

New Brancepeth Primary School

Pupil Premium Strategy Statement 2020-21

1. Rationale

At New Brancepeth Primary School our practice is developed to ensure the individual needs of our pupils are met, including those of our most vulnerable pupils. As a result all our work, Pupil Premium Funding is allocated based upon our understanding of the needs of the individual pupils, ensuring that they benefit from individualised programmes based on accurate understanding of what support best suits each pupil. Through this we aim to overcome barriers to learning and accelerate progress so that these pupils achieve similar outcomes to their peers and diminish the difference between those pupil entitled to Pupil Premium and those who are not. This is even more important currently in light of Covid 19 and the time length of time some children have been away from school. During the lockdown period we worked hard to support our disadvantaged families offering places in school, working with outside agencies and continuing to fund support through our school counsellor and occupational therapy service. We maintained regular contact with our families through zoom meetings and telephone calls on a weekly basis. We have spent the first half of the Autumn term reintegrating our children to school and assessing where they are in terms of their learning we will continue to run a modified curriculum and work on building key basic skills through structured interventions and over teaching.

2. Reception – Year 6 Pupil Premium Funding

Pupils Eligible for PP Funding	Number of Eligible Boys	Number of Eligible Girls	Number of Looked After Children/ PLAC	Number of Service Children
46	Per Pupil £1,320 (£)	Per Pupil £1,320 (£)	Per Pupil £1,700 (£) 1	Per Pupil £300 (£) 0

*Looked After Children receive £2,300 with £600 being retained centrally by the Local Authority.

4. Pupil Premium Summary Information

Total Number of Pupils (Inc. FTE)	96	Number of Pupils Eligible	46
Total Pupil Premium Budget	£64,560	% of Pupils Eligible	48%
Total Catch up Premium	£8,640		
Total	£73,200		

5. 2018/19 – Outcomes not updated due to Covid 19 no Statutory assessment 2019/2020

KS1 Year 2 - pupils	PP Pupils			Other			SCH GAP	Year 6 - pupils	PP Pupils			Other			SCH GAP
	SCH	NA 2017	DIF	SCH	NA 2017	DIF			SCH	NA 2017	DIF	SCH	NA 2017	DIF	
Expected Standard R	57	62	-5	83	78	5	-26	Expected Standard R	86	62	24	100	78	22	8
Expected Standard W	57	55	2	83	73	10	-26	Expected Standard W	71	68	3	80	83	-3	-12
Expected Standard M	57	63	-5	83	79	4	-26	Expected Standard M	86	68	18	100	83	17	3
Year 1 Phonics	80	71	9	100	84	16	-20	Expected GPS	71	68	3	80	83	-3	-12
EYFS GLD	38	56	-18	79	75	4	-37								

Area for Development, Barrier & Proposed impact	Strategy What is the evidence and rationale for choices?	Cost	How will we ensure this is implemented well? (Monitoring)	Impact Autumn Term	Impact Spring Term	Impact Summer Term
<p>1. To continue to close the attainment gap between disadvantaged children in school and those nationally by ensuring class sizes represent the needs of the children and effective support is in place to provide targeted interventions</p>	<p>Class sizes reflect the needs of children within cohorts and percentage of FSM children within these. Teaching Assistant support is identified to allow the provision of targeted interventions in terms of 1:1/small group reading, HFW together with a range of social skills and physical interventions. Additional TA hours to facilitate some full time TA's in school to support teaching and learning. Full time grade 6 TA in EYFS to support EYFS Lead to raise standards</p> <p>Additional release time for staff to support any disadvantaged children self-isolating through bespoke 1:1</p>	<p>£ 38,000 for additional teaching assistant time equivalent to 1.3 FTE teaching assistants.</p> <p>£8,000</p>	<p>Review of interventions will take place to shows that TA's are intervening positively and impacting on pupil outcomes through pupil progress meetings.</p> <p>Book monitoring will show positive impact of new class structure and progress will improve across all cohorts.</p> <p>SLT to monitor the impact on attainment and progress of additional TA time</p> <p>Additional teacher release time supports effective remote learning for children self isolating and their progress is maintained.</p>			

learning plan and support for parents.	£1,000	TA's to keep accurate records of 1:1/group interventions and SLT to monitor the impact of these regularly.			
CPD identified for teaching assistants in relation to specific interventions (phonics, precision teaching, Future steps)	£1,000	Maths lead to monitor quality of maths interventions and provide support and development for TA's			
CPD for all staff in relation to the use of teaching assistants across school for interventions and support for recovery curriculum	£3,000	Recovery curriculum is implemented across the Autumn term to support mental health and wellbeing of all children on their return.			
Recovery curriculum resources Purchased including additional creative materials and texts	Times tables rockstars £200				
Subscriptions to online learning platforms extended to support interventions particularly in English and maths	Literacy Shed £200	Assessment is undertaken across the autumn term for all children and staff have clear starting points for all children and gaps are identified to support interventions.			
	Maths Shed £200				
	Purple Mash £600				
Booster classes for identified children in year 2 and year 6 to accelerate progress following Autumn term data and to commence across the Spring term.	£500	Children will access online learning platforms with a clear focus on gaps in their individual knowledge to support development in basic skills			
	£1,000				

