

New Brancepeth Primary School

Pupil Premium and Catch Up 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
	Per Pupil £1,320 (£)	Per Pupil £1,320 (£)	Per Pupil £1,700 (£)	Per Pupil £300 (£)
54	29	25	1	0

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

4. Pupil Premium and Catch Up Summary Information

Total Number of Pupils (Inc. FTE)	96	Number of Pupils Eligible	54
Total Pupil Premium Budget	£64,560	% of Pupils Eligible	56%
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
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>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 learning plan and support for parents.</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 show 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>	<p>Much of the autumn term was spent facilitating a recovery curriculum. This had a positive impact on children in school and end of autumn term data showed children had made good progress from their initial baseline in September following a return to school. Children did access some small group work but this was impacted by bubble closures and staff absence due to Covid 19.</p>	<p>We have spent most of the Spring term in lock down. We have however been able to facilitate some 1:1 sessions for children using TEAMS. These mainly focused on phonics and reading.</p> <p>All staff also continued to provide three sessions of live teaching per day providing paper based packs to run alongside this and continued to access additional PPA to support this as</p>	<p>Teaching assistant support continued across the summer term as we returned to school. They continued to support children with 1:1 interventions including 1:1 reading, phonics and maths basic skills work.</p> <p>The EYFS TA continued to provide support as we made a return to school.</p> <p>All TA's continued with their course to upskill them in</p>

CPD identified for teaching assistants in relation to specific interventions (phonics, precision teaching, Future steps)	£1,000	TA's to keep accurate records of 1:1/group interventions and SLT to monitor the impact of these regularly.	Staff did access additional release time but this was used to support remote learning and produce weekly packs as families were self isolating.	Vulnerable and Key worker children also remained within their pods.	relation to curriculum etc.
CPD for all staff in relation to the use of teaching assistants across school for interventions and support for recovery curriculum		Maths lead to monitor quality of maths interventions and provide support and development for TA's		CPD for teaching assistants has now been identified and they have all started a level 3 TA course based within new NVQ qualifications to support English, maths and ICT.	
Recovery curriculum resources Purchased including additional creative materials and texts	£1,000	Recovery curriculum is implemented across the Autumn term to support mental health and wellbeing of all children on their return.	Subscriptions to online learning were used in school to support children to accelerate progress through the drill and practise of basic skills.	Spring term assessments are currently being completed.	
Subscriptions to online learning platforms extended to support interventions particularly in English and maths	£3,000	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.	Staff completed a detailed analysis of data however the interventions and strategies drawn from this have been impacted following a further lockdown in the Spring term.		
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.	Times tables rockstars £200 Literacy Shed £200 Maths Shed £200 Purple Mash £600	Children will access online learning platforms with a clear focus on gaps in their individual knowledge to support development in basic skills			
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	£500	English lead will monitor the quality of interventions in literacy and provide support and development for TA's			
Research has shown (John Hattie and Sutton Trust toolkit) that small group interventions are successful in prompting pupil progress.	£1,000	Reading records show clear evidence of 1:1 reading in children's records and this			
EEF Covid 19 Support Guide June 2020 - Assessment can help					

	<p>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>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 engagement with the curriculum</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 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>Additional Counselling time in school £3,000</p> <p>Additional EP time in School £2,000</p> <p>Support from Future Steps £1,000</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 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>Additional counselling has been purchased and used to support children as we have returned to school.</p> <p>Counselling sessions have also been used to support parents with ongoing issue at home during lockdown.</p>	<p>Additional counselling sessions are still running and being used to support children and parents.</p> <p>Additional EP time has been used to support the return of specific children relating to anxiety in relation to Covid 19.</p>	<p>Additional counselling time was used to support two children in particular with a return to school and their families.</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			
3. To support attendance and punctuality so that figures are above those of similar schools nationally	<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 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>	<p>£3,000</p> <p>Staffing costs to follow up attendance £2,500</p> <p>£1,000</p>	<p>Attendance will be above national data and continue to improve</p> <p>Persistent absence will be below national data</p>	<p>We have provided snacks to all children upon their initial return from lockdown as they became hungry across the day.</p> <p>All absences were followed up and referrals made to the attendance team and One point to support specific families.</p>	<p>Breakfast club will recommence in the summer term.</p> <p>Attendance tracking for all children was paramount to support safeguarding during lockdown and a spreadsheet of weekly contact was kept for all children. Where there was no contact this was followed up on a daily basis.</p> <p>Since the full return to school all children including those who were initially anxious have returned.</p>	<p>Breakfast club recommenced and DFE attendance guidance was followed. Attendance was impacted by further pod closures and self isolation.</p>

