

Pupil Premium Strategy and Planned Expenditure 2020/21

1. Summary information					
School	St Bartholomew's CE Primary School				
Academic Year	2020/21	Total PP budget	£43,695	Date of most recent PP Review	July 2019
Total number of pupils	402	Number of pupils eligible for PP	34	Date for next internal review of this strategy	July 2021

2. Barriers to future attainment (for pupils eligible for PP)	
A.	Poor comprehension strategies for reading
B.	Low word acquisition
C.	Low self-esteem
D.	Low attendance

1. Intended outcomes (<i>specific outcomes and how they will be measured</i>)	Success criteria
To ensure that every child at the school consistently receives at least good, and more frequently, outstanding quality first teaching during their time at St Bartholomew's CE Primary School.	Monitoring of books, lessons and outcomes demonstrate that quality of teaching is at least good in all classes, with much outstanding practice being observed.
That the attendance of all children (including those in receipt of PP funding) is at least in line with national averages.	Attendance rates for all children (including those eligible for PP funding) is above national average
That children in receipt of PP funding reach levels of attainment and make progress at least in line with all pupils in the school.	That there is no difference between the attainment and progress of children eligible for PP funding and all other pupils.

To close the 'word gap' of identified children in EYFS with their peers.	That assessment using Wellcom demonstrates that disadvantaged children are working at least at ARE in language development.
That all children have the same access to extra-curricular activities and school trips.	That all disadvantaged children attend all extra-curricular activities, trips and residential that they want to and are well enough to.
That the vast majority of children (aspire for all) to leave St Bartholomew's CE primary school as fluent, readers with good comprehension strategies; this will allow them to access the whole curriculum and the wider world as confident and literate individuals.	That outcomes in the year 1 phonics screening check show that children are able to decode words phonetically and outcomes in the KS1 and KS2 assessments demonstrate that most children are working at least at ARE in reading. There is no gap between the attainment of disadvantaged children and all others.

3. Planned expenditure

Academic year

2020/21

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Provide coaching and mentoring packages for all members of staff over the course of the year, provided by trained members of SLT.</p>	<p>That all teaching across the school is at least good with much that is outstanding.</p>	<p>Previous evidence demonstrates the positive impact of this focussed, high quality CPD. Teachers will have the opportunity to work on agreed foci, observe outstanding practice, take part in joint planning and receive daily feedback on lessons. This has previously led to improved practice for teachers involved.</p>	<p>6 SLEs to be trained by the Head of School Improvement on how to deliver successful coaching and mentoring packages to support the development of teaching and learning. Ensure that all teachers have the opportunity to be involved during timetabled, dedicated time. Time during the teaching day will be set aside for teachers to engage in quality discussion, receive feedback and undertake joint planning. Process to be quality assured by Head of School Improvement.</p>	<p>Rachael Kilmister</p>	<p>At the end of the coaching and mentoring block and then throughout the year during the normal monitoring cycle.</p>

