

Pupil premium strategy statement (primary)

1. Summary information					
School	Bubwith Community Primary School				
Academic Year	2020-21	Total PP budget	£12,720	Date of most recent PP Review	Oct 2020
Total number of pupils	123	Number of pupils eligible for PP (FSM & PLAC/Ever 6)	6 5 FSM/ 0 E6/ 1 PLA	Date for next internal review of this strategy	January 2021

2. Current attainment		
	<i>Pupils eligible for PP in school (2019-20 data *COVID affected)</i>	<i>All pupils in school (2019-20 data *COVID affected)</i>
% achieving in reading, writing and maths (Y2 and Y6 only – 2018 data)	Y2 -/ Y6 67%	Y2 71%/ Y6 77%
% making progress in reading (Y1 – Y6)	Y1 – 0% /Y2 -/ Y3 100%/ Y4 50%/ Y5 0%/ Y6 67%	Y1 78%/ Y2 89%/Y3 91%/ Y4 64%/ Y5 82% Y6 86%
% making progress in writing (Y1 – Y6)	Y1 0%/ Y2 -/ Y3 100%/ Y4 50%/ Y5 0%/ Y6 67%	Y1 62%/ Y2 64%/ Y3 91%/ Y4 64%/ Y5 69%/ Y6 81%
% making progress in maths (Y1 – Y6)	Y1 0% /Y2 -/ Y3 0%/ Y4 50%/ Y5 0%/ Y6 67%	Y1 67%/ Y2 83%/ Y3 72%/ Y4 64%/ Y5 75%/ Y6 91%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Personal, social and emotional development (Linked to behaviour and issues surrounding mental health such as anxiety) is lower for some PP pupils and is having an impact upon their academic progress
B.	A number of PP pupils (83%) have additional educational needs and are on the school SEN register
External barriers (issues which also require action outside school, such as low attendance rates)	
C.	Lower support in relation to home/school agreement impacts on learning for some pupil premium pupils (homework/reading/spelling/ communication, etc)
D.	Punctuality and lower attendance for some pupils in receipt of PP reduces time spent in lessons, pupils are then unable to participate fully

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	PP children feel safe and happy in school. They have formed good relationships and are able to manage their emotions successfully. Children are fully immersed in all that school has to offer and take advantage of opportunities to engage and participate further.	Pupil premium pupils are engaged in class and at breaktimes due to additional adults (TAs) being on hand to support their learning and social skills. There are few recorded incidents regarding social or emotional issues. <i>(COVID GUIDELINES ALLOWING)</i> <i>PP children take on additional roles and responsibilities across school and their Pupil Voice makes a difference.</i> <i>PP children attend lunch clubs to widen experiences and skills.</i>
B.	PP children with SEND access appropriate intervention matched to their needs and – as a result – make expected or better progress and the difference between pupil premium children and their peers is diminished. The school makes time for the qualified SENDCo to complete necessary SEND paperwork/ support teachers developing learning plans/ stay up-to-date with latest initiatives and provide advice and support to parents/ carers	Pupils eligible for PP make progress equal to that of their peers so that by the end of the year all pupils eligible for pupil premium have made expected or better than expected progress and differences in attainment are diminished. Behaviour issues are minimised ensuring learning opportunities are maximised for pupils. Children with additional needs are identified and supported by the SENDCo in a timely fashion. <i>(COVID GUIDELINES ALLOWING)</i> <i>PP children take on additional roles and responsibilities across school and their Pupil Voice makes a difference.</i>
C.	Increase in home support for out of school learning activities and tasks	Pupils eligible for PP are supported at home to learn spellings, times tables, and homework (OR due to COVID 19 remote learning) is completed on time. Adults at home will listen to pupils read regularly and diaries signed. <i>(COVID 19 allowing – pupils will be given extra support in school from volunteers listening to readers)</i> Pupils eligible for pupil premium make progress that is in line with their peers and attainment differences are diminished.
D.	Pupil premium children are on time for school and have regular attendance	Attendance above 97% (unless self-isolation becomes a factor) for all pupils eligible for pupil premium.

5. Planned expenditure					
Academic year	2020/21				
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. Whole School Strategies					
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?
a. PP children feel safe and happy in school. They have formed good relationships and are able to manage their emotions successfully. Children are fully immersed in all that school has to offer and take advantage of opportunities to engage and participate further.	Upskilling of teaching assistants to support interventions and any additional pupil needs: phonics / emotional support / first aid/ administration of medicines/ play leading.	Small group work sessions enable better relationships between staff and pupils. Small group work sessions allow a greater amount of targeted intervention, support and challenge to develop pupil learning. (Some small group work affected during COVID as it would involve mixing of pupils from different bubbles).	Continue to monitor teaching and learning. Monitoring of PPG progress	AB	Termly observations and moderation
	Additional MSA background to support over lunch period (to support PP pupils to integrate with others at dinner times)	Predominantly teaching assistant supporting pupils through intervention groups therefore high quality training needs to be accessed related to, phonics, gps, reading and maths emotional health and enhanced (paediatric) first aid. Children need additional support over lunch breaks to help develop friendships and engage in play with others	MSA to receive 'emotional support' training/ behaviour management training Half termly discussions with pupils	JV/ AB	Daily evidence of Peer Mediators in action Half termly meetings with pupils
	BIG (Anti-bullying Award)	There have been a small number of issues identified by staff in the playground with bullying and a small minority of parents indicated through Parentview (Ofsted feedback) that they felt that more could be done to tackle bullying. Therefore, working towards big award will help to refine procedures for dealing with instances of bullying and thus lead to a more harmonious	Continue practice from this year and continue to monitor through behaviour logs	AB/SW	Half termly review of interventions and pupil progress
			Continue good practice from 2018-19 Investors in Pupils accreditation and celebration	AB	Weekly monitoring of Behaviour Book

