

Pupil Premium Strategy/Self Evaluation Document



School	Brant Broughton CE Methodist Primary		
Academic Year	2020/21	Total Pupil Premium	£40 210 (including CF)
Total Number of pupils	97	Number of pupils eligible for Pupil Premium	46
		Date of Review	December 2020

Current Attainment, based on internal data from Spring 2020

	<i>Pupils eligible for PP (in school)</i>	<i>All Pupils in school</i>
% Achieving Age-Related Expectations (or above) in Reading	52%	77%
% Achieving Age-Related Expectations (or above) in Writing	61%	74%
% Achieving Age-Related Expectations (or above) in Maths	48%	71%

Strategy Aims and Outcomes

Aims	Success Criteria
1. Increased confidence, self esteem particularly in the light of the lockdown period when most children were not in school. Lockdown has meant that many of these children have not had support with learning at home and have struggled to maintain progress. For many PP children, there has been an adverse impact on family life impacting on pupil wellbeing.	Improved confidence and self esteem so that pupils can reach potential in all curriculum areas. Evident through progress data to show progress for PP pupils in reading, writing and maths to be the same as all pupils (see below for details).
2. The majority of PP pupils are working below Age Related Expectations in reading, writing and maths and struggle to make expected progress in these areas. PP pupils have made less progress in maths than in reading and writing.	PP pupils to reach age-related expectation in reading, writing, maths.

3. Mitigate for Lack of resources and support to develop learning at home or take up additional curriculum opportunities such as music or sport or in the event of further periods of lockdown/isolation.	PP pupils to maintain good progress in all curriculum areas.
How Improvement will be measured:	
1. Teaching observations, pupil and parent feedback.	
2. Use of Pupil Progress internal data and end of Key Stage national data in reading, writing and maths to track pupils' achievements.	

Review of Expenditure 2019/20:

Quality of teaching for all

Action	Intended Outcome	Evidence/Rationale for this choice	Monitoring	Staff Lead/Cost	Review
Additional Teaching Assistant support in each class.	Additional hours of teaching assistant time to ensure PP pupils have access to extra support in class and during 1:1 or small group interventions out of class to ensure progress in reading, writing and maths. (Wednesday afternoons intervention time)	Additional adult in each classroom ensures that PP and all children can receive additional support to improve learning. Interventions such as phonics, Mathletics, additional 'Catch the Bus' support can be provided to ensure children are not falling behind. Greater Depth groups for Maths can also be catered for with additional adults.	School Improvement Plan areas of reading, writing and maths refer to book scrutiny and lesson observations across the year. Each of these areas references Quality Teaching for All and the monitoring of Vulnerable Learners in particular. Governors review the plan three times a year with staff.	RS/EB £10 781 RS	October 2020 <i>Due to the pandemic, the majority of pupils were not in school for the summer term. Small group and individual intervention took place where possible.</i>
Purchase of Educater system of tracking and monitoring.	Provide detailed feedback to teachers on successes and gaps in learning so that lessons are more effective and progress faster.	Staff confidence in their judgements has increased since use of this system. Lessons more easily tailored to children's needs.	EB to monitor data termly. All staff to attend moderation with local schools and Teaching Schools	EB £900	October 2020 <i>Data tracked as far as possible during 2019/20 ensuring that appropriate support could be directed where necessary</i>

