

**Barningham CEVC Primary School - Pupil Premium Strategy & Impact Statement 2020-2021**

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| **Summary Information** | | | | | | | | | | | | | | |
| Academic Year | | 2020 - 2021 | | Total PP budget – January 2020 census | | £20,293 | | Date of most recent PP review | | | | | | May 2021 |
| Total number of pupils | | 95 | | Number of pupils eligible for PP | | 11 FSM+/ 13 Service/ 1 CiC -26% of school | | Date for next internal review of this strategy | | | | | | September 2021 |
| **End of 2019 Attainment (last external recorded attainment due to cancellation of exams in 2020 and 2021)** | | | | | | | | | | | | | | |
|  | | | | | | Pupils eligible for PP | | | National | | Pupils not eligible for PP (school average) | | National | |
| % achieving in EYFS GLD | | | | | | 100% | | |  | | 82% | |  | |
| % achieving in Y1 Phonics | | | | | | 100% | | |  | | 90% | |  | |
| % achieving in reading, writing and maths In Y2 | | | | | | 100% | | | 50% | | 60% | | 69% | |
| % achieving in reading | | | | | | 100% | | | 62% | | 80% | | 78% | |
| % achieving in writing | | | | | | 100% | | | 55% | | 60% | | 73% | |
| % achieving in maths | | | | | | 100% | | | 62% | | 80% | | 79% | |
| % achieving in reading, writing and maths In Y6 | | | | | | 75% | | | 51% | | 38% | | 71% | |
| % achieving in reading | | | | | | 75% | | | 62% | | 50% | | 78% | |
| % achieving progress in writing | | | | | | 75% | | | 68% | | 63% | | 83% | |
| % achieving progress in maths | | | | | | 75% | | | 67% | | 38% | | 71% | |
| **Barriers to future attainment identified by the school** | | | | | | | | | | | | | | |
| **In-school barriers** | | | | | | | | | | | | | | |
| * Low attendance with disadvantaged pupils | | | | | | | | | | | | | | |
| * PP pupils who are low on entry making rapid progress in in order to achieve age related expectations by the end of their key stage. | | | | | | | | | | | | | | |
| * Literacy skills, including poor oral skills - affects reading comprehension, including inference. Phonic awareness as well as access to high quality reading texts. | | | | | | | | | | | | | | |
| **External barriers** | | | | | | | | | | | | | | |
| * Home circumstances affecting aspirations, including low or no contact with school. | | | | | | | | | | | | | | |
| * Safeguarding – multi-agency support for individual children | | | | | | | | | | | | | | |
| * Health – school nurse, SALT, CISS (Behaviour), CDC (Child Development Centre), Suffolk Young Carers, Mental Health support team | | | | | | | | | | | | | | |
| **Desired outcomes** | | | | | | | | | | | | | | |
| Attendance: % of PP children with improved attendance will have increased. EWO in regular contact with target families. Early Help offered through free access to Breakfast Club and after school sports clubs to encourage better attendance. | | | | | | Attendance records to show an improvement from current rate. | | | | | | | | |
| Literacy skills, including oral skills, at school and at home: class teachers sharing verbally information and modelling language; lending books and games. SEND TA leading SALT / early language activities for pupils. Phonics specialist TA supporting PP pupils so they don’t fall behind from their peers in phonological awareness. | | | | | | Assessment in English shows an increase and parents and carers taking a more active role in reading with their child. | | | | | | | | |
| Low aspirations: TAs will support pupils in class. Focusing on giving immediate high quality feedback to pupils in class as well as encouragement and positive praise. | | | | | | Pupils will be more engaged in class and their books will demonstrate this. As a result data will show that pupil premium pupils make accelerated progress | | | | | | | | |
| Emotional support/mental health : ELSA TA works closely ELSA TA working with children on specific issues, such as bereavement, divorce, friendship and anger management through 6 week programmes of support. | | | | | | Pupil perceptions show higher levels in positive attitude towards school. Parent and Carer questionnaire shows that they feel included and listened to. | | | | | | | | |
| Safeguarding: School will build strong working relationships with vulnerable families to encourage them to share concerns as soon as possible to prevent escalation and create a positive line of communication between home and school. | | | | | | PP pupils will have access to early help offer when necessary. Families will feel supported by the school and will engage more with ways of supporting their child with their education | | | | | | | | |
| **Planned expenditure** | | | | | | | | | | | | | | |
| Desired outcome | Approach | | Evidence for choice of action | | Monitoring process | | Staff lead | | | Review period | | Cost | | |
| Attendance | Educational trips  Free milk  School uniform  Breakfast & After School Club  Sports Clubs  Kingswood Residential | | Children participating in full school life – finances not a barrier to inclusion | | Check that all PP children have access to activities | | Learning & Achievement Committee  SENCo  Attendance Governor | | | Half termly | | £400  £100  £500  £600  PE Grant  £500  £300 | | |
| Literacy skills | Specialist TAs | | TAs effectively trained in specific intervention or through guidance of external agencies e.g. SALT, CISS, DOT support | | Half termly at PPM | | English & maths lead | | | Half termly and on going | | £10000 | | |