<p>3 weekly book monitoring cycle undertaken by SLT</p>	<p>That, by responding to targets, and identifying CPD needs, the quality of teaching is consistently good with much that is outstanding. All children will make at least good progress as evidenced by work in books and assessment outcomes</p>	<p>3 weekly monitoring cycles with intended impact evaluated has previously ensured that the needs of learners are met more precisely. The regular review of progress being made by pupils allows for CPD needs to be identified on a timely basis. This has led to individual and whole school priorities being addressed and therefore an improvement in teaching and outcomes being observed.</p>	<p>Ensure that feedback is provided in a supportive way, with strategies and suggestions for next steps explained and modelled. Any CPD needs identified to be implemented as soon as possible following identification.</p>	<p>Rachael Kilmister, Louise de Graaff, Stephanie Banks.</p>	<p>At the end of each 3 weekly monitoring cycle and during assessment periods.</p>
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An additional teacher employed for EYFS (0.5 FTE) Ks1, (0.5 FTE) and KS2 (1.0 FTE) to provide smaller class sizes, intervention and targeted support in class.	That all children have access to smaller class/group sizes, targeted most specifically at classes where there are children in receipt of Pupil Premium. This will enhance access to quality first teaching and provide additional capacity for small group focussed interventions.	Evidence demonstrates that quality first teaching is the most effective strategy in raising pupil attainment.	Through an effective and robust monitoring cycle, analysis of outcomes and tracking of targeted groups.	Rachael Kilmister	At the end of each assessment cycle to monitor impact.
Total budgeted cost					£30,000
ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>Provide 1.1 and small group support for all disadvantaged children, according to their individual identified needs.</p>	<ul style="list-style-type: none"> -Improved learning outcomes in reading, writing and maths (meeting end of year age- related objectives) - Improved confidence for pupils in specified areas - Learning tasks tailored to specific needs of pupils – closing gaps in understanding -Consolidation of learning completed in classes – time for practice and application of skills -Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points to learning. Pre-teaching to include pre-reading of texts in English, research for writing units, key vocabulary, concepts in SPAG and maths calculation strategies and terminology 	<p>1:1 teaching will help to ensure that specific, individualised targets and gaps can be effectively addressed. Pre-teaching can help to ensure that all children can access the lesson which is a proven successful strategy. Small group work can help to focus on challenge and support where children have similar needs.</p>	<p>Honour intervention time as far as practicable. Provide training for all staff who are responsible for delivering interventions. Monitor impact of SMART targets against outcomes.</p>	<p>Stephanie Banks</p>	<p>At the end of each intervention schedule and in assessment periods.</p>
<p>Booster groups provided by SLT in core subjects</p>	<ul style="list-style-type: none"> -Improved learning outcomes in reading, writing and maths (greater proportion meeting AREs) -Pupils gain in confidence with key concepts - Pupils feel equipped to tackle higher-level work 	<p>The Sutton Trust have identified the positive impact of quality first teaching on outcomes.</p>	<p>Monitor delivery of sessions and evaluate pupil outcomes. Ensure that these are consistently delivered and the time is honoured as far as practicable.</p>	<p>Rachael Kilmister</p>	<p>During sessions through AfL and following each assessment cycle.</p>
<p>EWO support</p>	<p>To ensure that the attendance of all disadvantaged children is at least at national average levels</p>	<p>Research supports the fact that good attendance positively impacts on outcomes, achievement and emotional well-being.</p>	<p>Ensure dedicated EWO is bought in each week to monitor attendance levels and implement agreed strategies where attendance falls below what would be reasonably expected.</p>	<p>Rachael Kilmister</p>	<p>Weekly monitoring of attendance figures and close monitoring of pupil outcomes during assessment cycle.</p>

Nurture groups	To ensure that the emotional well-being of all children is supported and where issues affecting the lives of children are identified, appropriate opportunities to support are implemented.	Evidence demonstrates that pupils with better health and wellbeing are likely to achieve better academically. It is important to us that all of our children are happy and supported emotionally.	Nurture groups will be led by a dedicated member of SLT (the SENCo). CPD will be provided based on the support that is required (e.g supporting children who have been bereaved, social, emotional and wellbeing training)	Louise de Graaff/Glen Dixon	At the end of each nurture cycle through pupil voice and carefully designed questionnaires, as appropriate.
Total budgeted cost					£20 000
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Help towards costs of extra-curricular activities, trips and residential.	-No child eligible for PP to miss out on participating in school trips or residential - Social skills, independence, perseverance and team-work are developed through participation in group activities and over-night stays on residential.	More life experiences widen pupils' knowledge and help secure language acquisition. Every child should be entitled to the same experiences in school, regardless of the economic situation of their family.	That all children attend any visit/club/activity/residential that they want to if there is no good reason for them not to.	Rachael Kilmister	Ongoing (check permission slips for visits and follow up on families who haven't responded, offering help and support if necessary).

<p>Dedicated Assistant Head time for the monitoring of the achievement of disadvantaged children and impact of interventions and support</p>	<p>That all children considered disadvantaged are receiving appropriate interventions and support and that this is being monitored effectively. Governors have a dedicated Pupil Premium link teacher so that the school can effectively be held to account for the use of funding and are able to be proactive in ensuring development and progress of these pupils</p>	<p>Monitoring is essential to ensure a fair, consistent and appropriate approach to providing intervention is taken by all teachers. Time to evaluate and analyse outcomes will help ensure that gaps are responded to.</p>	<p>Dedicated time to monitor and track pupil progress and attainment is honoured. Pupil progress meetings will provide opportunities for open and honest discussions to refine next steps and strategies.</p>	<p>Steph Banks</p>	<p>As part of the appraisal system</p>
Total budgeted cost					£2500