

# Pupil Premium Strategy Statement 2020 - 2021

## Bicton C.E. Primary School and Nursery



Pupil Premium is an allocation of extra funding provided to schools to help improve the attainment of disadvantaged pupils. Schools receive pupil premium funding based on the number of eligible pupils on roll at the time of the autumn census (previously spring census) from the following groups:

- Free school meals: £1,345 for every primary age pupil who claims free school meals either currently or at any point in the last six years)
- Looked-after and previously looked-after children: £2,345 for every pupil who has left local authority care through adoption, a special guardianship order or child arrangements order.
- Service premium: £310 for every pupil with a parent who is serving in HM Forces, or who has retired on a pension from the Ministry of Defence. The funding is to help primarily with pastoral support and is not part of the pupil premium as the eligibility rules are different.

The Governing Body have decided that this grant will be most effectively spent on supporting children's learning in the classroom by providing:

- High quality first teaching supported by quality professional development;
- Curriculum support and targeted intervention;
- Engagement and enrichment activities including music lessons, trips / visits and clubs;
- Pastoral support / mentoring and intervention.

As with all children at Bicton C.E. Primary School and Nursery, the needs of those eligible for pupil premium are clearly identified to ensure maximum impact. Steps are taken to meet individual needs and progress is monitored closely throughout pupils' time in our school. Where small group or 1:1 support is felt to be most beneficial, pupil premium funding is used to support this provision.

### Principles

- We ensure that teaching and learning at Bicton C. E. Primary School and Nursery are designed to meet the individual needs of all children.
- We ensure that appropriate provision is made for children who belong to vulnerable groups and that socially disadvantaged children have their needs adequately assessed and met.
- We recognise that not all children who receive free school meals will be socially disadvantaged, and we also recognise that not all children who are disadvantaged are in receipt of free school meals.
- We will allocate Pupil Premium funding after a needs analysis to identify priority groups and individuals.
- We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils who we have legitimately identified as being socially disadvantaged, vulnerable or with a specific additional need.

## 1. Summary information

### Bicton C. E. Primary School and Nursery

<b>Academic Year</b>	2020/21	<b>Number of pupils eligible at January 2020 census</b> 11 FSM/Ever 6 pupils 2 children previously looked after 1 service child (£310)	£19,795  (£19,485 + £310) 14 pupils	<b>Date of most recent review</b>	April 2021
<b>Total number of pupils</b>	124 at April 2021  (122 at Oct' 2020)	<b>Number of pupils eligible at October 2020 census</b> 10 FSM/Ever 6 pupils 2 children previously looked after 1 service child	£18,450  13 pupils	<b>Date for next internal review of this strategy</b>	July 2021

## 2. Attainment of Year 6 pupils in Summer 2019 (2018-2019)

*Due to the suspension of National Curriculum assessments in 2019-2020, the previous year's data is used*

At the end of KS2, 6 pupils were classed as disadvantaged. (KS1 data only available for 5 of the 6 pupils so progress data is based on 5/6 pupils.)  
84% of the 6 disadvantaged Year 6 pupils had SEND.

	<b>Bicton disadvantaged pupils (6 pupils)</b>	<b>National non-disadvantaged pupils</b>	<b>Bicton pupils not eligible for Pupil Premium</b>
<b>% achieving expected standard in Reading</b>	<b>33%</b>	<b>77%</b>	<b>85%</b>
<b>% achieving expected standard in Writing</b>	<b>17%</b>	<b>81%</b>	<b>69%</b>
<b>% achieving expected standard in Maths</b>	<b>17%</b>	<b>80%</b>	<b>69%</b>
<b>% achieving expected standard in GPS</b>	<b>17%</b>	<b>82%</b>	<b>85%</b>
<b>% achieving expected or above in R, W &amp; M</b>	<b>17%</b>	<b>71%</b>	<b>69%</b>
<b>Average scaled score in Reading</b>	<b>98.4</b>	<b>105.5</b>	<b>107.2</b>
<b>Average scaled score in Maths</b>	<b>89.7</b>	<b>106.1</b>	<b>103.4</b>
<b>Average progress score in Reading</b>	<b>+2.41</b>	<b>0.32</b>	<b>+3.96</b>
<b>Average progress score in Writing</b>	<b>-8.3</b>	<b>0.27</b>	<b>-1.81</b>
<b>Average progress score in Maths</b>	<b>-2.79</b>	<b>0.37</b>	<b>-0.52</b>