| Low Aspirations and slow progress | Mentoring support in class  Reward certificates & stickers | | Targeted mentoring support for al PP pupils  Breakfast Club offer for PP pupils to ensure they are at school on time and ready to learn. | | Termly at PPM  Book scrutinies | | HT & governors | | | Termly | | £5000  £150 | | |
| Emotional support / mental health | ELSA TA for emotional support | | Accredited course complete with agreed programmes of study for chn to complete linked to their area of need. | | Half termly with SENCo | | Kate (ELSA TA) | | | On going  Teachers and parents and carers making referrals to ELSA TA | | £1700  £150 | | |
| **Review of expenditure** | | | | | | | | | | | | | | |
| **Please note:** During this academic year, the school appointed a new Headteacher who started in January 2021. In addition to this, there was a national lockdown January – March 2021 and this impacted on the planned spend for pupil premium strategy. | | | | | | | | | | | | | | |
| Desired outcome | Approach | | Impact | | | | Lessons learned | | | | | Cost | | |
| Attendance | Daily milk  Educational visits  School uniform  Breakfast Club  After School Club  Sports clubs  Kingswood Residential | | Attendance improved for nearly all pupils. 83% of pupils finished the year at above 93% attendance and demonstrated improved attendance. Increased spend on breakfast/after school club provision meant that pupils were excited to come to clubs and be in school, ready to learn on time. All of the children had the opportunity to attend the UKS2 residential trip to Kingswood. The children have access to the school uniform, looking smart and consistent with their peers. Pupil perceptions showed a positive reflection to school. | | | | To work more closely with target families who were persistently absent last year to support them through better attendance. (4 families)  To refer to the EWO for more support at an earlier point before attendance decreases too drastically. | | | | | £67  £360  £650  £1520  Total cost = £2,597 | | |
| Literacy skills | Specialist TAs effectively trained in specific intervention or through guidance of external agencies | | Pupil premium pupils were especially impacted by the two national lockdowns. Despite significant effort from staff to engage them in remote learning, many of these children fell behind their peers. Approximately 50% of PP pupils were making expected progress and around 40% were at age related expectations. As a result, in Summer 2021, leaders implemented an additional post of Pupil Premium Champion, a HLTA who would give additional support and intervention to pupils in class across the school and worked with the new HT on reviewing and revising the PP strategy following the national lockdowns. | | | | Review pupil progress meeting structure for next academic year for a higher focus on PP pupils.  Further embed the role of the PP champion based on researched practice e.g. pre-teaching ,teaching of vocab, 1:1 reading  Evaluate the impact of TAs on PP pupils and ensure that a clear and robust plan for their effective placement is in place. | | | | | £11,515 | | |
| Low aspirations and slow progress | Mentoring support in class  PP champion (Summer term)  Phonics interventions for KS1 | | As above, review of TA structure in Summer term as a result of poorer progress for PP children meant that there was a new appointment of an allocated PP champion.  As a result, in the summer term, 90% of PP children made stronger progress than expected. However, this was a new intervention for 1 term and so needs further development and planning for next year.  Phonics in KS1 was drastically impacted by the lockdowns and so additional phonics 1:3 tuition was put in place. The impact of this is that 87% of PP pupils made accelerated progress in their phonics with an example being a pupil scored 2/40 in their mock PSC in March and scored 30/40 in July. | | | | Invest in specific literacy training for PP champion including speech and language support and ELKLAN.  Revise phonics tuition to 1:1 for shorter time period next year to have higher impact. Implement this as soon as possible in September to catch pupils up and give them the best starting point to their school year.  Some PP children will need access to 1:3 tuition next year to support acceleration of progress from low starting points. | | | | | £5,460 | | |
| Emotional support / mental health | ELSA TA | | On the return from the national lockdown, children’s mental health was severely impacted, especially for PP pupils.  In the spring term, we reviewed our PP strategy as internal data indicated that PP pupils were not making as much progress as expected. Through this review, children’s emotional wellbeing and support was a key concern and so targeted support was put in place to address these areas of concern. As a result, children became more engaged in school and were able to talk more confidently about how they were feeling. A peer review of the school’s TA structure and impact demonstrated that the ELSA practitioner was a key area of success in the school and that children were given the tools to express how they were feeling and have strategies for when they weren’t feeling ok that they could draw on. | | | | Develop approach so that targeted work for ELSA is shared effectively with teachers and brough back to the classroom. So children are able to practice what they are learning within the classroom.  Add emotional support and mental health to pupil progress meetings so that we can review the impact of this quickly and add/remove pupils from additional ELSA intervention when needed. | | | | | £1596 | | |
| **Additional details** | | | | | | | | | | | | | | |
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