

# BRAMCOTE C OF E PRIMARY SCHOOL



## Pupil Premium Strategy Statement 2020-21

1. Summary information					
<b>Academic Year</b>	2020-21	<b>Total PP budget</b>	Approximately: £	<b>Date of most recent PP Review</b>	Nov 2020
<b>Total number of pupils</b>	195	<b>Number of pupils eligible for PP</b>	Current number of pupils (13 pupils) September 2020	<b>Date for next internal review of this strategy</b>	Spring 2021
<p><i>Due to the school closure from March 2020 – June 2020 and no formal assessments taking place resulting in a lack of data this report has been reviewed but the true impact will be provided at the end of the 2020/21. This report covers the whole period between September 2019 and March 2021.</i></p>					

2. Attainment at end of FS2	<i>Pupils eligible for</i>	<i>Pupils not eligible for PP</i>
<b>% achieving a GLD</b> <i>(based on 2019 data as Statutory testing was cancelled due to Covid 19)</i>	<b>0</b>	<b>(24) 79%</b>
Attainment at end of KS1	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
<b>% achieving the expected standard in reading</b>	<b>100%</b>	<b>85%</b>
<b>% achieving the expected standard in writing</b>	<b>100%</b>	<b>73%</b>
<b>% achieving the expected standard in maths</b>	<b>100%</b>	<b>92%</b>
Attainment at end of KS2	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
<b>% achieving the expected standard in reading</b>	<b>100%</b>	<b>89%</b>
<b>% achieving the expected standard in writing</b>	<b>100%</b>	<b>93%</b>
<b>% achieving the expected standard in maths</b>	<b>100%</b>	<b>89%</b>
<b>% achieving the expected standard in GPS</b>	<b>100%</b>	<b>93%</b>
<b>% achieving the expected standard in reading, writing maths combined</b>	<b>100%</b>	<b>85%</b>

<b>3. Barriers to future attainment (for pupils eligible for PP)</b>	
<b>In-school barriers</b> ( <i>issues to be addressed in school</i> )	
<b>A.</b>	Weaknesses in learning behaviours, e.g. lack of independence or resilience, writing stamina, forgotten behaviours as a result of lockdown.
<b>B.</b>	Social and emotional and behavioural problems affecting wellbeing and progress, especially relating to Covid-19 and length of time away from school.
<b>C.</b>	Children eligible for PP and also with SEN needs are less likely to achieve the expected standard at the end of KS2
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Readiness and preparation to learn, physically, practically and emotionally. Lack of ability to reflect and evaluate their own learning to self-motivate to improve. Ability to access and engage in home learning during sustained periods of lockdown as a result Covid-19.

<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	<ul style="list-style-type: none"> <li>Most children to have caught up on missed learning due lockdown but with specific targeted support groups.</li> </ul>	<ul style="list-style-type: none"> <li>All PP children, whatever their prior attainment, make at least expected progress.</li> <li>Improvements in learning behaviours demonstrated by targeted pupils which is evident through pupil interviews and staff observations.</li> </ul>
<b>B.</b>	<ul style="list-style-type: none"> <li>Good progress in Personal, social, emotional development.</li> </ul>	<ul style="list-style-type: none"> <li>Improvements in the overcoming barriers for specific children through reduced incidences of behavioural issues, increased participation and engagement in class activities.</li> <li>Improved social integration.</li> <li>Pupils feel raised self-esteem and are better able to express their feeling and emotions.</li> <li>Children gain confidence and are able to access the curriculum.</li> </ul>

<b>C.</b>	<ul style="list-style-type: none"> <li>Pupils with SEN are able to access specific planned interventions to promote good pupil progress and outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils with SEN are given allocated time with teaching assistants to enable them to access specific intervention programmes e.g. Nesy, Number shark, Phonics interventions, specific maths interventions.</li> <li>Children are given challenges which they are able to complete and feel supported with.</li> </ul>
<b>D.</b>	<ul style="list-style-type: none"> <li>PP children are able to access remote learning in the event of class bubble closure or National Lockdown.</li> </ul>	<ul style="list-style-type: none"> <li>Children are able to have access to devices, laptops meaning that they are able to access teacher recorded lessons and live Zoom calls which improve their learning at home.</li> </ul>

