



Pupil Premium Strategy Statement 2020-2021

1. Summary Information

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|-------------------------------|-----------|---|-------------------------------------|--------------------------|-----------|
| Academic Year | 2020-2021 | Pupil Premium Grant (PPG) received per pupil | £1,345 £2,345 | Actual PPG budget | £39,590 |
| Total number of pupils | 427 | Number of eligible pupils | 22 (11 FSM, 2 E6, 1 LAC, 9 PLAC) | Internal Review | Sept 2021 |

2. Current Attainment

| | | | | | | | | |
|---|------------------------------------|------------------------------------|--|------------------------------------|------------------------------------|--|------------------------------------|------------------------------------|
| End of Key Stage Two Assessment 2019 – 20 <i>NB All data TA. No SATs due to Covid-19</i> | | | Pupils at Barnfields eligible for PP (8 children) | | | Pupils not eligible for PP (national average 2018/19) | | |
| Achieving required expectations in reading, writing and mathematics | | | 75% | | | 65% | | |
| Achieving required expectations in reading | | | 75% | | | 73% | | |
| Achieving required expectations in writing | | | 75% | | | 78% | | |
| Achieving required expectations in maths | | | 87.5% | | | 79% | | |
| Attainment of Current Pupil Premium Children (All data taken as of March 23rd: Beginning of Covid-19 lockdown) | | | | | | | | |
| Reading | | | Writing | | | Mathematics | | |
| Below | Age-Related | Greater Depth | Below | Age-Related | Greater Depth | Below | Age-Related | Greater Depth |
| 25% | 75% | 75% | 25% | 75% | 25% | 12.5% | 87.5% | 12.5% |
| Progress of Current Pupil Premium Children (All data taken as of March 23rd: Beginning of Covid-19 lockdown) | | | | | | | | |
| Reading | | | Writing | | | Mathematics | | |
| Not Achieving Expected Progress | Achieving Expected Progress | Exceeding Expected Progress | Not Achieving Expected Progress | Achieving Expected Progress | Exceeding Expected Progress | Not Achieving Expected Progress | Achieving Expected Progress | Exceeding Expected Progress |
| 12.5% | 87.5% | 12.5% | 12.5% | 87.5% | 0% | 37.5% | 62.5% | 0% |



3. Key priorities

This strategy report outlines our intentions on how we are going to direct the Pupil Premium Grant for the academic year 2020-2021. These reflect the recommendations from the NFER 'Supporting the Attainment of Disadvantaged Pupils: articulating success and good practice', The EEF 'Teaching and Learning Toolkit' and the needs of the pupils in the setting. This academic year, the school has been allocated an indicative amount of £40,000. The way in which money is going to be spent on our learners reflects those barriers to educational achievement faced by pupil premium learners at Barnfields Primary School.

4. Barriers to future attainment (for pupils eligible for PPG)

Academic barriers

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|---|---|
| A | Potential gaps in 'lost learning' arising between learners due to the Covid-19 lockdown. |
| B | Quality of teaching in English to ensure accelerated progress |
| C | Difficulties with independent learning behaviours (lack of attention, motivation, resilience, easily distracted, stamina), and the ability to interact with peers successfully. |

Additional barriers (including issues which also require action outside the school)

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|---|---|
| D | Difficulties with the emotional well-being with some pupils who access the PPG – insecurity with relationships, attention-seeking behaviours. |
| E | Some pupils are unable to access enrichment curricular activities due to cost implications. |

5. Intended outcomes *(specific outcomes and how they will be measured)*

Success criteria

| 5. Intended outcomes <i>(specific outcomes and how they will be measured)</i> | | Success criteria |
|---|---|---|
| A | Intervention opportunities are available to PP children to catch up on lost learning. | Children will be identified for targeted, effective intervention support in order to rapidly catch up with peers. Opportunities for 'pre-learning' in order to catch up will be created through access to a morning club, linked to current learning. Where appropriate, a tailored curriculum will be put into place to meet the needs to the PP learners. |
| B | Create richer, more purposeful learning experiences in reading and writing, resulting in the delivery of quality, progressive lessons by skilled staff. | Quality teaching will enable the PP pupils to diminish the difference between themselves and their peers. |



| | | |
|---|---|---|
| C | Learning behaviour difficulties of specific pupils to be addressed, enabling them to drive own learning and collaborate effectively with others. | PP pupils will have the confidence to interact with their peers as part of small groups as well as part of the class. Specific 1:1 support will be provided where needed. This will help them to understand how to lead their own learning. Outcomes for supported pupils will improve in-line with peers. |
| D | Emotional well-being of pupils to be supported. | Children will be given personal guidance in how to deal with their emotions, regarding circumstances such as bereavements or family separations. These will one-to-one sessions led by a trained member of staff, using the HOPE (Helping Our Pupils Emotionally) programme |
| E | All pupils will have access to the full curriculum provided, including all Cultural Capital opportunities, both inside and outside of the school. | Financial barriers will not stop the pupils from accessing a full and rich curriculum available to their peers as all educational visits and cultural capital opportunities (including outdoor education, music lessons, dance lessons, sports activities), that involve a monetary donation, will be paid for by the school. |

