



Pupil Premium Strategy Statement 2020-21

Principles

At BWA:

- We have high expectations for all our pupils so that everyone achieves
- We work collaboratively with the pupil's initial teacher (parents) to ensure they share in the partnership approach to making their child successful.
- We believe in early, targeted support for behaviour and attendance to establish solid foundations for a successful school experience
- As part of the Q1E, quality first education is at the core of all we do, so that teaching and learning opportunities meet the needs of all of the pupils.
- We seek to overcome the underperformance of pupils from disadvantaged backgrounds so that they make progress according to their ability and not because of their family's economic situation.
- We review our provision continuously and will implement processes, practices and strategies that are aimed at making a difference for individuals and groups of pupils.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals; therefore we aim to provide an inclusive provision for all our pupils ensuring that their needs are adequately assessed and addressed.
- We will allocate pupil premium funding following a needs analysis which will identify priority classes, groups or individuals.

Provision

All our work, funded by the pupil premium, is aimed at reducing educational inequality by narrowing the gap in attainment and progress between disadvantaged pupils and their peers. To do this we may need to accelerate the progress in English and Maths to ensure more pupils eligible for PPG are working at ARE or in line with their peers or to target our more able pupils to make more than expected progress. We will

publish information, yearly, on how we have used our Pupil Premium Grant to address the issue of 'narrowing the gap', for socially disadvantaged pupils.

To ensure we meet the needs of the individual pupil, a planning session will take place with the Headteacher, Senior Leaders and class teacher, to identify barriers to learning so we can tailor the provision to meet their needs. Some of the provision we may consider include:

- Tailored support for individual pupils or groups
- Acquiring effective materials aimed at raising standards, particularly in reading, writing and mathematics.
- Providing additional support to improve attendance and home support.
- Encouraging participation in clubs and removing barriers.

The [Sutton Trust](#) Report (2011) summarises research evidence on improving learning and we have used this to make more informed choices about the type of interventions to put in place in order to be most effective. Additional funded support enables us to have additional capacity to improve teacher pedagogy and provide interventions which predominantly focus on improving feedback, developing meta-cognition and self-regulation.

How the 2020-21 Pupil Premium Grant will be spent.

In 2020-2021 the premium for a pupil known to be eligible for the PPG is £1345.

Number of Primary pupils on roll (9)	Number of Primary pupils eligible for the Deprivation Pupil Premium	Percentage of Primary pupils eligible for the Deprivation Pupil Premium	Deprivation Pupil Premium Allocation (11)
289	60	20.8%	£80,700

This year we will receive £80,700 for Pupil Premium, based on the January 2020 census. Additional funding from the school budget will be allocated to provide the provision offered, as outlined below.

Key aims for the support funded by the PPG are:

- Remove barriers to learning for any pupil
- Narrow the attainment gap between disadvantaged pupils and their peers.
- Ensure the progress pupils eligible for the PPG make is closely in line with other pupils, with similar starting points.
- Increase % of children, eligible for the PPG, working at Age Related Expectations (ARE) in Reading, Writing, Maths and combined.

Identified barriers to educational achievement

We have identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

- Speech, language and communication development is lower than peers when starting school.
- Access to language – especially from books.
- Inconsistent attendance and punctuality issues.
- Parental engagement with school - especially regarding attendance at information sessions and workshops as well as completion of homework.
- Pupils who are in receipt of Pupil Premium and also on the SEND register for cognition and learning difficulties.
- Behaviour – pupils with specific social and emotional needs, which affect their learning.
- Fewer opportunities outside school for enrichment and wider personal development.

PPG Numbers per cohort

Cohort	EYFS	Yr1	Yr2	Yr3	Yr4	Yr5	Yr 6
% eligible for the PPG	18% 14 pupils	8 % 5 pupils	18% 11 pupils	21 % 6 pupils	38 % 12 pupils	12% 4 pupils	19 % 7 pupils

Strategies

During this academic year there may be unavoidable barriers due to the COVID19 pandemic. Staff will do all they can to remove any barriers to ensure every pupil is supported.

