

# Pupil Premium Strategy Statement (Primary)

1. Summary information					
<b>School</b>	Bayford CofE Primary School				
<b>Academic Year</b>	2020/21	<b>Total PP budget</b>	£10,760	<b>Date of most recent PP Review</b>	July 2020
<b>Total number of pupils</b>	90	<b>Number of pupils eligible for PP</b>	14	<b>Date for next internal review of this strategy</b>	December 2020

2. Current attainment		
<b>2019/20 KS2 data (based on end of Spring teacher assessments therefore no progress measures given)</b>	<b><i>Pupils eligible for PP (your school)</i></b>	<b><i>Pupils not eligible for PP (national average)</i></b>
% achieving in reading, writing and maths	33%	50%
<b>2019/20 KS1 data (based on end of Spring teacher assessments therefore no progress measures given)</b>	<b><i>Pupils eligible for PP (your school)</i></b>	<b><i>Pupils not eligible for PP (national average)</i></b>
% achieving in reading, writing and maths	75%	52%
<b>2019/20 EYFS data (based on end of Spring teacher assessments)</b>	<b><i>Pupils eligible for PP (your school)</i></b>	<b><i>Pupils not eligible for PP (national average)</i></b>
Communication & Language	0%	67%
Physical Development	0%	67%
Personal, Social and Emotional Development	0%	67%
Literacy	0%	67%
Maths	0%	67%
Understanding the World	0%	67%
Expressive Arts and Design	0%	67%

3. Potential main 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>	Slow progress rates made by pupil premium children.
<b>B.</b>	Social and emotional issues that may affect pupils' mind-set, well-being and attitude to learning. Pupils may have low self-esteem and confidence which affects how they approach tasks and their ability to persevere.
<b>C.</b>	Many months of lost learning due to the Covid-19 pandemic. Home learning was restricted for some pupils resulting in the attainment gap widening.
<b>D.</b>	Children finding it difficult to sustain levels of focus and attention resulting in them not reaching their full potential.

**Main external barriers** (issues which also require action outside school, such as low attendance rates)

<b>E.</b>	Financial issues which may affect social interactions and wellbeing of children if families are unable to afford school trips, extra-curricular activities, music lessons, residential trips etc.
-----------	---

**4. Desired outcomes**

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Disadvantaged children maintain at least the standard of attainment achieved at the end of Year 2 with any children who have fallen behind making accelerated progress to catch up or exceed. Measurement will be through end of term assessments.	Improved attainments and progress made by cohort
<b>B.</b>	Children's self-confidence will increase and they will be more resilient when they find things difficult. Assessments will show improvements in children's learning.	Pupil voice will show children are more confident and resilient
<b>C.</b>	Gaps in children's knowledge are closing.	Assessment results show the gap narrowing
<b>D.</b>	Children able to maintain focus and attention during lessons allowing them to learn at their full potential.	Teacher will notice an improvement in focus and child engagement in lessons
<b>E.</b>	No children are prevented from attending trips etc. due to financial difficulties.	Club registers show that PPG children attend clubs etc.

**5. Planned expenditure**

<b>Academic year</b>	<b>2020-2021</b>
----------------------	------------------

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**

<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?</b>
Basic English skills are gained	CPD for early career teacher  £600 CPD and supply costs	To ensure teacher is confident teaching grammar and writing skills.	Monitoring  Pupil progress meetings  Discussions with teacher	Head Teacher	Termly
To ensure PPG levels of progress and attainment are broadly in line with other schools.	Focussed pupil progress meetings	Gaps exist between PPG and non-PPG children.	Pupil progress meeting notes	Head Senco Teachers	Termly

To ensure that all classrooms are fully resourced to support the range of needs of PPG children.	Audit Purchase Monitor  £300 resources	To help close the gap between PPG and non-PPG children.	Monitoring  Pupil progress meetings	Senco	Termly
Every child receives teaching which is good or outstanding in all classrooms every day.	Regular monitoring of subjects by Head and subject leaders to ensure that teaching is good or better. Good/outstanding practice is shared regularly across school.	To help close the gap between PPG and non-PPG children.	Monitoring by subject leads followed by discussions with SLT	Subject leaders	Termly
<b>Total budgeted cost</b>					£900
<b>ii. Targeted support</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?</b>
Children make at least good progress in English.	Individual needs of children are identified. Where a need is identified, child will receive additional targeted support in English through small group work or on a 1:1 basis.  £5180 for TA additional hours	Historical data shows that this approach accelerates progress of children. An additional benefit is that supportive relationships are often created between pupils and staff.	Ongoing monitoring of teaching and learning of PPG children.	Head Senco Teachers	Termly and when interventions end.
Children make at least good progress in English.	Literacy Toolbox targeted online learning resources  £200	This is a programme we have used with children in the past with good results.	Class teachers and SENCO to monitor	Teachers Class 3 TA	Termly

Children make at least good progress in maths.	Enrol children on to an online tutoring scheme. £1540	This is part of the National Tutoring Programme from the government. Only government recommended scheme will be used.	Ongoing monitoring of children's progress through class-based work and assessments.	Head Teachers	Half-termly
Children make at least good progress in maths.	Children to use Dynamo Maths to support their learning in school and at home. £150	This has worked well in the past with other children.	Ongoing assessments from Dynamo Maths.	Maths lead Teachers	After each individual area of learning
<b>Total budgeted cost</b>					£7,070
<b>iii. 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?</b>
Enrich pupils' learning experiences.	Support with access to curricular and extra-curricular activities £1,000	Families lacking finance to support additional activities.	Ensure PPG families are aware of opportunities to receive financial help.  PPG children will have taken part in more activities.	Head Secretary	Termly
Raise profile of reading for all pupils.	Improve reading resources in library £200	Many books in library are in need of replacing.	Monitoring of library  Pupil voice	English subject lead	Termly
Raise profile of reading for all pupils.	Increase use of library £220 for supply to release English subject leader.	Library is not used to full potential and needs work to ensure it is ready for use.	Monitoring of library  Staff meeting discussions  Pupil voice	Head English subject lead	Termly
Children's wellbeing improves and they gain in self-confidence.	Drawing and Talking therapy sessions £650	Proven technique for improving wellbeing.	Staff member trained in delivering sessions	SENCO	Termly
Children are able to show empathy towards others.	Forest School activities £720	Outdoor learning engages all children and team-working allows them to understand how others are feeling.	Feedback from teachers	Head	Termly
<b>Total budgeted cost</b>					£2,790

6. Review of expenditure				
Previous Academic Year 2019/20				
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
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
Children's attainment and progress will improve.	Adults used for small group and 1:1 work with children	No end of year assessments were carried out due to coronavirus pandemic and school closures. However, 3x PPG chn in KS1 were working at or above ARE in Spring term and 1x was working just below ARE. In KS2, 2x PPG chn were working just below ARE and 1x was working above ARE.	Children gain a lot of confidence working with and adult on a 1:1 or small group basis and make good progress. This will continue.	£8,500
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
Children to understand the thoughts and feelings of their peers.	Forest School activities	Children engaged in outdoor activities, improving wellbeing.	All children benefitted from the experience and it will continue this year.	£1,780
Families to be supported with their child's education.	Annual fee for family support worker	Children benefitted from support from family support worker on protected behaviours.	Invaluable service to be continued next year.	£600
Pupils learning experiences enriched.	Opportunity funding	Children were able to take part in activities and trips that they would not have been able to due to financial restrictions.	This will continue	£1,000