5. Planned expenditure					
Academic year	<b>2020-21</b>				
<i>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>					
<i><b>i. Quality of teaching for all</b></i>					
Desired outcome	Action	Evidence and rationale for choice	How will you ensure it is well implemented	Cost	Review
<b>A. Most children to have caught up on missed learning due lockdown but with specific targeted support groups.</b>	Revision of current teaching practices to ensure systematic catch up teaching and consistency across the school using a tired approach to include teaching, targeted academic support and wider strategies.  Precision teaching strategies introduced	<b>EEF guide to supporting school planning: A tired approach to 2020-21</b>	On-going monitoring by HT / DHT and governors.  Including regular data collection  Pupil progress meetings  Work scrutiny	£5,640	Termly progress of maths, reading and writing measured against baseline.  Pupil progress meetings termly to highlight groups and individual children.

**ii: Targeted Support**

Desired outcome	Action	Evidence and rationale for choice	How will you ensure it is well implemented	Cost	Review
<p><b>B. Good progress in personal, social, and emotional development.</b></p>	<ul style="list-style-type: none"> <li>• Implement strategies to support children with emotional needs these to be timetabled and risk assessed for key children within the week. Interventions to include; circle of friends, LEGO therapy, Firework book, Meet and Greet talk time. External agencies (SBAP) to access school where appropriate by following Covid secure measures.</li> <li>• Employ sports coach &amp; pet therapist to work with children that are presenting social, emotional and mental health issues</li> <li>• Pet therapist will work with children on a 1:1 basis for a six-eight week block and keep a record, with a review of progress at the end of the block period.</li> </ul>	<ul style="list-style-type: none"> <li>• The lockdown and post lockdown has provided some additional challenge for some children.</li> <li>• Previous analysis of internal data has shown that supporting children's social and emotional well-being enables them to be more successful in improving the behaviour and engagement of pupils, which in turn has a positive impact on their academic progress.</li> </ul>	<p>Monitoring cycle, regular discussions with teachers, support staff and external agencies. Sharing information Regular reviews of teacher assessment data</p>	<p>£4,500</p>	<p>Progress review via pupil progress meetings Updates from councillor Data collected and analysed to see progress from starting point. Virtual parent meetings termly to discuss and review progress.</p>

<i>i. Targeted Support</i>					
<b>Desired outcome</b>	<b>Action</b>	<b>Evidence and rationale for</b>	<b>How will you ensure it</b>	<b>Cost</b>	<b>Review</b>
<b>C. Pupils with SEN are able to access specific planned interventions to promote good progress and outcomes.</b>	<ul style="list-style-type: none"> <li>All pupils eligible for PP and on the SEN register will receive extra support via a TA in lessons and also be able to access specific, planned interventions to promote better pupil progress and diminish the differences between those achieving expected standard.</li> <li>The children with PP/SEN will be targeted and encouraged to attend school during lockdown to ensure they access continued provision.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence from previous years children with SEN and entitled to PP were identified as being less likely to achieve the expected standard.</li> <li>Parents of PP/SEN children report less engagement and difficulties accessing work whilst at home during the sustained periods of lockdown.</li> <li>Children with SEN often require specialist interventions and more time to enable them to process and access learning.</li> </ul>	Monitoring, discussions and reports from SENCo.	£3,500	<p>Termly reviews via pupil progress meeting</p> <p>Termly SEN review meetings.</p>

<i>ii. Other approaches</i>					
<b>D. Pupils have greater access to wider opportunities to enhance the curriculum</b>	<ul style="list-style-type: none"> <li>Providing laptops to support home learning and homework to allow catch up work to take place.</li> </ul>	<ul style="list-style-type: none"> <li>Resources and equipment needed for both in school curriculum and home learning activities will be provided.</li> </ul>	Monitoring cycle, HT regular discussions about impact.	£2,500	<p>Review at F&amp;GP meetings</p> <p>Gathering and evaluating parent's views.</p>