<p>Purchase of Accelerated Reader for Year 2 upwards and development of Reciprocal Reading strategy in KS2.</p>	<p>Increase progress in reading, particularly in KS2. Improve progress scores in reading in KS2.</p>	<p>EEF Study of Accelerated Reader labels this ‘a promising project’ and says children can achieve an additional 3 months progress, FSM pupils an additional 5 months progress in reading.</p> <p>EEF and FFT study of Reciprocal Reading showing promising results, awaiting report in Aut 2018. Piloted in school last year in Yr5/6 and showed improved reading scores from 64% to 91%.</p>	<p>Termly STAR reading assessments to analyse progress in reading.</p> <p>Educater termly reading data capture to analyse progress</p>	<p>EB £1000</p> <p>EB (included above)</p>	<p>October 2019 <i>Good progress in reading continued until lockdown. STAR reader assessments used to identify pupils causing concern following this period to be supported by PP funding and COVID catch up funding.</i></p>
<p>Purchase of Comparative Judgements in Writing (No More Marking)</p>	<p>Secure judgements about writing against national samples. Provide feedback to pupils without additional workload.</p>	<p>EEF evidence for effective feedback instead of marking.</p>	<p>National data from Comparative Judgements to show our judgements are secure.</p>	<p>EB £200</p>	<p>October 2020 <i>For those year groups assessed (Y1, 2, 3 and 5 – prior to lockdown), writing ages are on average 19m ahead of ‘all schools’ for PP pupils.</i></p>
<p>Engage with Mastery Maths programme (EME Maths Hub) to train Maths Lead in Mastery to disseminate across school. Purchase textbook/other resources to develop Mastery approach in school.</p>	<p>Improve teaching and learning of maths and ensure consistency across school. Improve % of pupils at ARE in maths from 67% to 78%. Improve consistency in maths teaching across school.</p>	<p>EEF Toolkit indicates an additional 5 months progress when using Mastery Approach.</p>	<p>Improved maths results – termly Educater data for all year groups. Termly meetings with Maths Mastery Teacher to monitor progress.</p>	<p>HE/EB £2280</p>	<p>October 2020 <i>Maths co-ordinator has successfully completed Y1 of Mastery Maths programme and embedded Mastery techniques across all year groups, purchasing resources and delivering training with HT.</i></p>

Purchase Mathletics subscription for all pupils so they can access at home and in school.	Continue maths learning as homework. Ensure teachers can monitor maths progress quickly and adapt planning as appropriate. Improve consistency across school. Extend maths learning at home.	Easy to track progress. Pupils and parents enjoy learning together. Promotes maths learning at home and in school. Mathletics programme has contributed to progress in previous years.	Mathletics Termly Progress Reports	£267 EB, all teachers	October 2020 <i>Mathletics used during lockdown to provide majority of maths work for PP pupils and resulting in teachers being able to monitor use and set appropriate activities based on progress reports.</i>
Total Cost				£ 15428	

Targeted Support

Action	Intended Outcome	Evidence/Rationale for this choice	Monitoring	Staff Lead	Review
Provide access to 1:1 Counselling support for individuals requiring this. (Think2Speak)	Support targeted individuals to: increasing classroom participation; increase self-esteem in young children; build resilience and coping mechanisms; build social skills; give less confident children a chance to shine in a positive and warm group setting	Think2Speak recommended by another school who found it very successful. Evidence from pupils working with this programme in 2018/19 that it had a positive impact on emotional and social aspects of development. Further develop this year by using Nurture Groups in KS1 for identified individuals.	RS/EB to arrange, liaise and monitor support from Think2Speak staff	RS £500	October 2020 <i>Nurture groups used for small number of PP children requiring additional emotional support. Pupils enjoyed the sessions and staff reported increased self esteem.</i>
Support and monitoring of intervention and extra support from PP/SENDCo.	PPCo to provide monitoring, support and training for TAs in delivery of bespoke teaching programmes for PP pupils during intervention times and to	Observations and monitoring last year showed improved interventions provided for PP pupils that showed greater impact on progress.	EB	RS £6000	October 2020 <i>Additional support provided for PP pupils via 'Friends' intervention during weekly group sessions.</i>

	reinforce this during lesson time. PP/SENDCo to emotional provide support using 'Friends' Programme for identified individuals weekly.				<i>Bespoke IEPs for identified PP pupils where appropriate.</i>
'Every Child Counts' maths intervention for lower KS2 PP pupils (2 days training for teacher and 2 TAs)	Identified pupils to reach the 'expected standard' by end of 2019/20 in Y6 (2 groups), identified pupils in Year 4 to achieve Expected Standard by July 2020.	Of three Y6 children who received this intervention in 2018/19, 2 achieved Expected Standard and one achieved score of 99.	EB to analyse progress of identified pupils	RS/DH £840	October 2020 <i>Y6 pupils received some of intervention, unfinished due to lockdown. Further training started for Year 4 staff but incomplete due to lockdown.</i>
				Total Cost	£7 340

