



Pupil Premium Strategy

Overview

School: Berry Pomeroy Parochial CE Primary School

Academic year: 2020-2021

Total PP budget for financial year 20/21: £10,661

Total no. of pupils: 102

Number of pupils eligible for PP funding: 8

Intent

At Berry Pomeroy Parochial CE Primary School, we have based our Pupil Premium spending on national research from the EEF that evidences the strategies outlined below are effective in raising attainment for Pupil Premium children. They are also effective for all children.

Our annual expenditure, which can be viewed in greater depth later in the document, can largely be categorised in the following four ways:

- **Quality-first teaching – Staff training**
- **Quality-first teaching – Interventions (1:1 time with class teacher)**
- **Social/emotional support / providing pupils with access to opportunities that they may not have been able to access without the support of the funding.**
 - **Improving attendance**
 - **Developing early language skills**

The EEF Guide to Pupil Premium



Disadvantaged KS2 pupil progress scores for 2018/2019 (Last year of statutory testing)

| | Reading Explore data in detail | Writing Explore data in detail | Maths Explore data in detail |
|---|---|---|---|
| Progress score for disadvantaged pupils | 5.49 | 5.64 | -1.76 |
| Confidence interval ? | -1.5 to 12.5 | -0.8 to 12.1 | -7.9 to 4.3 |
| Number of disadvantaged pupils | 3 | 3 | 3 |
| Disadvantaged pupils with adjusted scores | 0 | 0 | 0 |
| National average for non-disadvantaged pupils ? | 0.32 | 0.27 | 0.37 |

Desired outcomes and how they will be measured- success criteria

A

Over the next two years, increase the percentage of Pupil Premium pupils achieving the '**Greater Depth**' standard (above 'nationally expected' outcomes) in reading, writing and maths at the end of KS1 and KS2. We aim for the percentage of Pupil Premium pupils who achieve the 'Greater Depth' standard at the end of KS1 and KS2 will increase on the previous year's figures. This will be measured through PP pupils' performance in standardised tests and teacher assessment in Y6 and Y2 as there will not be any statutory testing this year.

Percentage of disadvantaged pupils achieving the higher standard

Number of disadvantaged pupils = 3

[View as chart](#)

| | School | National average |
|--|--------|------------------|
| Percentage of pupils achieving the higher standard in English reading, English writing and mathematics | 0% | 13% |

B

Improve the attainment levels of pupils who are eligible for the Pupil Premium Grant in **maths** across the school. The percentage of Pupil Premium pupils within the school who achieve age-related expectations in maths will increase. This will be measured by comparing the number of Pupil Premium pupils achieving age-related standards at the beginning of the 2020- 2021 academic year versus those doing so at the end of the academic year. We will assess this through standardised KS1 and KS2 tests and teacher judgement. The percentage of Pupil Premium pupils within the school who achieve age-related expectations in maths will increase.

| Key stage 2 maths by pupil group | | | | | | | | | | | |
|----------------------------------|----------------|----------------|------------|------------------|------------|------------------|-----------------------------------|--------------|-------------------------------|--------------|-----------------|
| Breakdown | Maths progress | | | | | Maths attainment | | | | | |
| | Cohort | Adjusted score | | Unadjusted score | | Cohort | Achieving the expected standard ? | | Achieving a higher standard ? | | Average score ? |
| | | School | National ? | School | National ? | | School % | National % ? | School % | National % ? | |
| All pupils | 15 | -0.23 | 0.03 | -0.23 | 0.00 | 15 | 87 | 79 | 20 | 27 | 104.7 |
| Male ? | 8 | 2.59 | 0.73 | 2.59 | 0.70 | 8 | 100 | 78 | 38 | 29 | 107.5 |
| Female ? | 7 | -3.45 | -0.69 | -3.45 | -0.72 | 7 | 71 | 79 | 0 | 24 | 101.4 |
| Disadvantaged ? | 3 | -1.76 | 0.37 | -1.76 | 0.35 | 3 | 33 | 84 | 0 | 32 | 97.7 |

| Key stage 1 reading attainment by pupil group | | | | | | | | | | |
|---|--------|--------------------------|---------|--|---------|-------------------|---------|-----------------------------|---------|---|
| Breakdown | Cohort | Achieved greater depth ? | | Achieved the expected standard or higher ? | | Working towards ? | | Pre-key stage 1 standards ? | | |
| | | Sch % | Nat % ? | Sch % | Nat % ? | Sch % | Nat % ? | Sch % | Nat % ? | |
| All pupils | 15 | 40 | 25 | 87 | 75 | 13 | 17 | 0 | | 7 |
| Male ? | 6 | 33 | 22 | 83 | 71 | 17 | 19 | 0 | | 9 |
| Female ? | 9 | 44 | 29 | 89 | 79 | 11 | 15 | 0 | | 5 |
| Disadvantaged ? | 2 | 0 | 28 | 50 | 78 | 50 | 15 | 0 | | 5 |