<b>3. Possible barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>		
<b>A.</b>	Risk of pupils eligible for PP making less progress than peers who have similar starting points.	
<b>B.</b>	50% of pupils who are eligible for PP are currently / were previously on the School's SEND list and, for some pupils, social, emotional and behavioural needs are affecting their readiness to learn. This is affecting their academic attainment and progress.	
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>		
<b>C.</b>	Need for support for parents to promote positive attitudes towards learning.	
<b>D.</b>	Low attendance rates and punctuality for vulnerable pupils and those eligible for PP in some year groups reduces their school hours and can cause them to fall behind. Pupils who fail to attend school regularly are disadvantaged, as they will continue to have gaps in their learning and make it more challenging for them to close the gap between them and their peers.	
<b>E.</b>	Additional costs limits involvement in extra-curricular (after-school clubs, trips and visits) and musical activities.	
<b>4. Desired outcomes</b>		
	<b>Barrier to be addressed</b>	<b>Success criteria</b>
<b>A.</b>	Risk of pupils eligible for PP making less progress than their peers who have similar starting points.	Gap between PP pupils and non-PP pupils decreases. A higher proportion of pupils eligible for PP will achieve in line with or better than age related expectations.
<b>B.</b>	Pupils' social, emotional and behavioural needs are affecting their readiness to learn, which impacts on their academic attainment and progress.	Pupils identified as having SEND and eligible for PP become more independent in their learning. SEMH needs are supported so pupils enter the classroom more ready to learn. Behaviour and readiness to learn is improved.
<b>C.</b>	Need for support for parents to promote positive attitudes towards learning.	Appropriate support is in place to assist parents / guardians with difficulties they are experiencing. Parents are more able to support children with home learning, including reading, writing and maths activities and they are more able and willing to work in partnership with school in their child's learning.
<b>D.</b>	Low attendance rates and punctuality for some vulnerable pupils and those eligible for PP in some year groups reduces their school hours and can cause them to fall behind.	Parents are supported and challenged so that attendance rates and punctuality for pupils who are eligible for PP improves. Overall, PP attendance and punctuality improves and persistent absence decreases so that it is in line with other non-PP pupils.
<b>E.</b>	Additional costs limits involvement in extra-curricular (after-school clubs, trips and visits) and musical activities.	Financial factors will not be a barrier and all pupils will be encouraged and given the opportunity to attend clubs, and take part in musical activities and school trips / residential visits. This will extend their personal experiences.

## 5. Planned expenditure – Academic year 2020-2021

### i. Quality of teaching for all

“Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.” The EEF Guide to Pupil Premium