6. Planned expenditure

Academic year 2020-2021

i. Quality of Teaching

| Action | Intended outcome(s) | What is the evidence and rationale for this choice? | Staff lead | How will you ensure that it is implemented well? | Cost: |
|--|---|--|--------------------------------------|--|---------|
| Continue to enhance and develop the English curriculum, with a particular focus on modelled writing. | Raise attainment and progress of PP pupils in English so that they attain in line with their peers nationally, particularly at the 'expected standard'. | Quality first teaching will address the issue of poor oracy/spelling and a lack a vocabulary that impacts on writing standards. | English Leader Deputy Headteacher | English Leader to be supported by the SLT with the development of the English Curriculum. Evidence of impact will be overseen by DHT through rigorous data analysis, work sampling and termly pupil progress meetings. | £12,000 |
| Improve the quality of phonic/spelling teaching in EYFS and KS1. | There will be a consistent practice, progression and continuity in the teaching and learning of phonics and | Children will have a better understanding of the relationship between sounds and the spelling patterns (or graphemes) which represent them and to sound them out by combining or blending. | KS1 Leader | KS1 Leader will identify specific resources that will further improve the delivery of phonics. This would be completed through a thorough audit, as well as discussions with teachers and children. | £7,000 |



| | | | | | |
|---|--|--|---------------------------------|--|--------|
| | spelling throughout EYFS and KS1. | | | | |
| Set up an intervention morning club to provide additional support to identified children. | Intervention opportunities are available to all children to catch up on lost learning. | Research suggests that short, regular sessions of about 30 minutes, 3-5 times a week over a set period of time, such as 6-12 week, appear to result in optimum impact. | SENCO Deputy Headteacher | SENCO will work closely with teachers, identifying children who will benefit the most from this, therefore making maximum impact. Teachers will keep Morning Club staff informed of areas of learning to prioritise. | £4,250 |
| Purchase additional intervention resources. | | Evidence suggests that pupil intensive individual support improves outcomes when additional to, but explicitly linked with, normal teaching. | SENCO Deputy Headteacher | Rigorous data analysis and termly pupil progress meetings will ensure that the right children are being targeted and that chosen interventions are having an impact on outcomes. | £2,970 |

ii. Targeted support

| Action | Intended outcome(s) | What is the evidence and rationale for this choice? | Staff lead | How will you ensure that it is implemented well? | Cost: |
|--|--|---|--------------------|--|--------|
| The emotional well-being of targeted PPG pupils will be addressed. | PP pupils will feel happier and safer in themselves. They will feel confident in knowing how to go about dealing with an emotional issue, including knowing who to turn to for advice. | Targeting SEL of pupils aims to improve their interaction with others and their management of emotions rather than specifically academic goals. | Deputy Headteacher | Continue to observe 'down time' as well as discussions with staff relating to specific PP pupils. Discussion with members of staff who lead and implement the HOPE/nurture programme. | £7,100 |



| PPG pupils to access support from external agencies (if necessary). | PPG to get the right, professional support when needed. | Have an individualised approach to addressing barriers to learning and emotional support. Every effort will be made to tailor programmes accordingly (behaviour support, SEN assessments such as dyslexia, mental health support for LAC pupils if required, education psychologists.). | SENCO Deputy Headteacher | Looking at patterns in attendance, behaviour concerns of academic progress (2019-2020) | Support allocation: £1,500 |
|---|--|---|--------------------------------|--|-------------------------------|
| iii Other approaches | | | | | |
| Action | Intended outcome(s) | What is the evidence and rationale for this choice? | Staff lead | When will you review implementation? | Cost: |
| Ensure that pupils have access to rich curriculum experiences. | All PPG pupils will access a full and rich curriculum with their peers. Also, opportunities will be widely available to access activities such as any residential/school trips or experiences. | Promote an ethos of attainment for all pupils, rather than stereotyping disadvantaged pupils as a group with less potential to succeed. | Deputy Headteacher | As required on a half-termly basis. | £2,700 |
| Further develop the outdoor learning environment on the school grounds. | PPG children will have access to an allotment/gardening area that will be used to enhance their learning. | Learning outside of the classroom contributes to raising standards and leads to an improvement in pupils' personal, social and emotional development. | Deputy Headteacher | Summer 2020. | £2,070 |