

Pupil Premium Strategy Batheaston Church School 2020-2021

Summary information					
School	Batheaston Church School				
Academic Year	20-21	Budget	£38 390	Date of most recent PP Review (external or Internal)	September 2020
Total number of pupils	203	Number of pupils eligible for PP	33	Date for next internal review of this strategy	September 2021

Current attainment (March 2020)

EYFS (3 pupils)	PP ARE+	PP GD	% Non PP ARE+	%NPP GD
GLD (ARE 40-60s)	33% (1/3)	0%	26% (6/22)	0

Year 2 (7 pupils)	PP ARE+	PP GD	% Non PP ARE+	%NPP GD
Maths	71% (5/7)	14% (1/7)	94% (18/19)	32% (6/19)
Writing	57% (4/7)	0%	84% (16/19)	21% (4/19)
Reading	71% (5/7)	0%	89% (17/19)	26% (5/19)
RWM	57% (4/7)	0%	84% (16/19)	21% (4/19)

Year 6 (7 Pupils)	PP ARE+	PP GD	% Non PP ARE+	%NPP GD
Maths	29% (2/7)	14% (1/7)	26% (15/19)	32% (6/19)
Writing	71% (5/7)	(0/7)	74% (14/19)	26% (5/19)
Reading	29% (2/7)	(0/7)	63% (12/19)	37% (7/19)
RWM	14% (1/7)	(0/7)	63% (12/19)	26% (5/19)

Phonics	PP ARE+	% Non PP ARE+
Year 1 (6 pupils)	33% (2/6)	95% (20/21)

Targets (2020-2021)

EYFS Targets (4 pupils)	PP ARE+	PP GD	% Non PP ARE+	%NPP GD
GLD	50%	0%	88.5%	0%

Phonics Targets	PP ARE+	% Non PP ARE+
Year 1 (3 pupils)	1/3 (33%)	19/23 83%
Year 2 (6 pupils)	2/6 (33%)	21/21 100%

Year 2 (6 pupils)	PP ARE+	PP GD	% Non PP ARE+	%NPP GD
Maths	(2/6) 33%	0/6	(20/21) 95%	(5/21) 24%
Writing	(3/6) 50%	0/6	(20/21) 95%	(3/21) 14%
Reading	(4/6) 67%	0/6	(21/21) 100%	(3/21) 14%

Year 6 (4 Pupils)	PP ARE+	PP GD	% Non PP ARE+	%NPP GD
Maths	3/4 (75%)	2/4 (50%)	(21/24) 88%	(6/24) 25%
Writing	3/4 (75%)	1/4 (25%)	(21/24) 88%	(7/24) 29%
Reading	3/4 (75%)	1/4 (25%)	(21/24) 88%	(6/24) 25%

Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	Academic progress - children behind in their learning due to school closure in March. *Writing seems to have suffered the most and will be a school-wide focus from January onwards, if not sooner. *We are also aware of vulnerable children who have not been read with whilst out of school and that the PP and non PP gap seems to have significantly widened in this area. We have started the year with reading as a whole-school focus to fully embed new approaches and to invest time into finding and filling the gaps in reading.
B.	Learning & social behaviours - the negative impact of Lockdown on many children's social skills and confidence.
C.	A proportion of our children rarely read at home and do not practise phonic sounds out of school. These children benefit hugely from efficient interventions provided by support staff and without as many hours of support, due to a lack of funding, these vulnerable children will not access the same amount of support and we will be unable to fill the gaps as effectively.

External barriers (*issues which also require action outside school, such as low attendance rates*)

D.	Parental involvement – parents not being fully involved in child's life at school. We would like to improve parental involvement in: *parent meetings, *subject workshops (phonics, spelling, reading, maths) and *special events (school shows, open classrooms).
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Desired outcomes related to the above barriers and how they will be measured