Barrier to be addressed	Chosen action / approach	Evidence and rationale for this choice	How will you ensure it is implemented well?	Who will review and when?
<p>Risk of pupils eligible for PP making less progress than their peers who have similar starting points.</p> <p>Pupils’ social, emotional and behavioural needs are affecting their readiness to learn, which impacts on their academic attainment and progress.</p>	<p>High quality teaching to be evident in all classrooms. Teachers to focus on early identification of pupils’ gaps in learning, addressing misconceptions, and extending learning.</p> <p>Ongoing professional development and release time for subject leaders to support early career teachers in high quality delivery of the curriculum.</p> <p>Develop the skills, confidence and subject knowledge of support staff, to enable them to provide / lead targeted interventions for pupils whose prior attainment indicates the need for them to make accelerated progress in order to reach appropriate ARE.</p> <p>Utilise ‘on the day’ interventions.</p> <p>Consistent approach to the teaching of spellings, and provision for and assessment of reading.</p>	<p>OFSTED guidance document – The Pupil Premium 2013 states that ‘ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good.’</p> <p>Sutton Trust’s 2011 report revealed that the effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds.</p> <p>EEF research suggests that ‘small group tuition is most likely to be effective if it is targeted at children’s specific needs.’</p> <p>EEF research (Improving Literacy in Key Stage 2) suggests, ‘Reading comprehension can be improved by teaching specific strategies that pupils can apply. The potential impact of these strategies is very high. Spelling should be explicitly taught and diagnostic assessment should be used to focus effort on the spellings that pupils are finding difficult.’</p>	<p>Pupils’ needs will be identified and ensure all adults are aware of these to provide support and intervention as required.</p> <p>Regular monitoring of pupils’ written work will monitor impact of intervention and how gaps are being addressed in planning / NS. Book scrutiny will show that pupils take greater responsibility for their learning and respond to their NS. There is evidence of pupils responding to feedback resulting in progression of skills within written work.</p> <p>Daily reading comprehension sessions in KS2 to focus on different written skills. (This builds on the success of the provision implemented in 2018-2019 – see impact in 2018-2019 reading progress scores.)</p>	<p>Termly, through pupil progress / data meetings between teachers and HT.</p> <p>SLT and subject leads at least termly</p> <p>EC / NJ</p>
<p>Need for support for parents to</p>	<p>Use of Times Table Rock Stars, Spelling Shed and IDL Literacy</p>	<p>Digital Technology can offer moderate learning gains (EEF) when used to supplement other</p>	<p>Worked well in spring term 2019-2020 when trialled.</p>	<p>Termly</p>

promote positive attitudes towards learning.		teaching. Specific ‘apps’ or resources can support interventions and high learning gains. Access to technology (that PP-eligible children may not have at home) can raise self-esteem and ensure tasks are completed. Local schools report effective use of TTRS.	Provide time in school to access technology where access is not possible / not available at home.	
<b>Total budgeted costs</b>				£8,738 (TA support) £205 (TTRS) £135 (Letterbox) £400 (IDL Literacy) £88 (Spelling Shed) £170 (CPD: Dandelion Training & Dyscalculia)

<b>ii. Targeted support</b>				
“Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.” The EEF Guide to Pupil Premium				
<b>Barrier to be addressed</b>	<b>Chosen action / approach</b>	<b>Evidence and rationale for this choice</b>	<b>How will you ensure it is implemented well?</b>	<b>Who will review and when?</b>
Risk of pupils eligible for PP making less progress than their peers who have similar starting points.	1-2-1 and small group intervention delivered by support staff based on provision planned by teachers following plan-do-review.  Engage services of specialist dyslexia teacher.	EEF research suggests that small group tuition is most likely to be effective, if it is targeted at children’s specific needs.  Ongoing assessments show that some children will benefit from targeted support to catch up. This is supported by evidence from other schools and has worked well in previous academic years where the provision is specific.  50% of pupils who are eligible for PP are currently / were previously on the School’s SEND list. We aim to provide extra support through 1-2-1 specialist provision with highly qualified staff, which have been shown to be effective. This additional provision will be combined with high quality resources, which can be delivered by school staff, and followed up by specific interventions as required.	Alter timetable to ensure that staff are available to deliver the provision / intervention.  Observations of interventions for SEND pupils and those at risk of underachievement will monitor the impact and quality of the intervention.  Monitor how children are able to apply strategies from intervention sessions into everyday classroom practice / their independent work.	NJ/OM/EC Termly observations and pupil progress meetings  OM through ongoing monitoring  OM / NJ

