

## Bishop Perrin Church of England Primary School

### Pupil Premium Strategy Statement 2020-21

#### Overview of the school

Number of pupils and Pupil Premium Grant (PPG) received	
Total number of pupils on role	207
Total number of children eligible for PPG in current academic year	20
Amount of PPG received per pupil	£1345
Total amount of PPG received	£26,900

#### Aims at Bishop Perrin

The Pupil Premium Grant is additional Government funding given to schools to close the attainment gap between disadvantaged pupils and their peers, and to support children with parents in the Armed Forces. The grant is allocated in line with the financial year, which starts in April, and is based on data from the January Census.

There are three categories of eligibility for Bishop Perrin pupils, with different amounts of funding attached. These are:

- Children who are recorded as having free school meals (FSM) or have had FSM or at any time in the previous six years (Ever 6 FSM) £1,345
- Children who are looked after (LAC) and children who were in the care of English or Welsh local authority immediately before adoption or leaving on a special guardianship order or child arrangement order (Post LAC) £2345
- Children whose parents are serving in the armed forces or have served in the past six years (Ever 6 service): £310

Schools are charged with using Pupil Premium funding to 'close the gap' between the attainment of those children from disadvantaged backgrounds and those living in families with incomes above the low-income threshold. Some of the funding is used to offer support to those pupils who are at a disadvantage compared to their peers even if they are not eligible for a FSM. Schools are free to spend the Pupil Premium Grant as they see fit but must ensure that it benefits this group of children.

#### At Bishop Perrin our aim is that all children in receipt of Pupil Premium will:

- make at least expected progress in relation to targets and their peers (3 points progress over the year using our internal assessment tracking system)
- receive additional teaching support either during school hours or outside of school hours
- reach an acceptable level of attendance (above 90% +)
- reduce any lateness when attending school
- be able to cope with the social, emotional and behavioural expectations at school
- benefit from financial support for educational visits, Breakfast Club, school journeys and swimming
- have access to a range of opportunities at school including after school clubs and whole school workshops

#### Our strategy:

Our PPG strategy is based on the Educational Endowment Fund's (EEF) tiered approach, which is broken into three primary categories of spending:

1. Quality Teaching (including professional development)
2. Targeted Academic Support (for example interventions and one to one support)
3. Wider Strategies (for example behaviour approaches, breakfast clubs, trips and attendance)

#### Barriers to Learning and Progress for Pupils at Bishop Perrin

- Low levels of communication and language skills on entry to Reception class can slow progress in phonics and reading.
- Children with a range of needs including SEND, AEN and EAL
- Attendance has been an issue for a small number of Pupil Premium children and this is a continuing area of focus for the next academic year. Close monitoring of attendance with the school's Education Welfare Officer ensures that all children are assessed and where regular attendance becomes an issue, it is dealt with in a supportive manner.
- Some Pupil Premium children struggle to be prepared for school, forgetting key equipment/PE kit, or not completing homework. Often they may not read as much at home – our Guided Reading sessions and Beanstalk Reading Scheme are continuing to address this.
- Children who have poor emotional health and lack self-esteem and resilience

- In some instances, parental engagement, understanding and ability to support
- Wider life opportunities and experiences.

### Nature of Support at Bishop Perrin

At Bishop Perrin we have a range of interventions that we can provide. Access to these interventions are related to an assessment of individual needs. (Currently, due to Covid restrictions, some interventions are not able to take place)

- Resources and books to support classroom activities
- Training for staff in various areas to ensure high level of teaching across the school
- Extra Teaching Assistant support spread across all year groups
- Y6 and Y2 booster groups for Literacy and Maths
- 1:1 or small group Maths and Literacy focus groups – particularly in Y2 and Y6
- 3:1 tuition sessions (up to 10 sessions per term) – also available to non-Pupil Premium children
- Beanstalk Reading Scheme – 1:1 sessions every week to support reading comprehension
- Third Space Learning individualised Maths tutoring
- Small group Special Educational Needs teaching sessions
- Small focussed phonics groups to provide support for PP children
- Financial support for educational visits, school journeys, swimming, Breakfast Club and After School Clubs
- Pupil Premium Leader appointed to evaluate current strategies, implement new initiatives and monitor children's progress
- Parenting and Curriculum workshops for parents
- School Counsellor sessions for PP children with specific emotional needs
- Inclusion Leader focus groups

