

Broadwas CofE (VA) Primary School

Pupil Premium Strategy Statement

Sept 2019 – July 2020

Summary information					
School	Broadwas CofE (VA) Primary School				
Academic Year	2019-2020	Total PP budget	£20120	Date of most recent PP Internal Review	Sept 2019
Total number of pupils	87	Number of pupils eligible for PP 13 children	9 (Dec 2019) 13 (July 2020)	Date for next internal review of this strategy	July 2020

1. Attainment - July 2019		
<i>Unvalidated end of Key Stage 2 results taken from official data following statutory assessments. (36% of cohort eligible for PP funding, 64% of cohort not eligible for PP funding).</i>	<i>Pupils eligible for PP Number of pupils: 13</i>	<i>Pupils not eligible for PP Number of pupils: 74</i>
End of Key Stage 2		
% achieving expected standard or above in reading, writing & maths	25%	100%

% achieving or exceeding expected standard in reading	50%	100%
% achieving or exceeding expected standard in writing	50%	100%
% achieving or exceeding expected standard in maths	25%	100%
Average progress measure in reading (draft)	-0.9	
Average progress measure in writing(draft)	0.9	
Average progress measure in maths (draft)	-0.2	
Average scaled score in reading	103	
Average scaled score in maths	104	
End of Key Stage 1 16% of cohort eligible for PP funding, 84% of cohort not eligible for PP funding	Pupils eligible for PP (2 children in Year 2)	Pupils not eligible for PP
% achieving expected standard or above in reading, writing & maths	0%	67%
% achieving or exceeding expected standard in reading	50%	75%
% achieving or exceeding expected standard in writing	0%	67%

% achieving or exceeding expected standard in maths		0%	83%
2. Barriers to future attainment (for pupils eligible for PP)			
In-school barriers			
A.	A significant number of pupils eligible for pupil premium have social, emotional and attachment issues which can impact on their academic performance.		
B.	A significant number of pupils who are eligible for pupil premium have additional educational needs. These children can make slower progress, which can impact on their reaching age related expectation.		
C.	Some pupils eligible for PP require specialist equipment and resources in order to be able to fully access the curriculum.		
3. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria	
A.	Social and emotional needs are supported in order to improve self-esteem and confidence in targeted pupils.	• Pupils are supported to improve self-esteem and confidence, leading to a focused and resilient approach to learning. • Progress is accelerated for targeted pupils. • The attainment gap between pupils eligible for PP and non PP is significantly reduced.	

B.	Progress rates for PP children with additional educational needs are improved, leading to higher attainment and achievement.	- Targeted teaching assistant support within quality first class teaching and through small intervention/1:1 work leads to accelerated progress and higher attainment. - Pupils with additional needs who are eligible for PP make at least expected progress in line with their individual circumstances and reach individual attainment goals.
C.	Pupils requiring specialist equipment and resources have their needs fully met through the purchase of relevant materials.	Identified children have individual needs fully and regularly assessed and appropriate equipment/resources are purchased in order that they can fully access all areas of learning.

4. Planned expenditure					
Academic year(s)		Sept 2019 – July 2020			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
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?
Day to day teaching meets the needs of each learner within the classroom environment.	Targeted TA support within Maths and English lessons throughout the school.	Development of teaching and learning knowledge for all teaching staff will support the setting of appropriate work for the children. This will allow the correct differentiated work to be set and a	Staff support and training via staff meetings and TED Day support.	Head SENCO	June 2020

	Training for teachers in learning sequences, learning objectives and success criteria.	greater depth of understanding of the work for the children. TA support for the children will allow the development of their understanding and support their processing and knowledge development.	Pupil Progress meetings will look at the progress of PP children and their progress and attainment.		
Total budgeted cost					£250
ii. Targeted support					
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?
Identified Teaching Assistant time planned on a daily basis to provide additional 1:1 and small group intervention and support in order to meeting social, emotional and academic need.	Purchase of appropriate resources to provide specialist intervention work with relevant pupils: '123 maths'	Effective maths intervention and support results in secure understanding of key mathematical concepts. Additional learning needs are quickly identified and extra support is delivered in a timely manner, through 'Wave 2' teaching sessions. Pupils with social and emotional needs are given regular developmental opportunities and sessions through the use of social development programs such as 'Circle of Friends' and 'Lego therapy'. 'Mentor link' external support provided for relevant pupils Learning needs are effectively addressed using proven	Teacher/SENCO to supervise and plan intervention content and review effectiveness. Regular meetings between SENCO and support staff to review effectiveness of support, with adjustments made as necessary. Pastoral support provided for pupils with low/erratic attendance rates in order to achieve school attendance in line with school and national figures. Regular monitoring of absence figures. Work with parents and families.	Head	June 2020

		recommended program to address individual barriers to learning. Staff receive appropriate training. Daily delivery sessions ensure that progress is made. Online learning programs support learning at home beyond the school day.	Teacher supervision to ensure that programs are appropriate and having intended impact.		
Total budgeted cost					£14530
iii. Other approaches					
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?
Extended learning and enhancing curricular experiences for children.	Allocate funding in order to enable PP pupils to take part in extended learning activities.	Provide opportunities for pupils to take part in enrichment activities beyond the school curriculum (eg piano lessons, school trips and Yoga)	Monitor external providers to ensure that content is enriching and effective.	Head SENCO	June 2020
Provide specialist resources following assessment in order to ensure identified pupils eligible for PP have the necessary resources and learning approaches provided in order to access the whole curriculum.	Specialist assessment to identify learning needs and relevant resources to support curricular access. Yoga	Pupils with specific learning needs linked to medical/physical situations will be taught in an appropriate individual style, with support through necessary resources.	Careful planning of curricular provision for pupils involved. Regular monitoring of attainment and progress through data scrutiny, work scrutiny and pupil voice discussions.		