Pupils' social, emotional and behavioural needs are affecting their readiness to learn, which impacts on their academic attainment and progress.	Adult / s to provide support for pupil with medical needs.	Providing consistent adults worked well in previous academic year.	Organise timetable to ensure provision is consistent.	NJ
Additional costs limits involvement in extra-curricular (after-school clubs, trips and visits) and musical activities.	No charge / financial support for children in receipt of pupil premium / vulnerable children for extra-curricular activities, trips and visits  Ensure all pupils are able to participate in whole-class instrument tuition and offer individual tuition to those pupils who show an interest.	EEF research has identified improved outcomes in English, mathematics and science learning. On average, greater effects have been identified for younger learners. There is widespread evidence on positive impact on pupils' self-esteem. Pupils develop their own personal life skills whilst on residential or school visits.  Collaborative Learning (learning and activities where children work together on a collective task...which promotes talk and interaction) leads to positive learning outcomes – based on extensive evidence cited in EEF Toolkit.	Ensure parents in receipt of pupil premium are aware of this offer.	NJ Termly monitoring of attendance and engagement
			<b>Total budgeted costs</b>	£1,677 (TA support) £1887 (Specialist teacher & OM supply) £700 (Medical) £5,363.50 (Extra – curricular and wraparound care)

### iii. Other approaches

“Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.” The EEF Guide to Pupil Premium

<b>Barrier to be addressed</b>	<b>Chosen action / approach</b>	<b>Evidence and rationale for this choice</b>	<b>How will you ensure it is implemented well?</b>	<b>Who will review and when?</b>
Pupils' social, emotional and behavioural needs are affecting their readiness to learn, which	Pastoral Support Lead and Youth Mental Health First Aider to provide support to pupils and advice and support to staff and parents as required.	Behaviour interventions offer moderate impact for moderate cost (EEF Toolkit).	Alter timetable to ensure that staff are available to deliver the provision.  Monitor the impact of the pastoral support and evidence of improved learning behaviours through	NJ through ongoing discussions and monitoring of behaviour records

impacts on their academic attainment and progress.			observations, discussions with pupils and parent/pupil surveys.	
Low attendance rates and punctuality for some vulnerable pupils and those eligible for PP in some year groups reduces their school hours and can cause them to fall behind.	<p>Keep in regular contact with parents where concerns arise over attendance or punctuality.</p> <p>Support from EWO will monitor pupils' attendance and punctuality and follow up quickly on absences.</p>	<p>Attendance is at least in line with national (97.14% at December 2020). TBC Non-PP pupils' persistent absence v PP-eligible pupils.</p> <p>EEF's research, Working with Parents to Support Children's Learning, suggests, 'Well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance. Impacts from such approaches (text, termly letter) may appear small but they are generally low cost, and straightforward to introduce.'</p>	School administrator to inform NJ on a timely basis where concerns arise so that it can be addressed swiftly. Ensure persistent absenteeism is monitored rigorously by school and followed up by EWO.	NJ in conjunction with HJ and our EWO Termly
<b>Total budgeted costs:</b>				£424 (CPD: MHFA and Drawing Therapy)
<b>Total costs at April 2021</b>				£19,787.50

## 6. 2018-2019 and 2019- 2020 Review of Impact and Expenditure

Note - This includes a review of impact from the previous year due to school closures from 23/3/20 to ensure a true reflection of the impact and expenditure