| Key stage 1 writing attainment by pupil group | | | | | | | | | | |
|---|--------|--------------------------|---------|--|---------|-------------------|---------|-----------------------------|---------|----|
| Breakdown | Cohort | Achieved greater depth ? | | Achieved the expected standard or higher ? | | Working towards ? | | Pre-key stage 1 standards ? | | |
| | | Sch % | Nat % ? | Sch % | Nat % ? | Sch % | Nat % ? | Sch % | Nat % ? | |
| All pupils | 15 | 27 | 15 | 73 | 69 | 27 | 22 | 0 | | 8 |
| Male ? | 6 | 33 | 11 | 67 | 63 | 33 | 26 | 0 | | 10 |
| Female ? | 9 | 22 | 19 | 78 | 76 | 22 | 18 | 0 | | 5 |
| Disadvantaged ? | 2 | 0 | 17 | 0 | 73 | 100 | 20 | 0 | | 6 |

| Key stage 1 maths attainment by pupil group | | | | | | | | | |
|---|--------|--------------------------|---------|--|---------|-------------------|---------|-----------------------------|---------|
| Breakdown | Cohort | Achieved greater depth ? | | Achieved the expected standard or higher ? | | Working towards ? | | Pre-key stage 1 standards ? | |
| | | Sch % | Nat % ? | Sch % | Nat % ? | Sch % | Nat % ? | Sch % | Nat % ? |
| All pupils | 15 | 20 | 22 | 80 | 76 | 20 | 18 | 0 | 6 |
| Male ? | 6 | 33 | 24 | 83 | 75 | 17 | 18 | 0 | 7 |
| Female ? | 9 | 11 | 19 | 78 | 77 | 22 | 18 | 0 | 4 |
| Disadvantaged ? | 2 | 0 | 24 | 50 | 79 | 50 | 16 | 0 | 4 |

C

Ensure Reception and Year 1 Pupil Premium pupils catch up on their **phonics** sounds and blending, following School Closures through daily 1:1 intervention. Children's progress will be measured and tracked through rigorous monthly phonics assessments. This is a reflection of the current circumstances Nation-wide as our Phonics results are historically excellent and we wish to maintain this standard.

Phonics Screening Results – 2018/2019

| | School | Local authority average | National average |
|--|--------|-------------------------|------------------|
| Percentage achieving the expected standard in year 1 | 100% | 82% | 82% |

D

Improve Pupil Premium children's **attendance**. This will be assessed by monitoring half-termly improvements in attendance figures for each Pupil Premium child. These figures will increase each half term.

Period: 03/09/2018 AM to 25/07/2019 PM

Scope: Whole School

| | Sessions | % |
|-------------------------------|----------|-------|
| Attendances | 36232 | 95.56 |
| Authorised absences | 1422 | 3.75 |
| Unauthorised absences | 261 | 0.69 |
| Possible Attendance | 37915 | |
| Including | | |
| Approved Educational Activity | 817 | 2.15 |
| Lates before reg closed | 347 | 0.92 |
| Lates after reg closed | 60 | 0.16 |
| Unexplained absences | 0 | 0.00 |

Planned Actions

A

Desired Outcome: Over the next two years, Increase the percentage of Pupil Premium pupils achieving the 'Greater Depth' standard (above 'nationally expected' outcomes) in reading, writing and maths (as separate subjects) at the end of KS1 and KS2.

Chosen approach

How we will ensure this is implemented effectively.

- We will ensure that children with potential to achieve Greater Depth are targeted for this aspiration and provide targeted support and challenge within lessons to enable them to make progress towards targets. We foster an environment where all pupils are encouraged to embrace challenge and deliver a curriculum that teaches and demonstrates Character values to ensure all children achieve their full potential rather than limiting themselves and staying in their "Comfort Zone"
 - Staff curriculum training during staff meetings and INSETs by Nick Hind.
 - Greater Depth teaching and learning opportunities monitored and supported by Headteacher and Trust Leader during Walk Thrus. Good practice shared through collaborative lesson study support.
 - Maths and English leaders, alongside Head of school improve the quality of Learning Objectives for Greater Depth ensuring they deepen GD lesson objectives need to truly extend a child and should not simply offer different tasks at an expected level.
 - **Evidence and rationale for choice (Education Endowment Fund Evidence)**
 - Meta-cognition and self-regulation (high impact +8 months)
 - Mastery Learning +5months
- £2000 per year

B

Desired Outcome: Improve the attainment levels of pupils who are eligible for the Pupil Premium Grant in mathematics across the school.

Chosen approach evidence and how we will ensure it is implemented effectively:

- Maths Subject Leader to spend part of their 1/2 day leadership time per week supporting and monitoring Pupil Premium maths provision and progress across the school. Maths leader released to provide planning / teaching support for colleagues to improve the quality of teaching that pupil premium pupils in the school receive. - Assigned to complete activities from the maths action plan related to disadvantaged children's progress - monitored by Head teacher throughout the year.
- Thorough assessment and monitoring of Pupil Premium children in maths and half termly meetings to discuss, monitor and decide next steps for children's progress (Head teacher and class teacher)
- All teaching staff collaborate through use of lesson study as a professional development tool to focus on pupil premium children's progress in maths lesson. Sharing good practice will inspire staff members to adopt the methods shared and will subsequently raise the overall standard of pupil premium maths achievement across the school.

