

## Pupil premium strategy statement 2020 – 2021 - Bryn St Peter's C of E Primary School

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### Pupil Premium Strategy Statement 2020 – 2021



The Government launched Pupil Premium funding in April 2011.

The Pupil Premium was at first allocated to children from low income families who were known to be eligible for free school meals and children who had been looked after continuously for more than six months.

Eligibility for the Pupil Premium for 2012-13 was extended to pupils who have been eligible for free school meals at any point in the last six years (known as the Ever6 Free School Meals Measure).

From 2014 the Pupil Premium was also allocated to children who have been in care for 1 day or more and those who are adopted.

Schools also receive funding for pupils who are children of service personnel.

In 2020-21 the Pupil Premium allocation is £1320/Looked After/Previously Looked After Children £2300/Children of Service Personnel £300

*It is for schools to decide on how the pupil premium is spent, since they are best placed to assess what additional provision should be made for the individual pupil within their responsibility*

At St Bryn Peter's Julie Alcock, Headteacher, has overall strategic responsibility for this area. She is supported by Sam Swann and Cheryl Brady – Assistant heads.

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Summary information					
<b>School</b>	St Peter's C of E Primary School				
<b>Academic Year</b>	2020/21	<b>Total PP budget</b>	£79,154	<b>Date of most recent PP Review</b>	March 2019
<b>Total number of pupils</b>	201	<b>Number of pupils eligible for PP</b>	56	<b>Date for next internal review of this strategy</b>	July 2021

Attainment 2019/2020 29 children 9 PPG 31%		
	<i>Pupils eligible for PP (11)</i>	<i>Pupils not eligible for PP (20)</i>
% achieving in reading, writing and maths	No data 2020	No data 2020
% achieving expected in reading	No data 2020	No data 2020
% achieving expected in writing	No data 2020	No data 2020
% achieving expected in Grammar, Punctuation and Spelling	No data 2020	No data 2020
% achieving expected in maths	No data 2020	No data 2020

Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A	Poor speech and language and opportunities to develop vocabulary
B	Post lockdown 1 Gaps -Catch Up Curriculum
C	Planning for opportunities for future remote learning in case of further closures
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
E	Punctuality and attendance
F	Low aspirations, limited life experiences.

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G	Lack of emotional readiness to learn	
Desired outcomes		
Desired outcomes and how they will be measured		Success criteria
A	Improved Speech and language in the EYFS and continuing throughout school.	<ul style="list-style-type: none"><li>• Evidence that children are making good starts evident through EYFS tracking</li><li>• Progress at least good in CLL at reception</li></ul>
B	To implement a range of remote learning resources including live lessons when appropriate	Children have remote access to quality first curriculum coverage if a local closure/bubble closure
C	To ensure attendance is in line or exceeding national expectations. (Especially on return to school post lockdown 1	<ul style="list-style-type: none"><li>• Increase in % Attendance</li></ul>
D	To continue to provide enrichment experiences for learning they would not usually experience including links to Cultural Capital	<ul style="list-style-type: none"><li>• Opportunities for visit/visitors and opportunities to extend cultural capital identified and offered through the ne curriculum.</li><li>• Pupils fulfil elements of The new ‘keys to success’‘ wider learning opportunities’ offer for their year group.</li></ul> <p>Pupils demonstrate an increased understanding of ‘modern Britain’</p>
E	Independence enhanced and improved Readiness to learn achieved	<ul style="list-style-type: none"><li>• Children able to talk about their learning with confidence and understand next steps to support progress.</li><li>• Children use Growth Mindset language in their everyday challenges</li><li>• Children able to access counselling and emotional support when required. Parents supported/advised by learning mentor or directed quickly to other agencies when required.</li><li>• Nurture group provided for children identified as not yet ready to learn.</li></ul>

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### 1. Planned expenditure £ 75, 673