Desired outcome	Chosen action / approach	Impact	Next steps / Lessons learned	Cost
<p>(a) Reduce the gap between % of PP pupils and other pupils attaining expected in Reading, Writing and Maths / improve outcomes in Reading, Writing and Maths for pupils eligible for Pupil Premium</p>	<p>All teachers to provide quality first teaching to all pupils within their class, to ensure pupils' needs are identified and addressed.</p> <p>CPD and early career development for all teaching staff including participation in SHaW 18-19 and 19-20 Teaching for Mastery work groups.</p> <p>Develop the skills, confidence and subject knowledge of support staff, to enable them to lead interventions.</p> <p>Utilise 'on the day' interventions.</p> <p>Whole school consistent approach to the teaching of spellings, provision for and assessment of reading, planning and assessment of writing (and maths.)</p> <p>Implementation of Pathways to Write materials across KS1 and KS2.</p>	<p>Pupil progress meetings show that staff are identifying individual needs more swiftly and implementing appropriate intervention.</p> <p>All teaching staff are applying Teaching for Mastery approach to ensure that misconceptions are addressed, prior learning is built on and all children are challenged.</p> <p>Support staff benefited from a range of White Rose CPD during 2019-2020.</p> <p>More evidence of pupils responding to feedback and NS resulting in progression of skills within written work.</p> <p>Impact of the Year 5/6 written reading comprehension sessions 3 mornings a week (implemented in 2018-2019), could be seen in 2018-2019 KS2 reading progress scores. In-class support/extension was more beneficial than withdrawing pupils from whole-class lessons.</p> <p>Book scrutiny showed evidence of writing features taught in English applied in other subjects.</p>	<p>Continue to ensure quality-first teaching, supplemented by targeted intervention where appropriate.</p> <p>Continue to access quality CPD to enhance and further develop everyday practice and subject knowledge for all staff.</p> <p>Deploy support staff for intervention matched to their skills.</p> <p>Implement daily written reading comprehension sessions across KS2 to continue to improve outcomes.</p> <p>Explore Accelerated Reader scheme</p> <p>Continue to raise the profile of the Pathways approach and associated vocabulary e.g. 'mastery keys' so that their use is embedded across KS2.</p>	<p><b>£11,413</b></p>



Desired outcome	Chosen action / approach	Impact	Next steps / Lessons learned	Cost
<p>(b) Pupils identified as having SEND and eligible for PP become more independent in their learning. SEMH needs are supported so pupils enter the classroom more ready to learn.</p>	<p>Sharing of expertise for SEND children. Daily interventions monitored, to ensure consistency in the quality of the intervention and feedback is given to adults involved.</p> <p>Engage services of specialist dyslexia teacher and Woodlands Outreach.</p> <p>Targeted support for teaching of phonics will enable more focused teaching.</p> <p>Monitor differentiation for all children, to ensure their needs are met through quality first teaching.</p> <p>CPD in SEND for all staff to extend understanding of specific needs.</p> <p>Improve learning behaviours to ensure progress is made in reading, writing and maths and PP-eligible pupils are better equipped to reach ARE.</p> <p>Pastoral Lead to deliver Drawing and Talking therapy to support targeted children with emotional difficulties and improve communication.</p>	<p>SENDCo's Scrutiny of interventions (observations, records of sessions, ongoing discussions between class teachers and TAs, and progress meetings) shows that the interventions are more specific / impact can be seen more clearly.</p> <p>Support staff are able to report on pupil progress and the impact of interventions more precisely.</p> <p>Pupil voice gained through discussions between SENDCo and pupils also evidences the progress made.</p> <p>All staff completed AET Level 1 CPD and all EYFS staff completed Level 2 enabling them to identify and support pupils' needs effectively and more knowledgeably. Pupils are making progress academically and socially.</p> <p>EYFS Lead introduced strategies and approaches from Social Stories and Early Talk Boost CPD, and delivered in-house CPD for all EYFS staff to ensure good practice is in place across the setting.</p> <p>Vast majority of pupils who received D &amp; T therapy show less anxiety, improved behaviour, more positive attitudes towards learning, and better communication/increased confidence in sharing their feelings with staff. Meetings with parents were positive and support and advice was offered to parents enabling them to support their child at home, or signposting them to parenting courses.</p>	<p>Adapt internal methods of tracking progress for analysing and recording pupil progress to reflect COVID-19.</p> <p>Continue to provide support informed by ongoing assessments / outcomes.</p> <p>EYFS staff to complete CBT / attachment training to support children in EYFS</p> <p>Source ELSA CPD.</p> <p>Access Drawing and Talking Therapy CPD for other members of staff.</p> <p>Explore availability of No Worries CPD to deliver pastoral/SEMH support with groups of pupils, as well as 1:1.</p>	<p><b>£6,489</b></p>