### Measuring the Impact of PPG Spending at Bishop Perrin

At Bishop Perrin School we measure the progress and achievement of all children in the school through internal monitoring and data tracking. We also regularly evaluate the success of interventions, particularly when PPG money has been used, and assess the usefulness of them in regards to academic progression for each pupil. Pupil Progress meetings are held with each class teacher termly to analyse progress and impact working towards end of year targets. Results are reported on at the end of Early Years Foundation Stage (EYFS), Y1, KS1 and KS2.

**We do not have results for the academic year 2020, as pupils did not take any external assessments due to the Coronavirus (Covid-19). The previous year's data show how Pupil Premium children leaving Bishop Perrin achieved.**

#### Early Years 2019

There were 4 Pupil Premium children in Reception. 75% (3/4) made the expected level for Reading, Writing and Maths. This was above the national average for EYFS attainment.

#### Key Stage 1 SATs 2019

There were 3 children in Year 2 eligible to receive the Pupil Premium Grant in Year 2:

2/3 (67%) achieved the expected level in Maths

2/3 (67%) achieved the expected level in Writing.

2/3 (67%) achieved the expected level in Reading

This was above the national average attainment for Key Stage 1.

Child	Reading	Writing	Maths
Y2 A	PKF	PKF	PKF
Y2 B	EXS	EXS	EXS
Y2 C	EXS	EXS	EXS

BLW=Below the Pre-Key Stage Standard

PKF = Pre-Key Stage Foundation WTS = Working Towards the Expected level

EXS = Expected Level for Year 2 GDS = Greater Depth

## Key Stage 2 SATs 2019

There was 1 child eligible to receive the Pupil Premium Grant in Year 6:

1/1 (100%) achieved the expected level for Reading

1/1 (100%) achieved the expected level for Writing

1/1 (100%) achieved the expected level for Spelling, Punctuation and Grammar

This was well above the national average for Key Stage 2.

Child	Reading	SPAG	Writing	Maths
Y6 A	EXS	EXS	EXS	WTS

WTS – Working Towards the Expected level

EXS – Expected Standard for Year 6

GDS – Working at Greater Depth

## **Pupil Premium Grant Allocation 2020-21**

### **1. Quality Teaching & Professional Development**

Desired Outcome for Children	Actions and Implementations	Impact	Review
Children's learning is supported through the use of assessment for learning strategies. Children needing additional support are highlighted early	Staff to carry out baseline assessments with all children to extract data at key points so pupils and PPG pupils are identified early and given appropriate academic support Staff to develop use of start of unit and end of unit assessment across all subjects to show progress and identify gaps PPG leader to monitor termly assessment of PP children to identify gaps/low progress	Staff develop and use assessment for learning strategies to support all groups of children, identifying gaps quickly. Staff understand how assessment supports learning and how they can use it to inform their planning	
All children develop a love for maths with increasing knowledge and understanding of math skills and mastery to reach EXS progress or beyond – set against own starting points	MMc & JSw to roll out third year of Maths Mastery project (although second year was cut short due to Covid) and attend half-termly Maths Mastery Research Group. Teachers trained through staff meeting time/Insets to ensure quality teaching for all children Use of White Rose planning/resources specially formulated to address gaps.	Staff deliver Maths Mastery curriculum confidently Children enjoy Maths and can speak about the progress they are making Children meet targets set for them in maths	
Children read well, with enthusiasm and comprehension, at their EXS or beyond	Children are supported through whole class teaching of class text through explicit teaching of reading skills and use of working wall and Guided Reading tasks. Children targeted for daily reading if needed to make up any deficit from lockdown. High interest books purchased for reading schemes - RM	Children enjoy reading and are reading at the expected level for their age group and make expected progress.	