- **Evidence and rationale for choice (Education Endowment Fund evidence)**
- Teaching Professional Development - The EEF Guide to Pupil Premium

£140 per term

(£420 per year)

C

Desired Outcome - Ensure Reception and Year 1 pupils Pupil Premium pupils catch up and then keep up with their **phonics** sounds and blending.

Chosen approach evidence and how we will ensure it is implemented effectively:

- Assess Reception and Year 1 pupils as soon as they return to school on their phonics sounds and blending ability.
- Use this assessment to put children into catch up intervention groups - add to Class Provision Map with intervention SMART targets.
 - Continue to monitor children's progress through phonics assessments.
- Use Class P.E time for quality intervention with class teacher, use Continuous Provision and Carpet Time to ensure children access their targeted intervention groups and make progress.
- Use the Read Write Inc. systematic approach to teaching phonics as is a proven effective method for phonics teaching.

Evidence and rationale for choice (Education Endowment Fund evidence)

- Phonics teaching (moderate impact +4) ·
- One to One Tuition (moderate impact +5)
- Targeted academic support - The EEF Guide to Pupil Premium

£1100 provision mapping tool

D

Desired Outcome – Improve Pupil Premium children school **attendance**.

Chosen approach evidence and how we will ensure it is implemented effectively:

- Whole school approach to managing attendance. We will have a whole staff PDM outlining whole school approach on the first inset days and staff will identify target pupils.
- PA/L/U pupils are well known by all staff and attendance and punctuality is checked by all staff members.
- EWO to support and challenge. EWO to be used effectively to identify at risk pupils and parents who will be challenged legally.
- Babcock termly attendance report. Babcock to produce PP attendance report to analyse data from SIMS.
- Use of safeguarding Officer and SENDCO to assist families with improving attendance.
 - Free wrap around provision: Breakfast club & sports club.

£2000

Other support.

Desired outcome - To improve pupils' sight vocabulary, depth of language and diction.

Chosen approach evidence and how we will ensure it is implemented effectively:

- SENCO will research a Language program (Nuffield Early Language Intervention) our school can buy into to pinpoint specific areas of need. We will act on feedback from Devon County Council Communication & Interaction Team
 - TA and Teacher training via SENCo.

Evidence and rationale for choice (Education Endowment Fund evidence)

- Nuffield Early Language Intervention + 3 months language skills
£140

Desired Outcome - To extend PP pupils' experiences and build confidence, facilitating life experiences beyond those that could be provided through normal family means.

Chosen approach evidence and how we will ensure it is implemented effectively:

- Off-site residentials / trips / research. - Reduced costs offered for all PP pupils. - Work alongside families to further support, where possible to ensure that as many PP pupils as possible attend trips/residentials.
 - Forest School provision

Evidence and rationale for choice (Education Endowment Fund evidence)

- Outdoor Adventure learning + 4 months
£5850

Record of Expenditure

| <u>Area</u> | <u>Item</u> | <u>Cost</u> | <u>Objective</u> | <u>Outcome</u> |
|--|---|--|---|-----------------------|
| Quality First Teaching Assessment, Monitoring and Next Steps - Pupil Premium | HT and Teachers assigned Pupil Premium focus time during Half Termly Pupil Progress meetings Curriculum Development and training- NH | £160 per term (£460 per year) £2000 per year | To ensure Pupil Premium children's progress is closely monitored and next steps decided by highly trained members of staff. To ensure "there is an effective teacher in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending." EEF | |

| | | | | |
|--|---|---------|---|--|
| Catch Up Interventions | Sports Coach teaching P.E sessions to release teacher for 1:1 interventions | No cost | To ensure children receive targeted intervention from class teacher to ensure swift progress and gaps filled. "Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy." EEF | |
| Social and Emotional - Mental Health and Wellbeing | Forest School provision | £5850 | Support children with their mental health and wellbeing and provide PP children with experiences they may not otherwise have that will build their character values. | |
| Speech and language (EYFS) | Nuffield Early Language Intervention | £140 | Support EYFS pupil premium children to develop their communication skills so they can access the curriculum. | |
| Attendance | Wrap around provision (free before and after school clubs) | £2000 | To support pupil premium families by making the school day longer at no added cost. | |
| Interventions | Provision Mapping Tool to support application of interventions | £1100 | To support teachers in provision mapping for Pupil Premium children. | |

Total Expenditure: £11,550

Amount of Pupil Premium funding outstanding: £0

Review: last year's aims and outcomes

| Aim | Outcome |
|--|---|
| All staff to know who the pupil premium children are in school and to be notified of new pupil premium children entering the school. | Staff are aware of the importance of this and <u>are able to say who the PP children are and what provision they have provided to show that they are meeting their needs.</u> |
| For pupil premium children to make progress in line with or greater than their non-pupil premium peers. | Predicted results show that PP are learning in line with their counterparts. |
| To support pupil premium children to be enrolled in extracurricular activity <u>in order to raise aspiration and parental involvement.</u> | Have not meet due to COVID. Must continue to focus on this. |