Desired outcomes	Success criteria
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<p>A.</p>	<p>All children are assessed in an age-appropriate manner during the first few weeks of Term 1 and all gaps in learning are recorded. Teachers and Teaching Assistants work from this starting point, and through high quality whole class teaching and effective intervention programmes, the PP children make secure progress towards their targets.</p>	<p>Teachers know their PP children very well (following the decision for most teachers to move up with their children) so already have a very thorough understanding of how best to approach assessment with each child.</p> <p>Teachers will organise whole class teaching so that CT and TA time is effectively used and all PP children receive support /challenge where required.</p> <p>High quality, effective interventions will be put into place early in Term 1, following discussion with SENCO, in order to help boost knowledge, skills and confidence in certain curriculum areas.</p> <p>The impact of interventions will be frequently monitored and recorded, and any ineffective schemes will be replaced.</p> <p>PP children’s progress will be discussed during meetings with SLT and phone conversations with parents throughout the year.</p> <p>Observations focussed solely on PP children will take place regularly by PP Lead and immediate feedback will be given to the children and relevant staff members. Regular ‘Book Looks’ will take place for PP children books, followed by discussion with child & teacher about their opinion on progress, learning styles etc.</p> <p>SMT will organise 1:1 tutoring for Year 6 PP children and staff members will be chosen carefully to suit the needs of each child.</p> <p>PP Lead to run a PP club with a slight competitive edge (link with home reading) where children motivate others to work hard towards a goal chosen by them. We will measure the percentage of children who are on track to and who meet their reading targets throughout the year.</p> <p>Look at how teachers structure adult support as part of Performance Management, focussing on what access to support/challenge PP receive.</p> <p>Teachers continue to highlight PP children on all paper work – seating plans, planning etc. to reinforce importance of checking in on these children to TAs. As a result, PP pupils will be at the forefront of all adults’ minds during lessons and will receive high quality teaching, support, challenge (e.g. targeted, appropriate questioning in group work) and feedback.</p>
<p>B.</p>	<p>Children regain confidence in their academic abilities and work hard, with confidence, to reach their potential. Children are able to work independently and in a variety of group sizes and are not afraid to express opinions or provide answers. Children play with others fairly and demonstrate empathy and kindness.</p>	<p>An increase in time spent on PSHE, Thrive activities and class discussions (mindset, dealing with emotions etc.) in every class.</p> <p>All staff to continue to discuss RECIPE with all children and the 5 Cs.</p> <p>PP Lead to be available at certain times of the week to read with PP children / help with homework tasks.</p> <p>Staff to support all PP children in play and lunch times to play with a range of peers and demonstrate a range of age-appropriate social skills. Staff to communicate clearly with each other about any noteworthy behaviour from PP children.</p> <p>PP Lead to have lunch with PP children regularly / ‘be available’ in hall to talk to about anything. PP children work / play together e.g. reading mentors, play buddies across the key stages.</p> <p>Teachers to provide a weekly class club which will help enable PP children to access some form of enrichment during this post Lockdown time.</p> <p>Involve PP governor in all work and invite in for a PP Learning Walk as soon as possible.</p> <p><u>Success will be measured through:</u></p> <p>*pupil and teacher conferencing which will indicate positive levels of participation, motivation confidence.</p>

		*SG will meet with SENCO to analyse most recent Thrive assessment data and we will measure the percentage of children who have made progress from their starting points. SG will discuss any concerns with the relevant teachers following meeting with SENCO.
C.	Despite receiving less adult support in their classrooms, teachers will be skilled at supporting vulnerable and disadvantaged pupils. Assessment for Learning and swift intervention will be consistent to ensure that no child falls behind and PP pupils make accelerated progress from their starting points.	Creative, detailed planning will be provided by teachers that clearly shows the support/challenge that the PP children are receiving over a series of lessons. Some interventions to be led by teachers in the absence of Teaching Assistant support.
D.	An increase in parental involvement from PP children so that both PP children and their parents feel fully supported by and wholly part of the school community.	Class Teachers to phone parents of PP more regularly (mid-term?) to check in and give them the opportunity to ask questions or voice concerns. Teachers to ensure that PP parents attend all progress meetings and re chased up if they do not. Specifically invite parents to events by phoning personally, giving plenty of notice. SLT to offer disadvantaged parents open surgeries x3 a year and PP Lead to be more 'visible' to parents as a point of contact. Open Classroom events / workshops to be mentioned personally to them and arranged for times/dates when they are more likely to be able to attend.

