

The Batt C of E Primary School Pupil Premium Strategy Statement



1. Summary information					
School	The Batt C of E Primary				
Academic Year	2020/21	Total PP Grant	£53,935	Date of most recent PP Review	Sept 20
Total number of pupils	317	Number of pupils eligible for PP	20 (plus 6 services)	Date for next internal review of this strategy	Apr 21

2. Current Progress and Attainment						
NB – No relevant data available due to lack of assessments from March 2020 to September 2020			Pupils eligible for PP		Pupils not eligible for PP School average	
Expected Progress in Reading			%		%	
Expected Progress in Writing			%		%	
Expected Progress in Mathematics			%		%	
Expected Attainment at Year Six in Reading, Writing and Mathematics 9 children in the cohort.			R	Wr	Ma	
			78%	78%	78%	80% 82% 82%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Low starting points into Reception, leading to less progress year on year
B.	Social and emotional factors (Mental health impacting on learning), including behavioural issues
C.	Lack of teacher or focussed TA time to support Reading, Maths etc
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Lower attendance rates (July 2019 PP pupils 95.3%, Non-PP children 96.1%). This reduces their school hours and causes them to fall behind on average.

4. Desired outcomes (Desired outcomes and how they will be measured)		Success criteria
A.	PP children to make expected or above expected progress.	PP children make 6 steps or more progress in each year group
B.	Higher rates of progress across KS1 and KS2 for pupils eligible for PP who may be experiencing poor mental health and need an improved emotional well-being. Focus on Young Carers, families with MH issues, pupils requiring nurture.	Pupils eligible for PP to make as much progress as 'other' pupils across Key Stage 2 in Reading, Writing and Maths. Measured with tests and teacher assessments and successful moderation practices established across the multi-academy trust (MAT). Nurturing intervention programmes will enable successful re-integration into all aspect of school, including academic achievement.
C.	Increase the opportunities for both teacher and TA focussed learning groups	More PP children are being supported by more teacher hours, and the support from TAs is more focussed
D.	Attendance rates for this group to improve to above 96% (National 96%)	Attendance for PP children up to 96%

5. Planned expenditure					
Academic year		2020 - 2021			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. PP children to make expected or above expected progress.	Targeted support from both teachers and TAs for PP children	Sutton Trust evidence of increased teacher time to support PP children	Each PP child's needs will be assessed and termly monitoring will be undertaken by SLT	CP	CP and PP Governor three times a year (Dec, March and July)
B. Higher rates of progress across KS1 and KS2 for pupils eligible for PP who may be experiencing poor mental health and need an improved emotional well-being.	Targeted nurture sessions for PP children Increase TA hours in Year Six to provide 1:1 support for an individual PP child		Target Tracker monitoring		
Total budgeted cost					£17,250

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. PP children to make expected or above expected progress. C. Increase the opportunities for both teacher and TA focussed learning groups B. Promoting well-being	Small group work within class, and teacher-led sessions outside class time, focussing on those PP children falling behind or potentially not achieving ARE in Year Six. Financial support for trips, clubs etc	Sutton Trust evidence of increased teacher time to support PP children	Monitoring of Target Tracker data and assessments	CP	HT and PP Governor three times a year (Dec, March and July)
Total budgeted cost					£35,000
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D. Attendance rates for this group to improve to above 96% (National 96%)	Close monitoring of this group including first day calling, invitation to Breakfast Club, supporting parents.	Improving attendance to at least National will improve PP attainment.	Monitoring attendance of all children six times per year, with an additional focus on PP children	CP	HT and PP Governor three times a year (Dec, March and July)
Total budgeted cost					£1,685

6. Review of expenditure				
Previous Academic Year		2019 – 2020 £55,840		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>A. PP children to make expected or above expected progress.</p> <p>B. Higher rates of progress across KS1 and KS2 for pupils eligible for PP who may be experiencing poor mental health and need an improved emotional well-being.</p>	<p>Targeted support from both teachers and TAs for PP children</p> <p>Targeted nurture sessions for PP children</p>	<p>This strategy worked well with TAs working extensively on Writing and Maths. Improved the confidence and self-esteem of PP children.</p> <p>Nurture sessions gave the PP children more confidence in their approach to work and also gave them a welcome break from their learning</p> <p>Progress of PP was difficult to confirm because of the lack of assessments from March onwards as a result of Covid-19</p>	<p>Although individual PP children made good progress, more teacher time should be invested for groups of children.</p> <p>We will continue to develop opportunities for further nurture for PP children.</p>	£18,800

ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>A. PP children to make expected or above expected progress.</p> <p>C. Increase the opportunities for both teacher and TA focussed learning groups</p> <p>B. Promoting well-being</p>	<p>Small group work within class, and teacher-led sessions outside class time, focussing on those PP children falling behind or potentially not achieving ARE in Year Six. Financial support for trips, clubs etc</p>	<p>Progress of PP was difficult to confirm because of the lack of assessments from March onwards as a result of Covid-19</p> <p>25 PP children received financial support for clubs etc.</p>	<p>More focussed support, including individual support, for PP children this year to increase the opportunity of achieving the expected standard and more focussed marking of PP children's books</p>	<p>£35,600</p>
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>D. Attendance rates for this group to improve to above 96% (National 96%)</p>	<p>Close monitoring of this group including first day calling, invitation to Breakfast Club, supporting parents.</p>	<p>Attendance was up to 95.9% up to 14th February, with non-PP children's attendance at 95.6% for the same period.</p> <p>Attendance was difficult to assess from March because of the lockdown. However, many PP children attended during this period as they were either vulnerable or children of key workers.</p>		
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7. Additional detail

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