	Edshed on line learning platform Purple Mash	school for all pupils but especially disadvantaged pupils. Pupils will get along better. EDSHAED (Maths facts and spelling) – can be accessed at home – fun and engaging way to learn times tables. Recommended by mastery specialist teacher Online platform for use in school and at home developing skills and knowledge in a range of curriculum areas. A good support for homework and home learning; includes reading and linked activities through Serial Mash.	Class teacher to set on line tables targets. Lunch Club Class teachers to direct pupils to areas linked to work in class and individual targets Lunch Club	AB/ SP and all staff AB/ SP/ All staff	Review participation and progress of PP children with times table fact accumulation. Review participation and attendance of PP children.
PP children with SEND access appropriate intervention matched to their needs and – as a result – make expected or better progress and the difference between pupil premium children and their peers is diminished. a. The school makes time for the qualified SENDCo to complete necessary SEND paperwork/ support teachers developing learning plans/ stay up-to-date	SENDCo to access training through Here for Schools to upskill in knowledge of interventions – purchase of intervention programmes relevant to Bubwith School thereafter CPD through Hereforschools and Pathfinder sourced for TAs new to posts: phonics/ first aid/ writing/ dyslexia TA timetable to ensure tailored interventions: Speech and Language/ Phonics/ Reading Comprehension/ Dyslexia support/ Finger Box/ Motor Skills/ Handwriting	This year the vast majority of PP pupils have SEND and require additional support through intervention group work and individualised programmes. Several staff have been newly appointed to TA2 and TA3 positions leading intervention group work and thus require training to deliver specialist programmes/ upskill to fulfil roles providing appropriate support for PP pupils	Half termly monitoring. Pupil questionnaires Pupil interviews Learning walks Link governor visits Parent Feedback	AB/ RC/ JV/ JB/ KY/KB + All staff	Half termly monitoring. Sept/ July questionnaires July pupil interviews Termly walks and governor visits

with latest initiatives and provide advice and support to parents/ carers	Edshed Reading/ Spelling Edshed Numbers Toe-by-toe				
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?
C.Increase in home support for out of school learning activities and tasks	Annual targets sent out to parents Termly targets linked to IEPs sent home to parents Termly parent consultation meetings (made possible via telephone consultation in current climate – Au1 for quick reintroduction to school) Curriculum update meetings (If possible/ virtual version if not) All pupils have individual Purple Mash logons and access to online research, reading and other curriculum activities. Parents signed up to Classdojo to encourage positive reinforcement of good learning behaviours. Reading incentive scheme and Maths Nomads scheme amalgamated with Class Dojo reward system and parent 'bookmarks' to encourage and support parents in hearing children read.	Parents are aware of year group expectations. Parents can access school communications by letter, website, school dojo messaging/ class emails and text. Discussions with parents illustrate that parents often prefer online based homework Reading scheme designed so pupils who are disadvantaged and whose parents do not encourage home reading can count school reading volunteer (if possible to have in school during pandemic) support towards target. Reading bookmarks to support parents/ volunteers with age appropriate reading questions to ask their children. Independent support for pupils not receiving home support	Review parental/carers attendance at meetings. Staff to monitor use of online learning beyond the classroom. Purple mash 'to do's to be more commonly used for setting homework and/ or classdojo/ school distance learning pages. Review of pupil practice and assessments. Review Reading scheme results as scheme has an in-built checking procedure to identify learners who read infrequently at home Reading journals to be checked weekly. Review children participating in Reading scheme and Maths scheme Children answering a range of age appropriate questions. Weekly homework/ practice set and monitored by class teacher	All staff Office All staff All staff All staff/ English SL Class teacher	Termly via attendance at meetings Weekly Weekly/ termly Weekly through reading journals Weekly

	After success of last year, times table practice books again to be purchased for all pupils in school				
D - Pupil premium children are on time for school and have regular attendance	Continue with increased office admin hours to chase up attendance. Continue with office tracking systems implemented following support from EWO. Outside agencies involved with some families providing support. Class teacher liaising with parents whose children's punctuality is a cause for concern. Termly attendance letter for parents. HT meetings for parents/carers where attendance is not improving. Referrals made. Safeguarding governor to monitor attendance half termly	Although attendance had increased (2018-19) and PA decreased the school was affected by Norovirus, Seasonal Flu and COVID 1. Parental concern around returns to school during the pandemic means that school intends to remain focused on this area to continue to increase percentages of attendance for pupils from PP families. Strategies put in place prior to the pandemic have had an impact and this needs to be maintained and improved upon. Office staff now able to more closely monitor and analyse attendance. Attendance is more of a focus in school as linked to progress of pupils. All stakeholders in school aware of attendance concerns and actions taken. Parents aware termly of their child's attendance rating (RAG). Letters sent to parents with pupils whose attendance is below 95% so all aware of need for good attendance.	Weekly attendance monitoring Half termly governor meeting to analyse attendance Termly letters to parents Termly meetings Number of referrals made. 1:1 Catch up for pupils late in mornings	HT/ School Office/	Weekly review of attendance Half termly attendance review/ letters Termly attendance review and letters/ meetings.

Total budgeted cost:
Additional TA for intervention and medical (whole school): £7500
Purplemash subscription: £1400
Class Dojo: £0
Intervention resources: £600
SENDCo time: £4545
Edshed (Eng and Maths home support) subscription: £500
2 hours per week office time (attendance monitoring): £940
Total: £14985

Additional detail
Additional funding may be needed for: • PP trips and visits • PP Residential