		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>		Tablets have been purchased and these will be used to support children in accessing specific programmes as identified by staff in school.	Tablets continued to be used across the summer term.
	To accelerate progress in English and maths	£2,646	Identified children to access National Tutoring programme		<p>Vision for Education identified as the provider.</p> <p>Children identified</p> <p>Paperwork completed to start after Easter.</p>	All children accessed small group tuition through the national tutoring programming.
	Total Catch Up Spending	£10,646				
	Total spending across Pupil Premium and Catch up Funding	£76,846				

Additional Funding Supporting Provision

Short Fall £3,646 from schools budget.

Governance

Monitoring The Effectiveness & Impact of Pupil Premium and Catch Up Performance

Pupil Premium Governor: Jayne Gibson

Pupil Premium Committee Meeting

Autumn: Teams Meeting

Spring:

Summer:

Autumn Summary

- Recovery curriculum implemented
- Baseline for all children ascertained and progress monitored in relation to this.
- Progress across the Autumn term was good
- Interventions were impacted by staff self isolating
- Bubble closures also impacted on the effective impact of pupil premium spending
- Counselling support for children and families in terms of emotional resilience remained key.

Catch Up Spending

- **Tablets purchased and allocated to classes to support 1:1 online interventions.**

Spring Summary

- Lockdown was in place for the majority of the summer term
- Many PP children still accessed school as vulnerable children and accessed all teaching
- Since return an assessment has been carried out and the impact of the live lessons on children's learning is evident in that progress is clear particularly in terms of the Single word reading test and Single word spelling test. Many children have also made progress with reading of Age related words.
- All children accessed three live lessons daily during lockdown and where we did not have contact this was followed up on a daily basis.
- We were able to support all families who had no ICT access and where families struggled with this we brought children into school to access live lessons. This pushed our vulnerable numbers high.
- Families and children are continuing to access additional counselling sessions
- Our EP has supported where children are anxious returning to school and all children have now returned.
- We continued to offer 1:1 interventions across this lockdown which has had a positive impact on children's reading.

Catch Up

- **All tablets continue to be used daily in class to support access to online resources to support catch up**

- We have also identified and enrolled in the National Tutoring Scheme which is subsidised from the government to give identified children 15 hours additional tuition across the summer term. This will be focused on English and Maths. We have identified all lower and middle attaining pupils in Year 1 – Year 5 for additional support which gives us 18 groups of children to run every afternoon across the summer term which equates to 52 children. 25 of these are PP and 16 are SEND.

Summer Summary

Summer Summary

There is no numerical data this academic year due to Covid 19 and the cancellation of all statutory assessments.

In school assessments have shown that although a large proportion of children are working within their year group they are not secure in these expectations.

- Writing attainment is the weakest area of attainment in school currently
- Word reading is stronger than comprehension
- There are specific gaps in maths which are cohort dependent linked to coverage of curriculum due to remote teaching, pod closures and individual self-isolation. Common themes are fractions, multiplication and division.

Children all returned to school and we used the term to:

- Complete assessments.
- Identify gaps in children's learning.
- Continue to support families with remote learning when classes closed or individual self-isolation was in place.
- Children continued to access counselling sessions
- We continued to support vulnerable families through wider work with services and our counselling and wellbeing service in relation to attendance and a return to school

Catch Up

All tablets continue to be used for daily support in class and support catch up accessing online platforms.

National tutoring programme was in place for all children across school. This had a positive impact on children's confidence and self esteem but did not have a significant impact on attainment and progress.

Review Date

July 2021