be found at: <http://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/>
 What Works Well Clearing House (WWC) : <https://ies.ed.gov/ncee/wwc/>