Planned expenditure (reference BWMAT Trust Strategy Overview)

1. Quality First Teaching and Curriculum

Actions	Barrier Addressed (A,B,C,D)	Evidence/rationale for this choice	Cost	What steps will we take to make sure the action is carried out effectively	Staff lead	Review date and method
Teachers CPD : *Thrive training *Writing and feedback (linked with school focus) e.g. dissemination of SLN network meetings. *Reading (SLN meetings, further development of use of Accelerated Reader as for KS2. *Maths (initial focus on	A, B	Writing, reading and maths are all whole-school focus points this academic year so training will be provided in these areas. <u>Thrive and further SEL training:</u> "Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather		*Continued and enthusiastic maintenance and development of existing excellent teaching practice. *Opportunities to use the teachers' individual strengths to build a strong team of passionate and very skilled practitioners in their subject area and beyond. *Continued training on how to help disadvantaged children develop at the same rate as their peers e.g. PP observations, specific tracking forms & effective teaching	SLT	Review termly. Include teacher voice and Governors in SIC and LGB meetings.

<p>times tables teaching but also reasoning and problem solving through WR)</p>		<p>than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.” Education Endowment Foundation.</p> <p><u>Feedback</u> (written/oral/adult/peer): “Feedback studies tend to show very high effects on learning. However, it also has a very high range of effects and some studies show that feedback can have negative effects and make things worse. It is therefore important to understand the potential benefits and the possible limitations of feedback as a teaching and learning approach.”</p>		<p>strategies. *All in house and MAT CPD opportunities taken up, including Zoom meetings and cross school moderation, when possible again. *More weight to be placed on subject leadership throughout year e.g. staff meetings, book scrutinies and core subject leaders to present their subject data / strategies at the beginning of LGB meetings. *Staff meetings well planned in advance. A timetable of staff CPD meetings reflect the whole school priorities and remain mindful of PP and disadvantaged children. Teachers informed of expectation that they lead staff meetings through year with staff development in their subject area in mind.</p>		
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<p>In Class Teaching Assistant Support, to enable small group work and carry out specific 1:1 interventions (phonics, writing, maths).</p>	<p>A, B, D</p>	<p>“Evidence suggests that TAs can have a positive impact on academic achievement.” EEF</p> <p><u>To enable and improve the quality/effectiveness of collaborative learning</u> “A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough for everyone to participate on a collective task that has been clearly assigned. The impact of collaborative approaches on learning is consistently positive.” EEF</p> <p><u>Leading small group work</u> “Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.” EEF</p> <p><u>EYFS/KS1 interventions</u> “Overall, the evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families.” EEF</p>	<p>£25 144</p>	<p>*Class teachers continue to be responsible for organising TA time effectively to help benefit all children to make good progress. *Interventions/pre-teaching/editing should form a significant part of every TA’s day in class. *TAs should have a greater understanding and knowledge of the PP children in class and their specific needs. *Communication between TAs and teachers, including feedback on children, should be clear and recorded (e.g. teacher’s planning) to ensure work is making maximum impact. Intervention timetable and content monitored by SENco and SLT . *Tracker proformas include interventions with starting points and impact should be completed termly to check interventions re effective. *All teachers reminded in September to ensure interventions are effective and to change quickly if not making an impact.</p>	<p>SLT SENDCo</p>	<p>Reviewed termly through PPM and termly checks of paperwork.</p>
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Total budgeted cost £25 144

2. Targeted Support						
Actions	Barrier Addressed (A,B,C,D)	Evidence/rationale for this choice	Cost	What steps will we take to make sure the action is carried out effectively	Staff lead	Review date and method

Thrive	B	<p>EEF: “Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months’ additional progress.”</p> <p>Thrive support is integral to providing emotionally vulnerable children with essential emotional support and skills.</p> <p>More children have returned to school emotionally/socially vulnerable following school closure so an increase in a Thrive-based approach is crucial.</p>	£11 746	<p>*All teachers have carried out a whole class Thrive assessment and SENCo has analysed results.</p> <p>*SENCo has constructed Thrive timetable for most vulnerable children to use Thrive facilities (room and resources 1:1 with specific TA).</p> <p>*SENCo has advised individual teachers which other children in their class require additional Thrive support during the week. SENCo will monitor evidence of this on timetables throughout the year.</p> <p>* Thrive support continues to be provided by specially trained staff for the most vulnerable children post lockdown.</p> <p>*Teachers are incorporating Thrive style activities / sessions into their class timetables due to the impact of lockdown.</p> <p>*Class TA time is also being used to provide additional Thrive support for children who may have received it in previous years.</p>	SMT SENCo	Termly during meetings with teachers and PPM.
Unstructured Support – play times and lunch times to foster high quality play and social interactions.	B	Many of our vulnerable struggle most during play and lunch times without structure and/or key adults present. This can leave them dysregulated for the rest of the day and inhibit their learning.		<p>*Organise support staff to be available to watch and/or support key children at play and lunch times.</p> <p>*Consider which member of staff monitors specific children and re-evaluate whether this is working for the child.</p> <p>*Evaluate type of support through conversations with staff members and child.</p>		

