

## Bratton Fleming Community Primary School

### PUPIL PREMIUM STRATEGY for 2020/ 2021

The Pupil Premium is additional money allocated to the school to specifically ensure better outcomes for children who are or have been on Free School Meals, Armed Service family children, adopted children and children who have been looked after (including those children with a special guardianship order, a residence order or a child arrangement order).

At Holywell, we have:

|           |                     | N <sup>o</sup> of pupils | Budget   |
|-----------|---------------------|--------------------------|----------|
| 2020/2021 | PP x FSM            | 19                       | £25,555  |
|           | PP x adoption       | 6                        | £14,070  |
|           | PP x Armed services | 1                        | £310     |
|           |                     | = 26                     | =£39,935 |

| Year group | N <sup>o</sup> of PPP in 2020/2021 |
|------------|------------------------------------|
| Rec        | 1                                  |
| Y1         | 4                                  |
| Y2         | 1                                  |
| Y3         | 4                                  |
| Y4         | 7                                  |
| Y5         | 6                                  |
| Y6         | 2                                  |

Therefore, the school has received **£39,935** (based on FSM Register at Annual Census) for 2020/2021 to find creative ways to support PP children to enjoy their learning and fully engage in school life.

**Staff and Governors need to ask the following questions:**

- How well do our PP children achieve?
- How good is the overall personal development and well-being of the children?
- How well is their progress and attainment tracked?
- How well are additional learning needs of children diagnosed and provided for?
- What opportunities do they have to develop self-confidence and to work in teams?
- How well is equality of opportunity and inclusion promoted?
- How effectively do we make links with parents, other providers, services and organisations to promote the integration of care, education and any extended services to enhance learning and promote well-being?

When deciding how to spend our pupil premium grant, we need to look at the potential barriers to learning faced by pupil premium pupils in the context of our school. The reasons for underachievement are many and varied and include; low aspirations, narrow experience of life outside school,

less support from home; social and emotional difficulties due to complex family situations or behaviour difficulties. Each child entitled to the pupil premium grant is unique in their situation and our response to their needs reflects this.

### Barriers to future attainment for pupils eligible for PP

#### In-school barriers:

Pupils affected by the COVID19 pandemic and lockdown – even though PP children were encouraged to return to school in June 2020, no one did as parents so concerned for their welfare and safety.

Behaviour issues for 1 pupil may have a detrimental effect on their academic progress and that of their peers.

1 pupil eligible for pupil premium also has complex SEND

50% children eligible for pupil premium are affected by social, emotional and mental health issues.

#### External barriers:

2 children eligible for pupil premium are impacted by family issues requiring support from other services

A lack of aspiration from some parents and carers impacts a number of children eligible for pupil premium.

With this in mind, at Holywell we aim to build the capacity and expertise to enable us to provide a highly personalised programme of support in order to allow each child to reach his/her full potential.

Our key objective in using the pupil premium grant is to narrow the attainment and achievement gap between those entitled to pupil premium and those not. There is a pattern, of pupil premium pupils doing better than other pupil premium pupils nationally but not as well as those who are not entitled to the pupil premium grant. We aim to narrow and even remove this gap.

We will ensure that:

A high profile is given to Pupil Premium Pupils

All staff are accountable for the progress of Pupil Premium children

The progress and attainment of all pupils at Holywell is carefully tracked and analysed from a rich field of data in order to draw conclusions and develop action plans. We also make use of educational research in order to decide how best to spend our funding to maximise the opportunities for our pupils.

