

## **Pupil Premium Funding**

### **3 year plan**

*This plan has been drawn up taking into account the research from the Education Endowment Foundation, staff, governors, parents and children. The overall aims of the plan are to*

- *Raise the in-school attainment of both disadvantaged pupils and their peers (taking into account the impact of Covid 19 Lockdown and absenteeism)*
- *Ensure that all children, regardless of socio-economic factors have access to the same educational opportunities (again being aware of the impact of Covid 19 and how this will have impacted on children differently).*

#### **What research says:**

The Education Endowment Fund (EEF) Pupil Premium Toolkit (June 2019) cites the importance of investing in and giving first priority to quality teaching and to then adopt a tiered approach to intervention and support. They recommend that for the Pupil Premium expenditure to have the most impact then the three prime areas set out below should be given precedence and inform any strategy:

#### **1. Teaching**

Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is 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.

#### **2. Targeted academic support**

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. Considering how classroom teachers and teaching assistants can provide targeted academic support, including 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.

#### **3. Wider strategies**

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category

#### **What are the most effective ways to support disadvantaged pupils' achievement?**

Additional research from the EEF, looks at the 'Big Picture' and shares different strategies and discusses their impact. Some of the strategies which appear to have a moderate to high impact are, which are of interest to us in terms of focus this year as a school and in terms of our demographic are:

Strategies	Impact
Early Years-play based learning	5 + months (low cost- moderate impact) Difficult to ascertain true impact due to limited research in the field, however the limited studies that have been conducted have shown that there is a strong impact on language, vocabulary and early maths. Reggio Emilia approach points towards the longer term impact on achievement in Primary Years and beyond, however this is difficult to quantify or capture in evidence. * play based in the later years
Early Years- Self regulation	5 + Months (low cost-moderate impact) Children who have better self regulation are more successful learners, notably in terms of early reading, maths and problem solving. Studies have shown that self regulation has a positive impact on academic ability and emotional resilience throughout school years.
Communication and Language Approaches	6+ Months (low cost- high impact) Investment in early reading, talking to children about what they are reading, paying attention to letters and sounds, and extending their vocabulary through this has a very strong impact on pupils' early literacy ability, in terms of reading, writing and oral. Training staff to ensure that interactions are 'quality' is essential.
Parental Engagement	4+ months (low cost-moderate impact) The real value in this is supporting parents to develop core skills and feel confident to develop language and communication in the home environment, as well as embed reading into daily lives. Research shows that parental investment leads to improved outcomes for children.
Early Literacy	4 months + (low cost-moderate impact) Strategies that have a good impact are a combination e.g. daily phonics, alongside daily storytelling and group reading (providing opportunity to learn how to decode, alongside developing vocabulary and comprehension). The message is that this needs to be broad and balanced to have a lasting impact.
Early maths	6 months +(low cost-high impact) The most effective early numeracy activities are often small group which balance direct, specific teaching of a key skill e.g. counting or number recognition alongside child led learning.
Outdoor Adventure Learning	4 + months (high cost-moderate impact)

	<p>Research shows that participation in adventure (residential or day) has a strong impact on academic application and success. They are seen to have strong impact on self-confidence, self-efficacy and motivation.</p> <p>*Outdoor learning and Forest School</p>
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**\*Play based learning** in the later primary years can be very helpful to help children to develop their creativity and problem solving. It gives them opportunity to apply their knowledge learnt in school, giving a practical context to put this into action. This helps to embed learning in long term memory. Playful experience and practical application also supports self regulation, resilience and improves social and emotional development. The Lego Foundation in their White Paper explain that:

‘Attaining key content and facts is important for school and life, but children also need a deep, conceptual understanding that allows them to connect concepts and skills, apply their knowledge to different situations, and spark new ideas (Winthrop & McGivney, 2016; Frey, Fisher, & Hattie, 2016). We see playful experiences as optimal for engaging in this type of deeper learning’ Jennifer M. Zosh et al. 2017, *Learning Through Play: A Review of the Evidence*)

It is this ‘deeper learning’ that is often harder to achieve and in order for learning not to fade then it needs to be embedded through experience.

**\*Forest School** Recent research and a longitudinal study (Mel McCree, Roger Cutting, and Dean Sherwin. 2018. *The Hare and the Tortoise go to Forest School: taking the scenic route to academic attainment via emotional wellbeing outdoors*) has further shown the impact of Forest School on children’s academic development/achievement, and social and emotional wellbeing. The study particularly highlighted how playful interactions can have a strong impact on self regulation and emotional resilience, which in turn impacted upon academic achievement.

