



BRIGSTOCK LATHAM'S
SCHOOL

Brigstock Latham's CE Primary School

PUPIL PREMIUM STRATEGY STATEMENT

1. Summary Information

School	Brigstock Latham's CE Primary School				
Academic Year	2020/2021	Total PP Budget	£18830 Carry forward £5,223	Date of most recent PP Review	July 2020
Total number of pupils	91	Number of pupils eligible for PP	15	Date for next internal review of this strategy	Jan 2021
Proportion of disadvantaged pupils	16%				

2. Attainment (May 2019 data as no May 2020 data due to Covid-19)

Year 1 Phonics Screening check	<i>Pupils eligible for PP</i> 1	<i>Pupils not eligible for PP</i> 13 <i>(Whole cohort % if different)</i>	<i>Pupils not eligible for PP</i> <i>(National average)</i>
% pass	0%	93%	82%
KS1	<i>Pupils eligible for PP</i> 1	<i>Pupils not eligible for PP</i> 14	<i>Pupils not eligible for PP</i> <i>(National average)</i>
% achieving in line with national expectations in reading, writing and maths	0%	(72%)	65%
% achieving in line with national expectations in reading	0%	72%	75%
% achieving in line with national expectations in writing	0%	72%	70%
% achieving in line with national expectations in maths	100%	79% (86%)	76%
KS2	<i>Pupils eligible for PP</i> 2	<i>Pupils not eligible for PP</i> 13	<i>Pupils not eligible for PP</i> <i>(National average)</i>
% achieving in line with national expectations in reading, writing and maths	0%	(60%)	65%
% achieving in line with national expectations in reading	100%	66% (80%)	75%
% achieving in line with national expectations in writing	50%	73% (80%)	78%
% achieving in line with national expectations in maths	0%	74%	76%

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

In-school barriers *(issues to be addressed in school)*

A	PP children's progress in writing and maths needs to increase so it is in line with peers.
B	PP children combined attainment needs to increase so in line with peers.

External barriers *(issues which also require action outside of school)*

C	Ensuring PP children have an attendance of at least 96%
D	Parental engagement and impact of home finances on pupil self-esteem and attainment

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success Criteria</i>
A	PP children's progress in reading, writing and maths needs to increase so it is in line with peers.	<p>Redevelopment of intervention structure giving TAs a specialism, improving their skills and knowledge in specific areas.</p> <p>SENCo to review provision maps termly (alongside class teachers and support staff) to ensure all pupils eligible for PP make rapid progress by the end of the year so that at least 12% more children than last year meet age related expectations in writing and maths.</p> <p>Data headlines completed 6 times a year to track progress.</p> <p>HLTA to run specific interventions</p> <p>Increase accountability of staff to ensure all disadvantaged children receive QFT and additional support where necessary.</p>
B	PP children's combined attainment needs to increase so in line with peers.	<p>Redevelopment of intervention structure giving TAs a specialism, improving their skills and knowledge in specific areas.</p> <p>SENCo to review provision maps termly (alongside class teachers and support staff) to ensure all pupils eligible for PP make rapid progress by the end of the year so that at least 18% more children than last year meet age related expectations in all 3 areas.</p> <p>Data headlines completed 6 times a year to track progress.</p> <p>HLTA to run specific interventions</p> <p>Increase accountability of staff to ensure all disadvantaged children receive QFT and additional support where necessary.</p>

C	Ensuring PP children have an attendance of at least 96%	<p>Parent's will know the school's expectations for punctuality and attendance as outlined in the attendance policy.</p> <p>Through communication from the SLT, class teacher, parents will be aware of the negative impact that poor attendance and punctuality has on their child's learning, their confidence and self-esteem, progress and outcomes, relationships with peers and their involvement and enjoyment in school.</p> <p>The school will share each child's attendance data with parents at least 3 times a year and they will be made aware of what is considered to be 'poor' attendance. In line with the school's attendance policy, incentives such as certificate and rewards will be offered to promote good attendance and there will be an increase in termly and annual full-time attendance awards.</p> <p>Where financial circumstances prevent a pupil experiencing enriching activities outside of school, there will be the opportunity for them to attend similar extra-curricular activities alongside their peers.</p>
D	Parental engagement and impact of home finances on pupil self-esteem and attainment	<p>Feedback from parents, children and class teachers.</p> <p>EHAs in place where needed and more vulnerable children performing in line with their peers.</p> <p>Support from other agencies is available for families including the school nursing team.</p>