Pupil Premium Strategy September 2020 – August 2021

| Pupil premium used for:                                       | Amount allocated           | New or continued | Summary of the intervention/action  | Intended outcomes   | How impact is to be measured?  | Impact and how barriers to learning are addressed |
|---|----------------------------|------------------|---|---|--|---|
| <b>Learning in the curriculum</b>                             |                            |                  |   |   |  |   |
| TA training and support                                       | £12000                     | Continued        | To continue to provide training and supervision for TA's undertaking interventions as a result of PP funding eg counting to calculating, Project X, letter and sounds | High quality and effective interventions mean that PP children are closing the gap with their peers and with national non PPP<br>Training supports and develops staff so they can meet the needs of PPP | Rates of progress and attainment of PPP<br><br>Staff feel confident to deliver interventions   |   |
| TA support in using Boxall and the resulting plans            | £1000                      | Continued        | To use Boxall an assessment tool to identify areas of social, emotional and behavioural needs and provide an education plan to be used for individual pupils          | Targeted pupils show appropriate behaviours for learning and progress data indicates improved achievement. Pupils with these needs receive support to help cope with their issues                       | Monitor progress of individual/whole class<br>Boxall action plans.<br>All pupils make good progress, behaviour logs decrease, attendance improves, parent feedback positive about impact |   |
| TA's to deliver literacy and numeracy intervention programmes | £5000                      | Continued        | To provide additional support to accelerate pupil's skills in literacy and numeracy, especially those children affected by the lockdown due to COVID19                | Intensive support given to individual/ groups x times per week for x minutes.   | Pupils progress accelerates and gap closes   |   |
| Educational Psychologist                                      | £3000<br><br>(Independent) | Continued        | To offer support and training for pupils with complex needs/ behaviour problems.<br>To attend meetings with parents and other agencies.<br>To support behaviour       | Pupils make progress in line with their peers and close the gap where necessary.  | Pupil progress, behaviour logs, attendance, parent feedback, EHCP's<br><br>EP reports and reviews  |   |

|   |                                    |           |   |  |   |  |
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|   |                                    |           | programme.<br>To support writing of EHCP's  |  | Behaviour programme is successful.  |  |
| Booster groups for Y6   | £1000                              | Continued | To provide extra support for Y6 pupils 2 hours per week x 8 weeks   | Pupils make the required progress in Y6 SAT's  | Results!  |  |
| Speech and language therapist   | £2000 (Independent)                | Continued | To continue to provide programmes of language support for those children identified as needing extra help | Pupils speech and language improves, allowing them greater access to all areas of the curriculum and improves self-esteem. | Progress from screening/ baseline   |  |
| To continue to purchase Nessy annually  | £200 (1 year license for 20 users) | Continued | To continue to use an online programme to help dyslexic pupils with their reading and spelling            | Pupils close narrow and close gaps with their peers.   | Do the children who failed the Y1/ Y2 phonics pass the re take?<br>What % of PPP pass the phonics check?<br>Are we closing the gap? |  |
| To encourage all PPP to participate and have access to clubs, enrichment activities, educational visits and residential trips – pandemic allowing | £4000                              | Continued | Pay for and support families with the costs of residential and clubs.                                     | Improving participation and engagement of PPP in wider school life, overcoming barriers.                                   | Number of PPP who participate in clubs, trips etc   |  |
| To provide pupils with the opportunity to experience  | £1000 for resources                | Continued | Trained TA to work across the school.   | To provide outdoor learning opportunities exploring the school grounds and woodlands, providing                            | Do children have a better understanding of the outside world?<br>Do these experiences   |  |

|   |                  |           |  |  |   |  |
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| outdoor learning, using the outdoor environment                         |                  |           |  | secure risk taking activities  | support those with social and emotional difficulties to be able to cope better?               |  |
| To purchase an independent counsellor                                   | £200             | Continued | Counsellor to provide emotional support for most vulnerable pupils   | Pupils able to access learning as emotional upsets being managed better  | Pupils less emotional, have less outburst, able to cope better in lessons, in friendships etc |  |
| To support the IT needs of PPP through the COVID pandemic               | £4000            | New       | Audit of ICT needs made. Consider purchasing IT to be sent home to support blended learning.               | Pupils to be able to access Teams and relevant learning from home  | Pupils successfully working on Teams, accessing all learning                                  |  |
| <b>Families and communities</b>   |                  |           |  |  |   |  |
| Parent meetings/ structured conversations                               | £1500 for supply | Continued | To provide opportunities for teachers to attend meetings and with support staff to meet with families.     | Improving participation and engagement of PPP in the wider life of school and in their own personal development. | Rates of progress<br>Attendance   |  |
| Ensure that parents and families are aware of how to apply for FSM etc. | No cost          | Continued | Letters sent out each term and reminders put in newsletters. New families are encouraged to apply.         | Improved uptake of PP compared to 2019/2020  | All children who are eligible receive PP  |  |
| Additional MTA for lunchtimes   | £5000            | Continued | To provide a calmer lunch for all, with additional adult being able to allow pupils to use Holywell Hollow | Less disruptions during lunchtime. Hollow being used whenever possible.  | MTA's to monitor impact   |  |