### **2. Targeted Academic Support and Interventions**

Desired Outcome for Children	Actions and Implementations	Impact	Review
PP children achieve their expected progress in Maths and gaps are addressed from lockdown	TAs to be used to support PP pupils within lessons using small steps/maths mastery strategies. Increase in TA hours to allow more time for PP pupils to receive support. NTP tutoring used to target PP pupils' gaps in 1:1 sessions – JSw to action Third Space learning tutoring sessions for Maths to ensure PP children can make progress and catch up from learning missed over lockdown. PP children to receive weekly times table tests – JK	Children are more confident and can access more of the mastery tasks in lessons. Maths books reflect progress in learning. Children make their Exs progress when measured in termly assessments	
PP children are on track to achieve their expected progress and targets in Reading	Teachers to identify PP children's gaps after baseline assessments and set targets. Teachers to fill in Pupil Progress Report and Group Interventions – organise these for Autumn Term/Spring term after assessments to address gaps. All PP children to be given copies of the class text. All interventions will be reviewed in a timely fashion with data to show progress. Baselines and outcomes monitored for each intervention	Children's progress measures and end of year assessments show progress from their baselines and new starting points based on any deficit from being in lockdown. Attainment is tracked and interventions targeted to narrow the gap which will open all other areas of the curriculum to the children. Improved self-esteem and better outcomes.	

	<p>All year groups to hear 6 children (including PP children) read every day and provide copies of the class text.</p> <p>JSw to organise 1:3 tutoring ensuring PP children are targeted for Reading</p> <p>JSw to investigate NTP and use to set up additional tutoring for PP pupils.</p>		
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### 3. Wider Strategies

Desired Outcome for Children	Actions and Implementations	Impact	Review
PP children to be able to access and control their emotions in order to be successful learners	<p>Staff training with PC (ED Psych) – 2 sessions for all staff to identify children with attachment issues and emotional needs – many PP pupils fall into this area.</p> <p>Giving each PP child with attachment issues a Key Person – someone to go to.</p> <p>Teachers to use Zones of Regulation and Growth Mind set to encourage</p>	<p>Children will be happier and more settled at school. This will lead to better academic results.</p> <p>Children will know they matter</p> <p>Remove any barriers to them achieving their very best – academically and socially</p> <p>Provide opportunities to narrow the gap and ensure a level playing field culturally</p>	
PP children to understand school behaviour strategies and expectations for learning, follow them to allow maximum learning time	<p>Teachers to remind children of the rules and expectations for behaviour and for their work.</p> <p>Address bad habits developed over lockdown.</p>	<p>Children's work will be of a higher standard</p> <p>Children's behaviour will be consistently good and this will allow for more time for learning.</p>	
PP children to have equal access to online learning (and support from the school) in event of another lockdown	<p>Provide technology for home use – laptops available if needed - AC</p> <p>Provide hard copy learning packs and stationery where required – work books purchased by RM</p> <p>Ensure vouchers are available for food – DF food boxes for PP families (and some non-PP families)</p> <p>Ensure contact maintained with school – Class teacher, SENCO or PP Leader to ensure that this happens</p>	<p>PP children have the same access to learning as their peers so are able to make progress.</p> <p>Children will have access to food vouchers so that they are well-fed and healthy and have no barriers to learning.</p> <p>Children will feel happy knowing that their class teacher/member of the school is checking on them – motivate them to complete school work at home.</p>	
PP children's attendance is in line with non-PP pupils	<p>A half-termly record of attendance will be kept in pupil profile. If attendance falls under 90% without good reason then action will be taken: Appointments/phone calls and letters from the Head will be used to parents/carers when attendance falls and where appropriate referrals will be made to the EWO. The family worker will be available to meet parents/carers, run parenting courses and will be the link between home and school for some families.</p>	<p>PP pupils' attendance will be in line with non-PP pupils which ensures that they do not miss key learning.</p>	

### Review of the Strategy

This document will be reviewed in June 2021 and will be scrutinised by the Curriculum and Achievement Governor Committee.