Strategy	Intended Outcomes	Actions	Cost
<p>Providing a Quality First Education for all through high quality CPD by the Q1E Directors, SLT & outside agencies</p>	<ul style="list-style-type: none"> • Pupils have access to the best educational provision we can offer them, through our commitment to them and our own professional development • Ensure teachers have the knowledge and skills to meet the needs of their pupils • Support teachers meet the needs of every pupil in their class. • Continuously improving the quality of teaching and learning to meet the needs of all learners. • Continuously improve the progress pupils make to raise attainment and narrow gaps, learning from what worked well and what didn't. • Ensure teachers are confident to deliver workshops for parents as a group or 1:1, to improve home support and relationships between home and school. • Increasing the capacity to deliver effective, live, individual feedback more regularly to pupils and support pupils in understanding how they learn (meta-cognition and self-regulation) • To ensure all pupils have the skills to display good behaviour for learning 	<ul style="list-style-type: none"> • CPD offered to all staff to improve the Q of T, including readiness for learning • Staff participation in PLN/PLCs to improve their own pedagogy • CPD for teachers to ensure they have a very clear understanding of expectations at standard and GD • Cohort teams across the Belleville schools to plan together weekly • Regular review of pupil groupings and re-shaping of focus as required • Teachers and SLT regularly reflect and evaluate the progress and attainment of the PPG group • Teachers to be aware of attendance and punctuality patterns and actively seek to address with SLT support, in the first instance • SLT in regular contact with the most vulnerable families to offer effective support • PP mtgs every term 	<p>£30,000</p>
<p>WIT (Whatever It Takes)</p>	<ul style="list-style-type: none"> • WIT(Whatever It Takes) support in place for pupils and having the desired impact 	<ul style="list-style-type: none"> • DH and teachers to agree focus for WIT sessions 	<p>£20,000</p>

	<ul style="list-style-type: none"> • Improved learning outcomes in reading, writing and maths (meeting personal end of year target – at standard or Greater Depth) • Improved confidence for pupils in specified areas • Learning tasks tailored to specific needs of pupils – closing gaps in understanding • Consolidation of learning completed in classes – time for practise and application of skills • Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points to learning. Pre-teaching to include pre-reading of texts in English, research for writing units, key vocabulary, concepts in GPS and maths calculation strategies and terminology • Effective use of professionals to improve our provision • Increase the capacity to deliver individual feedback more regularly to pupils and support pupils in understanding how they learn (meta-cognition and self-regulation) 	<ul style="list-style-type: none"> • Deploy staff effectively (DH, teachers and TA) to teach small groups of pupils or 1:1 based on effective AfL • Soft start used effectively to address gaps in learning. • Music teacher used to offer music therapy • Training for staff to offer effective WIT sessions or targeted specialist support (social skill groups, Lego therapy or fine motor skills) • Regular reviews of the impact of the strategy • Regular communication between the teaching team about individual pupils’ needs, pre-teaching materials needed, learning to be consolidate and sharing of resources • Regular review of groupings and re-shaping of focus as required • Outside agencies are actively sought to improve our provision for pupils that have barriers we are unable to address without further training. • Effective training for staff to deliver more specific WIT sessions, by outside agencies. • Ensure barriers to a pupils progress are removed – maybe through home learning resources like borrowing books or encouraging the pupil to attend an after school club • Easter school provision to be considered 	
<p>TA support in classes daily and for focused WIT sessions</p>	<ul style="list-style-type: none"> • Secure additional TA capacity for all classes • TA’s have the skills necessary to support pupils • Support within lessons results in improved understanding of learning in reading, writing and maths 	<ul style="list-style-type: none"> • TA timetabled effectively to support the pupils • TA CPD strategically planned based on the needs of the pupils • TA to model good practice at all times • Teachers and TAs regularly review the impact of WIT interventions and re-shape as necessary 	<p>£28,000</p>