Total budgeted cost	£5590
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5. Review of expenditure				
Previous Academic Year		Sept 2019 – July 2020		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	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
Day to day teaching meets the needs of each learner within the classroom environment.	Targeted TA support within Maths and English lessons throughout the school.	Children in Maths and English were targeted for support during the year. TAs within class knew the children to support and what their specific needs were. Teachers ensured PP children gained the required support to make progress within lessons.	Development of a designated PP TA who works with the children during the mornings and in the afternoons. This TA (or TAs) will support the children with their Social and Emotional needs and provide targeted support for their skills in Maths and English.	£6898.50
	Training for teachers in learning sequences, learning objectives	Pupil Premium children were also supported by AC during the Spring Term when staffing allowed. This allowed targeted support for the children in	A timetable of support for the PP children with teachers setting targets for the children to work upon. This will be recorded in detail by the PP TA to evidence the impact of the support.	

	and success criteria.	the areas of learning they needed extra support within. PP children developed their understanding in core subjects and their attainment is detailed below: <u>Attainment</u> <u>KS1</u>: 100% are at Expected Level for Reading in their own Year Group (4 out of 4 children. 75% are at Expected for Writing in their own year group (3 out of 4 children) 50% are at Expected for Maths in their own Year Group (2 out of 4 children) <u>KS2</u>: 44% are at Expected Level for Reading in their own Year Group (4 out of 9 children) 22% are at Expected for Writing in their own year group (2 out of 9 children) 33% are at Expected for Maths in their own Year Group (3 out of 9 children)	Teachers and TAs in classes will continue to be aware of PP children and support their development via differentiated work based on the training on Success Criteria, learning sequences and learning objectives during the 2019-20 academic year.	
ii. Targeted support				
Desired outcome	Chosen action / approach	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

Identified Teaching Assistant time planned on a daily basis to provide additional 1:1 and small group intervention and support in order to meeting social, emotional and academic need.	Purchase of appropriate resources to provide specialist intervention work with relevant pupils: '123 maths'	Targeted Maths intervention was provided for children. 1, 2, 3 Maths programme was installed in school and provided for pupils to access from home as well. Children have enjoyed the interactive maths experience and it has helped children engage in the subject to a higher degree. Lego Therapy was provided for the children in line with targets. This allowed the pupils to work socially in a small group and develop relationships. It reduced the stress of the playground and improved their mental wellbeing. It also allowed them to access their learning in a calm state once they returned to lessons after playtimes. Children were then able to engage in their learning at a higher capacity. Children were supported in classrooms with targeted TA support in Maths and English. Motional Programme baseline assessments were completed for children in school and the programme will now become an integral part of the school provision.	Children have made progress on all their targets. Maths support at home and at school has been a success and needs to be continued next year via the 1, 2, 3 Maths programme. Specific TA support for PP children needs to be developed further next year with a higher staffing ratio and a consistent timetable to allow this to happen. This will enable a more consistent and systematic approach for the children to access support. 2020-2021 TAs will be deployed to support pupils within the classroom in the morning, to support learning and teaching of English and Maths. In the afternoon, focus on group/individual interventions to address targets as identified on a PP intervention plan. Intervention to be delivered by designated PP TA. 2020-2021 Designated PP TA to deliver 'Motional' interventions focused on wellbeing as part of a whole school focus next year . Baseline assessments were carried out during Summer 2020, interventions are on hold until pupils return to school (expected September 2020)	£7421.37
iii. Other approaches				

Desired outcome	Chosen action / approach	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
Extended learning and enhancing curricular experiences for children. Provide specialist resources following assessment in order to ensure identified pupils eligible for PP have the necessary resources and learning approaches provided in order to access the whole curriculum.	Allocate funding in order to enable PP pupils to take part in extended learning activities. Specialist assessment to identify learning needs and relevant resources to support curricular access. Yoga	Yoga had a calming influence on the children at the start of the day. It helped them to settle on the activities they were going to do and enabled them to access learning more readily. Referrals for specialist assessments were made during the Spring Term 2020. Due to COVID-19 they are yet to be completed. Maths resources including Numicon have helped the children access Mathematics in a practical and visual way. This has increased the children's confidence and ability to access their learning. Extra curriculum visits to support the children within their learning and development. We also supplied piano lessons for the children who wanted them.	Yoga is certainly an activity we would look to carry on in the future. We may look at having a member of staff trained to deliver this within school. External assessments of children, when needed, will continue. Those who have already been referred are likely to be assessed during the Autumn Term 2020. It is likely that the reports will link to the purchase of further resources to support PP children in school. Maths resource and Numicon have been a great resource to develop confidence. Maths Tool Kits for PP children could be a method of allowing them to gain a deeper understanding of subjects.	£4106