Academic year	2020 – 2021				
Improved Speech and language in the EYFS and continuing throughout school.					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation? Cost
To increase the percentage of PPG pupils who are working at expected in reading, writing and maths across school	Additional teaching assistants to work with smaller groups for focused intervention in all classes	Additional well trained teaching assistants ensure that gaps close and children can be taught in smaller groups, with extra support from either the teaching assistant or the teacher where the TA supports others in class	Half termly pupil progress meetings  Lesson observations, book scrutiny	JA FTE 2 x L3 TAs	July 2021  £32,716
Diminish the difference in Year 6 between PPG and Non PPG achieving expected level in	Additional part timeTA to support Y6 class teacher in the differentiated teaching of maths in term	EEF research on first class high quality teaching and reducing the size of teaching groups can add +3 months progress to a child. Providing a fulltime TA will support the teacher to work with smaller	Half termly pupil progress meetings  Staff meetings, drop ins, book scrutiny. Observations.	JA	July 2021 £9,000
To ensure early reading is taught rigorously and systematically to give children a good start	Additional TAs time to support small group phonics teaching/one to one support using the RWI system	All children appear to benefit from early literacy approaches, but there is some evidence that certain strategies, particularly those involving targeted small group interaction, may have particularly positive effects on children from disadvantaged backgrounds. + 4 months	Assessment every 6 - 8 weeks to track progress. TA training and Teacher development in this area Drop in observations	CBr/CB o	Every 6 – 8 weeks  Additional TAs x 5 hours per week

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Improve vocabulary from EYFS through to Y6	Continue to roll out a new whole class guided reading system in school, linked to topic work in class, accessing challenging readers to support development of a wider range of vocabulary	On average, reading comprehension approaches deliver an additional 6 months' progress. All children will have access to superior materials	Half termly pupil progress meetings  Lesson observations, book scrutiny  EYFS to receive language development training to support language development in class	JA/Ch B Teachers	<b>£2,000 for new books</b>
To engage students, and motivate them to read across ks2 Improve Reading Progress	Give children in key stage 2 access to the Accelerated Reader Programme	Accelerated Reader produces "particularly positive effects" according to an independent study by the Education Endowment Foundation (EEF) and Durham University. "The internet-based programme increased the reading age of pupils by three additional months in just 22 weeks. The effect on low-income pupils was even greater, with their reading age improving by five additional months in the same amount of time	Half termly pupil progress meetings  Accelerated Reader data	JL/JA	<b>£2,400 for Accelerated reader scheme</b>  <b>£ 2000 For books to support scheme</b>
To improve writing and phonics skills for those working below the expected level.	TAs to work 1 to 1 with identified children on RWI 1 to 1 programme	1-1 support has been identified by Ruth Miskin as having a significant impact on 'catch up' for those who are falling behind	RWI reading lead to meet with SENCO to identify children following assessment 1 to 1 RWI tracking documentation	JA/ChB CaB	<b>Half termly pupil progress meetings</b>  <b>£2,275</b>
<b>Total budgeted cost</b>					<b>£57,116</b>

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Planning for opportunities for future remote learning in case of further closures					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation? Cost
To provide a quality first curriculum in the current climate via remote learning.	ICT equipment available for access to remote Learning. Access to a learning platform. Staff training on use of ICT platforms and delivery of live lessons/Uploading work.  Parent Support for access	Supporting effective remote learning will mitigate the extent to which the gap widens, should further closures occur Ensuring access to technology is key, especially for disadvantaged pupils Different approaches to remote learning suit different types of content and pupils/families.  Clear tips for communicating with parents in accessing and supporting home learning-EEF evidence	All staff to attend remote learning staff training. Audit produced during Autumn 1 re ICT access.  Equipment purchased and used where necessary to ensure quality first education in case of closures	LR  All Staff  Parents	Autumn 2 and ongoing £10,000 For equipment, platforms, content, training, improved IT access in school building
Punctuality and attendance					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation? Cost
To ensure attendance is in line or exceeding national expectations. (Especially on return to school post Lockdown)	Twice monthly Attendance Meetings with Attendance Manager/HT Covid absence tracker in place  Parent RAG meetings/RAG letters	Parental engagement and improved attendance will result in. Children feeling more included in the life of their school and will experience academic and social success.- Charlie Taylor Report.  In 'Supporting the attainment of	Attendance figures collated weekly.  Termly letters sent out to parents.  Meetings held termly Multi agency meetings held with/within school.	JA/RS	Ongoing  £2800 attendance officer  Prizes £500