<b>E. Review of expenditure</b>				
<b>Previous Academic Year</b>		<b>2019-20</b>		
<i>i. Quality of teaching for all</i>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> <i>(Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.)</i>	<b>Lessons learned</b> <i>(and whether you will continue with this approach)</i>	<b>Cost</b>
<b>A. Improvements in attainment of reading, writing and maths.</b>	<p>Whole class teaching within mixed ability groups.</p> <p>Targeted marking and feedback with allocated time to review and improve.</p> <p>Small group interventions run by both CT and TA</p>	<p>The % of PP children achieving ARE at the end of the year is improved.</p> <p>As of Spring 2020;</p> <p>End of KS1 – 1/3 pupils were expected to achieve EXS in reading, writing and maths.</p> <p>2/3 66% expected in Maths and Reading 1/3 33% in writing</p> <p>End of KS2 – 3/6 50% to achieve expected standard in English, reading, writing and maths.</p> <p>100% expected standard+ in maths 83% expected standard + in reading 50% expected standard + in writing.</p>	<p>Although progress was being made to narrow the attainment gaps the forced lockdown from March 2020 meant that the children were having to learn at home.</p> <p>The Y6 children did return back to school in June 2020 however due to the class size and staffing restrictions Y2 did not return</p> <p>We will continue to support this approach next academic year.</p>	£7,370

<i>ii. Targeted support</i>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> <i>Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</i>	<b>Lessons learned</b> <i>(and whether you will continue with this approach)</i>	<b>Cost</b>
<b>B. The emotional health and well-being of pupils is supported</b>	A councillor employed to work with children that are presenting social, emotional and mental health issues.	<ul style="list-style-type: none"> <li>• Pupils who received support began to express their feeling and emotions in appropriate ways.</li> <li>• Children gained confidence to talk through with adults their wants and needs.</li> <li>• Class teachers noted that children had raised self-esteem and seemed more</li> </ul>	<ul style="list-style-type: none"> <li>• Unfortunately due to lockdown in March the work with councillors and coaches ceased. These were reinstated in September with a view to reviewing at the end of this financial year.</li> </ul>	£5,350
<b>C. Pupils with SEN are able to access specific planned interventions to promote good progress and outcomes.</b>	<ul style="list-style-type: none"> <li>• Extra TA Support in lessons</li> <li>• Targeted interventions to close their learning gaps.</li> </ul>	Outcomes of pupil with registered SEN.	<ul style="list-style-type: none"> <li>• Due to lockdown in March 2020 – small group support ceased and children worked from home. Only 1 child who was PP and SEN continued to attend school. Due to fewer staff being available due to shielding measures and staff rota's operating no interventions operated until June 2020.</li> <li>• Catch up interventions in phonics and early reading were focussed targets from September to build skills and knowledge through lost learning.</li> </ul>	£4,500



<i>ii. Other approaches</i>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> <i>Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</i>	<b>Lessons learned</b> <i>(and whether you will continue with this approach)</i>	<b>Cost</b>
<b>D. Pupils have greater access to wider opportunities to enhance the curriculum</b>	All pupils eligible for PP funding will be part funded for trips, clubs and residential trips, breakfast club and music lessons ensuring they have the same entitlement to the curriculum as other pupils.	<p>Children demonstrated happiness and engagement in extracurricular activities.</p> <p>Parents felt supported and able to support school with what they could afford rather than feeling financially pressured.</p> <p>Children with PP are able to access external music provision.</p>	<ul style="list-style-type: none"> <li>• Lockdown in March had a huge impact on this area, no educational visits have taken place due to limits of RA.</li> <li>• External providers coming into school has been limited no music provision has taken place, due to be reinstated from Spring 201.</li> <li>• Continue to support in this area where and when applicable. Following government advice and whole school RA.</li> </ul>	£2,500