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?	When will you review implementation?
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<p>PP children's progress in reading, writing and maths needs to increase so it is in line with peers.</p> <p>PP children's combined attainment needs to increase so in line with peers.</p>	<p>Phonics screening check in line with national (%). Phonics assessments used throughout EYFS in line with RWI scheme</p> <p>Reading opportunities embedded throughout the curriculum. Reading is given a high priority across all year groups, specifically for disadvantaged children</p> <p>Embed new maths scheme to support progress and attainment - specifically the gap between disadvantaged and non-disadvantaged children.</p> <p>UQT to teach smaller groups of children during Maths lessons.</p> <p>Regular reviews of maths scheme – feedback from staff.</p>	<p>Gap between PP and Non PP attainment and progress needs to be narrowed.</p>	<p>Termly monitoring to take place including:</p> <ul style="list-style-type: none"> Termly monitoring of provision maps Data analysis of tracking system 3 x a year Book looks Observations of intervention groups Monitoring of TA working records 3 x a year UQT to work with identified disadvantaged pupils Deployment of staff to meet needs of disadvantaged pupils across the school 	<p>January 2021</p>
<p>ii. Targeted support</p>				
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>When will you review implementation?</p>

<p>PP children's progress in reading, writing and maths needs to increase so it is in line with peers.</p>	<p>Early intervention – phonics or reading focus</p> <p>Subject leads to have focus on disadvantaged children during book looks, observations and tracking.</p> <p>Intervention to support (academic, nurture groups)</p> <p>Staff training – engage with Achievement for All programme</p> <p>UQT to teach smaller groups of children within subjects, focus on disadvantaged groups</p>	<p>Gap between PP and Non PP attainment and progress needs to be narrowed.</p> <p>We needed to identify all PP children's specific needs in order to implement interventions to support their learning journey.</p> <p>We want to track the interventions closely to ensure that they are all receiving the relevant provision that their needs require. EEF suggests that small group/1:1 tuition has moderate impact for moderate cost.</p>	<p>Termly monitoring to take place including:</p> <ul style="list-style-type: none"> Termly monitoring of provision maps Data analysis of tracking system 3 x a year Book looks Observations of intervention groups Monitoring of TA working records 3 x a year UQT to work with identified disadvantaged pupils Deployment of staff to meet needs of disadvantaged pupils across the school 	<p>January 2021</p>
<p>PP children's combined attainment needs to increase so in line with peers.</p>	<p>More detailed tracking system for identifying and monitoring pupils progress and attainment – specific targets for children</p> <p>TA Deployment – how are we making effective use of TA time at all times?</p>	<p>We want to provide specific support for disadvantaged pupils through 1:1 work.</p> <p>Staff awareness around supporting disadvantaged pupils needs updating</p>		

<p>Ensuring PP children have an attendance of at least 96%</p>	<p>Rigorous monitoring – discussed in DSL meetings.</p> <p>Daily tracking to monitor attendance.</p> <p>Recognition and rewards for attendance of 96% or above.</p> <p>Specific strategies to support attendance.</p> <p>Engage with Achievement for All (AfA) programme for strategies to promote good attendance.</p>	<p>Attendance was raised as an area for development in most recent OFSTED.</p> <p>Currently a gap between PP and Non PP children’s attendance.</p>	<p>Key priority of SDP.</p>	<p>January 2021</p>
<p>Parental engagement and impact of home finances on pupil self-esteem and attainment</p>	<p>Breakfast and After-school Club.</p> <p>Buy training and support which targets specific pupils and has a focus on parental engagement (Achievement for All).</p> <p>Provision of trips and residential experiences to support aspirations of all.</p> <p>Activities for reading to engage parent/carer at home and in school.</p>	<p>We want all of our pupils, irrespective of whether receiving PP or not to have the same opportunities.</p>		<p>January 2021</p>

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6. Review of expenditure

Previous Academic Year	Jan 2019- July 2020
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i. Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>PP children’s progress in reading, writing and maths needs to increase so it is in line with peers.</p> <p>PP children’s combined attainment needs to increase so in line with peers.</p>	<p>Phonics screening check in line with national (%). Phonics assessments used throughout EYFS in line with RWI scheme</p> <p>Reading opportunities embedded throughout the curriculum. Reading is given a high priority across all year groups, specifically for disadvantaged children</p> <p>Embed new maths scheme to support progress and attainment - specifically the gap</p>	<p>Phonics Assessments used to track and monitor children.</p> <p>Sponsored read, daily reading slots, reading intervention for specific children. Reading activities within lessons.</p> <p>Effective use of UQT to support PP children within small groups. Full impact unknown due to school closure in March 2020.</p>	<p>No Phonics screening due to COVID-19.</p> <p>Full impact unknown due to school closure in March 2020.</p>	<p>Projected spend £4000</p>