Desired outcome	Chosen action / approach	Impact	Next steps / Lessons learned	Cost
<p>(c) Parents are more able to support children with home learning, including reading, writing and maths activities and work in partnership with school in their children's learning.</p>	<p>Motivate children to learn number facts, spellings and other skills as needed using specific resources and therefore make faster progress through year group expectations.</p> <p>Purchase specific apps / software to support interventions including IDL, TTRS and Phonics Play. These will be accessible to all children and enable staff to monitor / encourage progression through a set of skills.</p> <p>Introduce Lending library, open to parents and their children after school, to encourage parental engagement and increase awareness of the importance of reading for pleasure.</p>	<p>Times Table Rock Stars in use in school and by many children at home.</p> <p>Staff are more confident in using IDL to track progress in reading and spelling e.g. progress in R/S age in assessments. Pupils have dedicated time to use the software.</p> <p>Up to 23/3/20, lending library was in operation 2 nights per week run by parent volunteers. The number of visitors to the Library increased steadily. Previously identified as reluctant readers show more engagement and reading a wider range of genres. Weekly Reading Cinema introduced which further promoted reading for pleasure.</p>	<p>Monitor pupil's use of TTRS out of school, to ensure interest levels remain high.</p> <p>Support pupils (and parents) in accessing the online software at home as required – access to technology and confidence in using the software.</p> <p>Continue to replenish and enrich reading books to meet children's interests and recommendations.</p> <p>Continue with Reading Cinema.</p>	<p><b>£1,288</b></p>
<p>(d) Parents are supported and challenged to improve attendance rates and punctuality for pupils eligible for PP.</p>	<p>Bicton attendance initiatives to remind pupils of the importance of punctuality and good attendance.</p> <p>EWO to monitor lates and support families in improving punctuality and attendance – letters, home visits and telephone calls.</p> <p>Targeted support provided to pupils following identification of needs by school staff and other professionals including Educational Psychology, Woodlands, and Beam.</p>	<p>Punctuality and non-attendance continue to be acted upon swiftly to ensure pupils and parents are clear about the impact of these on pupils' academic and social development.</p> <p>Home visits carried out by SLT where there were concerns over non-attendance, which resulted in improved attendance. Attendance was above the national and Shropshire average.</p>		

Desired outcome	Chosen action / approach	Impact	Next steps / Lessons learned	Cost
<p>(e) All pupils will be encouraged and given the opportunity to attend before- and after-school clubs and activities, and take part in school trips and residential visits. This will extend their personal experiences.</p>	<p>Support with the cost of Nursery fees for EYPP-eligible pupils and access to before-and after-school clubs.</p> <p>Enable pupils in receipt of pupil premium to access free places at our Breakfast Club to provide them with a healthy meal and a safe and nurturing environment, and free extra-curricular clubs provided by school to give them the opportunity for experiences beyond the school day.</p> <p>Ensure all pupils are able to participate in whole-class instrument tuition and offer individual tuition to those pupils who show an interest. This will raise their self-esteem and confidence by having the opportunity to develop new skills and potentially excel in an area that they may not have the chance.</p>	<p>Nursery fees subsidised, in some cases met in full, providing a safe and nurturing environment for our most vulnerable families. Pastoral support and early intervention put in place to support transition to school / new setting.</p> <p>75% attended before and after-school clubs throughout the year – some pupils attended every day.</p> <p>Widespread evidence across the school of positive impact on self-esteem.</p> <p>Subsidised music tuition had a positive impact on pupils – 50% sought to take individual instrumental lessons.</p>	<p>Enhance communication to parents in receipt of pupil premium about the offer to ensure participation rates continue to be high – continue to track PP pupils attending before- and after-school clubs and the impact it has on their outcomes.</p>	<p><b>£5,950</b></p>