	<p>Clear time for staff analysis of assessment and feedback across the Autumn term to support staff in determining the most effective support for children – additional release time termly this academic year</p> <p>Research has shown (John Hattie and Sutton Trust toolkit) that small group interventions are successful in prompting pupil progress.</p> <p>EEF Covid 19 Support Guide June 2020 - Assessment can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19. Setting aside time to enable teachers to assess pupils' wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support.</p>		<p>English lead will monitor the quality of interventions in literacy and provide support and development for TA's</p> <p>Reading records show clear evidence of 1:1 reading in children's records and this impacts on improved pupil outcomes within reading ages/teacher assessments</p> <p>Planned booster classes happen following the Christmas break and impact on improved outcomes for disadvantaged children.</p> <p>Staff have time to analyse assessments to ensure they have a clear picture of each child's next steps and identify applicable interventions to support this.</p>			
<p>2. To support individual children's resilience and readiness to learn removing barriers to their</p>	<p>To support children's mental health and wellbeing so they can fully engage with school</p> <p>To provide additional support to parents to remove barriers to children's attendance in</p>	<p>Additional Counselling time in school £3,000</p> <p>Additional EP time in School £2,000</p>	<p>Children and families access additional counselling services and this supports reluctant children back into school</p> <p>Children show improved resilience in terms of their</p>			

<p>engagement with the curriculum</p>	<p>relation to mental health and wellbeing.</p> <p>To support children's ability to calm and regulate so they are ready to learn</p> <p>To support children's physical development and stamina in relation to handwriting to support curriculum engagement.</p>	<p>Support from Future Steps £1,000</p>	<p>work as measured using the Leuven model and school resilience passports.</p> <p>Children access EP time effectively and staff are well supported in meeting children's needs</p> <p>Children are calm and settled in school and engagement in lessons is good so children's progress improves.</p> <p>Children's physical development and stamina improves so children are fluent and legible hand writers removing the barrier enabling them to fully participate in the curriculum</p>			
<p>3. To support attendance and punctuality so that figures are above those of similar schools nationally</p>	<p>To provide all children with breakfast and snack in school to support staggered start and finish times.</p> <p>Member of staff to target attendance daily when no phone call is received to notify school and monitor attendance weekly and ½ termly sending out appropriate letters in relation</p>	<p>£3,000</p> <p>Staffing costs to follow up attendance £2,500</p>	<p>Attendance will be above national data and continue to improve</p> <p>Persistent absence will be below national data</p>			

	<p>to children's levels of attendance and organising meetings with parents, producing action plans and updating referrals to one point as necessary.</p> <p>To provide additional staff time to track the impact of Covid 19 on attendance using CPOMS software and liaise with Counsellor in relation to specific families</p> <p><i>Gov.uk 2016 - Central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated – pupils need to attend school regularly to benefit from their education.</i></p>	£1,000				
		Total planned spend in relation to disadvantage £66,200				

CATCH UP FUNDING	<p>To support children to access online learning platforms to address gaps in learning and accelerate progress</p> <p>Subscriptions to online learning platforms extended to support interventions particularly in reading and phonics</p> <p>EEF Guidance June 2020 Access to technology and online tuition - As all pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support. Some schools might find it helpful to invest in additional technology, either by providing pupils with devices or improving the facilities available in school.</p>	<p>Purchase of Galaxy tablets and covers to protect £6,100</p> <p>Bug Club Online £1,900</p>	<p>Children will have greater access to online learning platforms to address specific individual gaps in learning</p> <p>Children will have greater access to online reading materials which will support progress in reading and phonics.</p>			
	Total Catch Up Spending	£8,000				
	Total spending across Pupil Premium and Catch up Funding	£74,200				

Additional Funding Supporting Provision			
Short Fall £1,000 from schools budget.			

Governance			
Monitoring The Effectiveness & Impact of Pupil Premium Performance			
Pupil Premium Governor: Jayne Gibson			
Pupil Premium Committee Meeting	Autumn:	Spring:	Summer:
Autumn Summary			
Spring Summary			

Summer Summary

Review Date

July 2021