	<p>between disadvantaged and non-disadvantaged children.</p> <p>UQT to teach smaller groups of children during Maths lessons.</p> <p>Regular reviews of maths scheme – feedback from staff.</p>	<p>Staff feedback in staff meetings – new scheme is working well.</p>	<p>Maths scheme used to set home learning throughout closure.</p>	
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ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>PP children’s progress in reading, writing and maths needs to increase so it is in line with peers.</p> <p>PP children’s combined attainment needs to increase so in line with peers.</p>	<p>Early intervention – phonics or reading focus</p> <p>Subject leads to have focus on disadvantaged children during book looks, observations and tracking.</p> <p>Intervention to support (academic, nurture groups)</p> <p>Staff training – engage with Achievement for All programme</p> <p>UQT to teach smaller groups of children within subjects, focus on disadvantaged groups</p>	<p>Specific action plan for Early reading and Phonics in place. More rigorous assessment to track and monitor.</p> <p>Bottom 20% a focus within observations/book looks.</p> <p>Interventions working well – needs being met.</p> <p>Training received from AfA consultant.</p> <p>More intense support for disadvantaged children within small groups.</p>	<p>Phonics screening did not go ahead due to COVID-19.</p> <p>Attainment data unavailable this year.</p> <p>Full impact unknown due to COVID-19.</p> <p>Full impact unknown due to COVID-19.</p> <p>Role of UQT to be reviewed.</p>	<p>Projected spend £4500</p>

	<p>More detailed tracking system for identifying and monitoring pupils progress and attainment – specific targets for children</p> <p>TA Deployment – how are we making effective use of TA time at all times?</p>	<p>Assessment tracking more detailed and thorough to ensure coverage. Gives specific targets for all children and has different abilities.</p> <p>TA's deployed effectively to deliver intervention and support in classes.</p>	<p>Tracking packages being explored.</p> <p>Loss of an LSA means some changes – school closure has also impacted effectiveness of TAs. Cover of a long –term staff absence has had an impact.</p>	
<p>Ensuring PP children have an attendance of at least 96%</p>	<p>Rigorous monitoring – discussed in DSL meetings.</p> <p>Daily tracking to monitor attendance.</p> <p>Recognition and rewards for attendance of 96% or above.</p> <p>Specific strategies to support attendance.</p> <p>Engage with Achievement for All (AfA) programme for strategies to promote good attendance.</p>	<p>Attendance discussed in DSL meetings and any EHAs. Attendance has improved for disadvantaged children.</p> <p>Use of newsletter to reward/acknowledge attendance. Letters sent home and referrals to LA made.</p>	<p>New Attendance manager in school who will also take on role of PP lead.</p> <p>No whole school assemblies due to COVID –19 restrictions.</p>	<p>Projected spend £2500</p>
<p>Parental engagement and impact of home</p>	<p>Breakfast and After-school Club.</p>	<p>Wrap around care offered to PP children – increase in take up.</p>	<p>Further wrap around care plans being explored.</p>	

<p>finances on pupil self-esteem and attainment</p>	<p>Buy training and support which targets specific pupils and has a focus on parental engagement (Achievement for All).</p> <p>Provision of trips and residential experiences to support aspirations of all.</p> <p>Activities for reading to engage parent/carer at home and in school.</p>	<p>More volunteers for reading in school.</p> <p>All children given the same opportunities with use of PP funding.</p> <p>Reading activities engage parent/carers.</p>	<p>Full impact of AfA unknown due to COVID-19.</p> <p>Residential postponed due to COVID-19.</p> <p>Workshops to be a focus for next year – COVID-19 restrictions. Parents in school not happening due to COVID-19 restrictions. Needs to continue to be a focus.</p>	
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7. Additional detail

Other pupil premium related spends:

1. Provision of school uniform
2. Fully funded school trips
3. Music Tuition
4. HLTA to run an intervention timetable
5. Lunch time club
6. Before and after school clubs
7. Summer camps
8. Access to Education Psychologist