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Bromesberrow St. Mary's C of E Primary School
Pupils in school	61
Proportion of disadvantaged pupils	20%
Pupil premium allocation this academic year	£15, 450
Academic year or years covered by statement	2020-2023 (3 year plan)
Publish date	Autumn 2020
Review date	Summer 2021
Statement authorised by	L. Hankins and S. Thornley
Pupil premium lead	L. Hankins
Governor lead	Melanie Orgee

## Disadvantaged pupil progress scores for last academic year

Based on summer 2019 (all PP Y1-Y6)

Measure	Score
Reading	79% on track 29% Greater Depth
Writing	72% on track 29% Greater Depth
Maths	72% on track 29% Greater Depth

## Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	Supp- numbers too small children can be identified
Achieving high standard at KS2	Supp- numbers too small children can be identified
Measure	Activity

Priority 1	Increasing the proportion of disadvantaged children working at the expected standard in reading and writing.
Priority 2	To develop children's personal, social and emotional resilience and self regulation, so that they are 'ready' to learn and become more successful academically.
Barriers to learning these priorities address	Ensuring time and training for staff to ensure we are all on board, informed and consistent.
Projected spending	15, 450

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2	Autumn 2023
Progress in Writing	Achieve national average progress scores in KS2	Autumn 2023
Progress in Mathematics	Achieve national average progress scores in KS2	Autumn 2023
Phonics	Achieve national average expected standard in PSC	June 2023
Other	Improve attendance of disadvantaged pupils to national average (96%)	Covid* Autumn 2023

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

## Targeted academic support for current academic year

Measure	Activity
Priority 1	<p>Focusing on:</p> <ul style="list-style-type: none"> <li>• Building a clear, consistent <i>language</i> for reading across the school</li> <li>• Developing reading comprehension, so that children understand what they are reading and are able to articulate this to infer meaning, draw humour and interpret authorial intent.</li> <li>• Reading for pleasure and purpose, with breadth and depth</li> <li>• Improve children's vocabulary, grammar and punctuation through reading, storytelling, play and drama so that they are able to apply this to their own writing.</li> <li>• Focus on phonics to enable those children to catch up and be able to decode confidently books appropriately matched to ability.</li> <li>• Ensure there are plenty of planned and purposeful opportunities (including play) to develop children's communication and vocabulary in the early years.</li> </ul>

Priority 2	<p>Focusing on:</p> <ul style="list-style-type: none"> <li>Promoting self regulation in the early years, where children are able to control emotional and physical impulses, enabling them to be more 'ready' and focused to learn. <i>Staff training to ensure that new staff feel confident to support and foster independence, self discovery, problem solving and risk taking.</i></li> <li>Play based opportunities (including Forest School) for older children to develop emotional resilience and social skills, with the aim to improve academically in the classroom. <i>Investment in materials for structured play in the later years and opportunity for children to experience and develop play.</i></li> <li>Training staff in mental health strategies to support children, with the capacity to share good practice with other staff and parents (working in partnership with Trailblazers, Early Help, GHLL, ATS and TDP Lincs Project)</li> <li>Providing access to educational and life experiences that will enhance children's knowledge of the world, equal to that of non-pp children.</li> </ul>
Barriers to learning these priorities address	Access to training especially due to Covid 19 restrictions
Projected spending	£10,450

### Wider strategies for current academic year

Measure	Activity
Priority 1	Early help and pastoral support for families, enabling them to feel supported and positively enabled to have a strong impact on children's wellbeing and readiness to learn. Investment in working with families in partnership to enable positive and meaningful engagement
Priority 2	Improving attendance through promotion, incentive and working with individual families
Barriers to learning these priorities address	Covid 19 on attendance and the ability to connect and work with families
Projected spending	£5,000

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Being able to release staff so that they have time for training, reflection, coaching and mentoring.	Leadership, HLTA cover and use of Inset days/twilights.
Targeted support	Ensuring English lead has enough time to work with staff and vice versa.	HLTA and supply cover.
Wider strategies	Ensuring Pastoral leads and SENCO have enough time to work with families and children.	HLTA and supply cover

## Review: last year's aims and outcomes

Aim	Outcome
Children's social, emotional and mental health needs to be met, so that they are happy and ready to learn.	Due to the Covid 19 outbreak this has not been met and any input has been unable to be put into consistent practice. This objective is being targeted in 2020-23 PP strategy
Children will have aspiration and will see themselves as learners, who can achieve and do well	Prior to Lockdown in March 2020, observations and evidence through pupil voice and work, shows children's self esteem in this area had improved and attitudes to learning were high. All (100%) of PP children were making good progress.
Poor spelling and vocabulary, which impacts upon fluency and attainment in writing k or tap here to enter text.	Staff had personalised RWI provision so that it was class based and having a stronger impact on spelling within this context. All could see green shoots, but children were still not consistently using and applying spellings learnt in their writing.