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	<p>Early Help Meetings</p> <p>Awards for attendance</p>	<p>disadvantaged pupils; Articulating success and good practice' the authors discuss the importance of robust attendance data tracking and monitoring systems in schools, to address attendance issues. This allows patterns of absence to be scrutinised and then targeted interventions to be put in place.</p> <p>Incentives to parents and children shown to increase attendance.</p>	<p>Early Help Paperwork completed</p> <p>Weekly on Website. Letter sent home with prize for most improved attendance</p>		
<b>Lack of Enrichment experiences</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation? Cost</b>
To continue to provide enrichment experiences for learning they would not usually experience including links to Cultural Capital	<p>Top ten opportunities/Top 5 opportunities-Covid Secure enrichment activity per half term for each year group to have enrichment activities built in to curriculum</p> <p>Eg</p> <p>Virtual Visits</p> <p>Visitors</p> <p>Outdoor Learning</p> <p>Residential trip FOR Y5/Y6</p>	<p>Studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress.</p> <p>Arts participation- Improved outcomes have been identified in English, mathematics and science learning-EEF +2months The choices that schools make in allocating the money will be vital, so that the money can help raise children's</p>	<p>Improved learning evident especially in curriculum areas other than English and maths, demonstrated in assessment of learning in these areas, and reference to knowledge organisers based on real experiences.</p> <p>SLT to monitor-Each year group to plan a half termly enrichment experience to promote real life experience and enhanced vocabulary.</p>	<p>JA</p> <p>All staff</p>	<p>Sept 21</p> <p>£1000,00</p>

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	£8,000	attainment and aspirations-Sutton Trust			
Children will have the confidence to meet new friends, challenge themselves and work as a team ready for the new year in year 6.	Residential trip for Y5 and Y6 children , £100 contribution for all in receipt of PPG	To provide life opportunities that otherwise our children would not get. These skills are transferable to moving on to year 7 and will enhance their learning. Children have acknowledged that this has in fact been the case and set them up for a great year in Y6. Supported by EEF research +4 months for outdoor adventure learning.	Staff to accompany children on the trip and then for the children to give a presentation to parents/Y5.	SS	<b>£1,800.00</b>
<b>Low aspirations, limited life experiences/Lack of emotional readiness to learn</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation? Cost</b>
To support children to be ready to learn	Provide a nurture group for pupils identified as needing support to be ready to access their learning	Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Impacts are larger for targeted interventions matched to specific students with particular needs or behavioural issues than for universal interventions or whole school strategies		JA/CBr/SH	<b>Reviewed termly 2 x TA am sessions daily £7,000 per term – term 1 only accounted for (contingency for continuity*)</b>
To provide counselling for all children to access	Learning mentor to support children needing time to talk.	Current PPG families have a high percentage of emotional issues which can be barriers to learning.	Access to learning mentor. Learning mentor to target PP children	SH	<b>Half termly pupil progress meeting</b>



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<b>Total budgeted cost</b>					<b>£13,257</b>
<b>Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation? Cost</b>
Readiness to learn	Snack for all children accessible	Maslov's theories of ensuring children's basic needs are catered for to help them to learn. eg warmth, shelter and food.	Children to be provided with Milk and toast at morning break	NR	Milk and Toast £1,000
<b>Total budgeted cost</b>					<b>£1,000</b>
					<b>£75,673 *</b>

### 2. Additional detail

Covid catch up funding will also target those who have fallen behind, providing 1 to 1 and small group support