

Pupil premium strategy statement (primary)

1. Summary information				
School Bullion Lane Primary School				
Academic Year 2020/21		Total PP budget £188,300		Date of most recent PP Review September 2020
Total number of pupils	320 (including Nursery)	Number of pupils eligible for PP 142		Date for next internal review of this strategy July 2021

2. Current attainment		
Estimate from current figures after 6 months off school	<i>Pupils eligible for PP in Y6: 23/36</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	45%	
% making progress in reading	45%	
% making progress in writing	45%	
% making progress in maths	45%	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	The children have limited language and vocabulary skills
B.	Social, emotional and behavioural problems affecting well-being and progress
C.	Specific additional needs including those being supported as SEN
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	-Covid 19 school closure -Parents often have limited literacy and numeracy skills so supporting their children can be difficult without receiving support -Social deprivation and poor home learning environments

4. Desired outcomes	
<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>

A.	Continue to improve the attainment of maths for all PP children	Sept 2020: PP children maths in-line 45%
B.	Continue to develop reading skills of children in Y3 & 4	Sept 2020: PP children reading in-line 45%
C.	Further improve writing skills of children in KS1	Sept 2020: Children in-line 40%
D.	Vulnerable children are given additional support to help achieve potential & ease anxieties	Children with additional needs are supported effectively through use of Family Support Worker and Pupil Counsellor, evident in results and by pupil discussions

5. Planned expenditure

Academic year

2020-2021

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?
Continue further to raise standards in writing across the school	Intervention groups targeting specific children from assessments and pupil progress meetings	Children come into school with very poor understanding of writing. We therefore focus intently on the basic skills with the aim that the children 'catch up' and are given the best possible start in life by reaching standards at least in –line with national expectations	Regular scrutinies Data analysis Intervention groups Discussions with staff and pupils	HT/DHT/LP	Half termly pupil progress meetings Termly book scrutinies Termly data analysis
Continue further to raise standards in reading across the school	TA support for small groups concentrating on comprehension skills and phonics	As above but with reading	Discussions with staff and pupils Data analysis Intervention groups Scrutiny of work	HT/DHT/LP	Half termly pupil progress meetings Termly book scrutinies Termly data analysis
Total budgeted cost					£70 070

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?
For children with communication and language needs to be given additional support in KS1	Small group support within classroom for lower attainers	Data shows that focused individuals and group support helps raise standards.	Regular monitoring through work scrutiny and intervention impact	HT/DHT	Half termly pupil progress meetings Termly book scrutinies Termly data analysis

Further improve basic skills across the school after home learning for 6 months	In-class support to boost lower attainers basic skills and understanding	Results show that some children need support to 'catch up' to work in-line with national expectations	Performance management targets Data analysis after assessments	HT/DHT/LP	Half termly pupil progress meetings Termly book scrutinies Termly data analysis
Total budgeted cost					£64 606
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?
To improve attendance and attainment of persistent absentees through work of Family Support Worker	FSW to contact families who need support and discuss strategies to help. Letter sent to parents inviting them to meet.	Attendance is broadly in-line with NA but PAs have increased slightly owing to medical and social issues	Monitor attendance Measure impact from strategies used	DHT/HT	Fortnightly check of attendance
For vulnerable children to be given additional support in order to reach potential	Observe children and timetable those who require 1:1 sessions with Pupil counsellor.	Higher number of children with emotional and mental issues from home who benefit greatly from focused, intensive support	Monitor attainment of children Discussions with pupils	DHT	Fortnightly progress reports
Total budgeted cost					£40 633

6. Review of expenditure				
Previous Academic Year		2018-2019		
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
To support children with specific needs across the school	TA/HLTA in each class to lead intervention groups	Children integrated into the whole class accessing the curriculum with their peers. Results showed that focused basic skills work in a small group had a positive impact on attainment Standards raised	HLTA/TA support is invaluable and this approach will continue to be used	£18 324 + £2688 + £18 324 + £19 910
To support children in Y1 to improve phonics result	Small group work with TA giving additional support	Improvements in speech and language. 83% of children passed phonics test this year	HLTA/TA support is invaluable and this approach will continue to be used	£21 270
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
To maintain/improve further, outcomes at the end of Y6	HLTA/TA to lead intervention groups based on children's needs	Results: 90% Reading, 95% ESPG, 95% maths, 95% Writing 90% achieved reading, writing and maths combined compared to national which was 64%	HLTA/ TA small group work highly successful, this method will continue next year	£3800 + £20 162+ £25000
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
To engage vulnerable children in a 3 week summer club during the holidays	Vulnerable children often don't have a hot meal and don't go anywhere during 6 weeks holiday	20 targeted children who thoroughly enjoyed their summer enjoying a wide variety of activities such as: cinema visit, home farm into school, crafts, picnics etc	Club successful with children who attended. Need to identify children who will definitely attend all week so have all places filled each day next time	£5000 + £21 270

7. Additional detail
<p>In this section you can annex or refer to additional information which you have used to inform the statement above. Our full strategy document can be found online at: www.aschool.sch.uk</p> <p><u>For further detail about how we spend Pupil Premium funding please look on the school website.</u></p>