	<ul style="list-style-type: none"> • Consolidation of learning completed in classes – time for practise and application of skills • Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points to learning. Pre-teaching to include pre-reading of texts in English, research for writing units, key vocabulary, concepts in GPS and maths calculation strategies and terminology • 1:1 and/or small group interventions planned to cater for individual needs (Standard and GD) before, during and after school • Careful tracking of homework to include reading journals – ensure regular reading takes place • Priority reading with TAs if pupils are unable to read at home • Effective tracking of pupils who are also on SEND register – teaching tailored to needs of pupils in specific domains • Pupils who are on SEND register and in receipt of PPG have their individual targets reviewed regularly and aspirational targets are set for their progress • Increase the capacity to deliver individual feedback more regularly to pupils and support pupils in understanding how they learn (meta-cognition and self-regulation) 	<ul style="list-style-type: none"> • Regular TA meetings with SENDCo– review of interventions, re-shaping of groupings and focuses, sharing of ideas and resources • Outside agencies to train staff in interventions to be delivered • Teacher and SENDCO review – careful planning of interventions to be completed each half term • Clear communication between teachers and TAs – expectations within lessons • TA timetables carefully planned – making best use of morning work, registration and afternoon intervention time for pre-teaching and consolidation of learning • Close communication between TAs, teachers and HT to track pupils with concerning attendance and/or punctuality. HT to address concerns with parents and develop action plan as necessary 	
Funding for Extracurricular clubs	<ul style="list-style-type: none"> • Provide pupils with enrichment opportunities • Social skills are developed through participation in a range of clubs provided by the school or external providers 	<ul style="list-style-type: none"> • Staff to talk to children/parents about possible interests and available clubs. • Reduction in fee for ASC run by school staff – agreed with HT and parent. Outside clubs asked to offer a discount. 	£1500

	<ul style="list-style-type: none"> • Pupils enjoy the experience of being at school and are keen to come before/stay later to participate in chosen activities • Talent, skills and efforts in non-academic subjects are celebrated and develop self-confidence 	<ul style="list-style-type: none"> • SLT to review reasons for low uptake by vulnerable groups to inform next steps. <p><i>If ASC go ahead due to the pandemic.</i></p>	
Emergency Fund – breakfast club / ASC/ Booster snacks	<ul style="list-style-type: none"> • Throughout the year, there are times when a pupil, eligible for the PPG, may need additional support due to unforeseen circumstances or when other interventions have not had the desired effect. This may be through attending an ASC or Breakfast Club. It may be the cost is funded through the PPG or part funded through the PPG. 	<ul style="list-style-type: none"> • SLT to liaise with the parent(s) or outside agencies to secure the support the pupil needs • Liaise with class teachers so TAs aware of any changes needed – if appropriate • Purchase range of games/activities to support the pupil, if required 	£1000
Funding for essential trips	<ul style="list-style-type: none"> • Pupils are able to participate fully in school trips and residential trips • Learning is supported by trips that are carefully planned to enhance the school's curriculum • Social skills, independence, perseverance and team-work are developed through participation in group activities and residential trips 	<ul style="list-style-type: none"> • Initial letters to include information for parents about available PPG funding • SG to liaise with parents, SBM and HT regarding specific requests for funding • Teachers made aware of funding available – can approach parents if appropriate <p><i>If trips go ahead due to the pandemic.</i></p>	£1000
Family support for attendance and punctuality	<ul style="list-style-type: none"> • Improve attendance of key pupils • Improve punctuality of key pupils • Support key families to engage more with school staff to lead to improved outcomes 	<ul style="list-style-type: none"> • SLT to monitor attendance and punctuality effectively to identify key pupils/families who need support, weekly • SLT to put in place effective support to improve attendance and relationship with school • Form effective relationships to encourage attendance at workshops or meetings the teachers 	Covered by staffing costs.
Total Cost			£81,500

How will we measure the impact of the Pupil Premium?

To monitor progress on attainment, new measures have been included in the DfE performance tables that will capture the achievement of pupils covered by the Pupil Premium. At BWA, the termly cycle of data collection and the monitoring and tracking of the cohort's attainment will be used to inform pupil progress and enable the early identification of need, support and appropriate intervention.

Pupil progress meetings take place at every term with the cohort team teachers and SLT. At these meetings, we review the impact of actions taken and plan for how the funding will be specifically allocated over the next phase. When selecting pupils for Pupil Premium target groups, we will look at all pupils across the school. There are some pupils who are not eligible for PP who will benefit from these groups if their needs are similar and we believe progress can be made towards individual targets.

The impact of the Pupil Premium Grant funding is a standing item at LGB and Trustee meetings.