PP club / gathering / mentoring	A, B, D	EEL: “Overall, the introduction of peer tutoring approaches appears to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months’ progress. Studies have identified benefits for both tutors and tutees, and for a wide range of age groups. Though all types of pupils appear to benefit from peer tutoring, there is some evidence that pupils who are low-attaining and those with special educational needs make the biggest gains.		<p>*Ask the children what they would like to get from a club / gathering e.g. homework support, time to read with an adult or to a peer/time to relax away from class peers.</p> <p>* Make regular yet realistic commitments to the children. These may develop as the year passes as restrictions lift.</p> <p>*Clear communication with parents regarding what is provided for their children. The promotion of a relaxed and supportive PP culture in which the children know who she is and her role.</p> <p>*Depending on restrictions, time to be spent building a mixed-age club / other methods of gathering together and supporting each other – reading, homework, general well being.</p>	SG SMT	
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Total budgeted cost £11 746

3. Attendance

Actions	Barrier Addressed (A,B,C,D)	Evidence/rationale for this choice	Cost	What steps will we take to make sure the action is carried out effectively	Staff lead	Review date and method
To provide 1:1 support for pupils and families to raise attendance and engagement in school life. To ensure children feel supported and there is an improving picture with behaviour and attendance.	A, B	A high attendance rate is crucial to any child making good progress at school. Pupils could miss effective interventions and would miss vital steps in teaching sequences if even one day is missed. Knowledge gaps will form and motivation/confidence to learn will be negatively impacted.		<p>Close monitoring of attendance by teachers, office staff and SMT.</p> <p>Prompt and effective communication made with parents if attendance drops.</p> <p>CT or member of SMT (whichever most appropriate to family and situation) to ring parents if attendance is too low and then follow set system e.g. email from HT followed by letter from HT.</p>	Office staff SMT	Termly.

Total budgeted cost

£0

4. Enrichment

Actions	Barrier Addressed (A,B,C,D)	Evidence/rationale for this choice	Cost	What steps will we take to make sure the action is carried out effectively	Staff lead	Review date and method
To subsidise day/residential trips to support families financially so that pupils are able to attend.	B, D	<u>Year 6 Residential & Adventure Trip</u> “Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months’ progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.” EEF	£1500	*The school offers two residential trips in KS2 which although expensive, offers a vast range of enriching activities. This is known to help improve confidence, well-being and inclusion. *Class Teacher to contact PP children’s parents directly regarding costs of trip and discuss options. *All trip letters to specifically mention costs and options for PP families e.g. lunches provided by school.	SG SMT	As trips are introduced to parents. Termly.
Prime consideration given to PP children for limited places for external events and special visits / opportunities. Parents contacted first regarding opportunities.	B, D	<u>Arts Participation</u> “Overall, the impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools, with greater effects on average for younger learners and, in some cases, for disadvantaged pupils. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.” EEF *Class Teachers offering a club to their own classes (due to current restrictions). Priority given to PP children and teacher follow up/support		*Monitor involvement of PP children in attending class clubs. *Contact parents directly about reasons for children not attending. *SG to remind teachers to prioritise PP children for any future external enrichment / opportunities within school, and record on individual tracking forms to help them monitor which children have been given opportunities.	SG SMT	When new clubs start. Termly. When appropriate (i.e. when enrichment opportunity arises).

		provided if they do not attend for monetary reasons. *The school often takes part in a wide variety of external events offered by the community and other schools. Pupil participation will always involve a number of PP children who are not always able to access this provision out of school.				
Total budgeted cost						£1500

Review of expenditure 2020 - 2021		
1. Quality First Teaching and Curriculum		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost
2. Targeted Support		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost
3. Attendance		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost
4. Enrichment		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost

1. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.