Other Approaches

Action	Intended Outcome	Evidence/Rationale for this choice	Monitoring	Staff Lead	Review
Increase provision to develop Forest Schools initiative in training teacher and providing weekly sessions for Early Years pupils.	Develop confidence in all pupils.	Observational evidence forms show improved confidence, concentration and ability to work with others, this was particularly effective with some PP pupils.	PP Governor/EB	MC £2277	October 2020 <i>Forest Schools/Outdoor learning to support building of confidence, team work, resilience during weekly sessions.</i>
Outdoor learning – subsidised residential trip for years 5 and 6.	All PP pupils in Years 4 and 5 to attend residential trip to improve self confidence.	Evidence from EEF shows an additional 4 months progress.	Pupil feedback, parent feedback	EB £275	October 2020 <i>Residential trip postponed until May 2020 due to pandemic</i>
				Total Cost	£2 552

Planned Expenditure for 2020/21

Priority	Activity	Cost	Review Date
<p>1 Increased confidence, self-esteem particularly in the light of the lockdown period when most children were not in school. Lockdown has meant that many of these children have not had support with learning at home and have struggled to maintain progress. For many PP children, there has been an adverse impact on family life impacting on pupil wellbeing.</p>	<ul style="list-style-type: none"> • Develop Forest Schools learning across school so that Polar Bears receive weekly outdoor learning and other classes have a term of sessions with qualified tutor. • Ensure all PP pupils have access to residential trip to increase confidence, resilience and team work away from home. • Provide access to 1:1 Counselling support for individuals requiring this. (Think2Speak) • Additional TA support for Reception children with emotional needs, partially due to lockdown/lack of preschool education, including additional lunchtime support • Mental Health First Aider Training 	<p>£3000</p> <p>£360</p> <p>£1260</p> <p>£6430</p> <p>£200</p>	<p>October 2021</p>
<p>2 The majority of PP pupils are working below Age Related Expectations in reading, writing and maths and struggle to make expected progress in these areas. PP pupils have made less progress in maths than in reading and writing.</p>	<ul style="list-style-type: none"> • Additional teaching assistant time for each class to support PP pupils to catch up using Quality First Teaching in the classroom and small group and 1:1 intervention time. • Purchase of Educater tracking system to monitor attainment and progress and identify pupils requiring additional support or where good progress has been made. 	<p>£11000</p> <p>£2800</p>	<p>October 2021</p>

	<ul style="list-style-type: none"> Continued investment in Accelerated Reader system to improve progress in reading for pupils in Year 2 upwards. Purchase of Comparative Judgements writing assessment system to identify progress of PP pupils and those requiring additional support compared with others nationally. Continue to develop maths mastery approach across whole school by developing Power Maths scheme and resources and CPD for Maths co-ordinator. PPCo to provide monitoring, support and training for TAs in delivery of bespoke teaching programmes for PP pupils during intervention times and to reinforce this during lesson time. PP/SENDCo to emotional provide support using 'Friends' Programme for identified individuals weekly. PP/SENDCo to liaise with external Specialist Teacher to support individuals requiring additional intervention. Purchase of additional hours of Specialist Teacher Support. 	<p>£1300</p> <p>£1100</p> <p>£4500</p> <p>£5550</p> <p>£1460</p>	
<p>3 Mitigate for lack of resources and support to develop learning at home in the event of further periods of lockdown/isolation. Allow for additional access to laptop to reinforce class learning at home and in school.</p>	<ul style="list-style-type: none"> Purchase of additional laptop computer to support pupils with further access to Accelerated Reader, Power Maths resources, Mathletics, Phonics Bug resources during interventions in school and where necessary during lockdowns off school site. Purchase of Mathletics subscription to ensure maths learning can continue remotely during any future lockdown and/or isolation periods while teachers 	<p>£650</p> <p>£360</p>	<p>October 2021</p>

	can continue to monitor learning and set appropriate activities. Also used for homework.		
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Total Spend: £39 970