

# Pupil premium strategy statement 2020/21

| 1. Summary information |                           |                                  |                                      |  |                               |
|------------------------|---------------------------|----------------------------------|--------------------------------------|--|-------------------------------|
| School                 | Bilston CE Primary School |                                  |                                      |  |                               |
| Academic Year          | 2020-21                   | Total PP budget                  | £265,275 (financial year allocation) | Date of most recent PP Review                  | 21.05.19<br>11.03.20 (GDS/PP) |
| Total number of pupils | 424                       | Number of pupils eligible for PP | 167 (Y1-6 Sept. 2020)                | Date for next internal review of this strategy | July 2021                     |

| 2. Current attainment (end of academic year 2019-20) |                                      |  |  |  |
|--|--------------------------------------|--|--|--|
|  | Pupils eligible for PP (your school) | Pupils eligible for PP (2019 national average) | Pupils not eligible for PP (your school) | Pupils not eligible for PP (2019 national average) |
| % achieving GLD at the end of EYFS                   | 62%                                  | 55%  | 82%                                      | 73%  |
| % passing Year 1 Phonics Screening                   | 74%                                  | 71%  | 76%                                      | 84%  |
| % achieving in Reading KS1                           | 63%                                  | 62%  | 70%                                      | 78%  |
| % achieving in Writing KS1                           | 53%                                  | 55%  | 70%                                      | 73%  |
| % achieving in Maths KS1                             | 67%                                  | 62%  | 77%                                      | 79%  |
| % achieving in Reading, Writing and Maths KS2        | 70%                                  | 47%  | 74%                                      | 68%  |

National figures for 2020 not published prior to 1<sup>st</sup> September 2020

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

#### In-school barriers (issues to be addressed in school, such as poor oral language skills)

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|----|---|
| A. | <p>Poor language and communication skills<br/>                 Limited prior learning<br/>                 Low starting points</p>  |
| B. | <p>Attainment gap between disadvantaged pupils and all other pupils<br/>                 Disadvantaged pupils with Special Education Needs or Disability (SEND)<br/>                 Disadvantaged pupils achieving 'Greater Depth'</p> |
| C. | <p>Lack of aspiration<br/>                 Lack of parental involvement<br/>                 Lack of parental ability to support their child's studies<br/>                 Lack of parental support</p>                                |

#### External barriers (issues which also require action outside school, such as low attendance rates)

|    |   |
|----|---|
| D. | <p>Limited life experiences<br/>                 Social, emotional and mental health needs<br/>                 Attendance<br/>                 Lack of schooling due to Covid -19<br/>                 Digital Divide.</p> |
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### 4. Desired outcomes

|    | <i>Desired outcomes and how they will be measured</i>  | <i>Success criteria</i>  |
|----|--|--|
| A. | <p><b>Development of teaching and learning</b><br/> <i>"The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds" Sutton Trust Research, 2011</i></p> | <ul style="list-style-type: none"> <li>➤ Teaching and Learning is judged as at least 'Good'.</li> <li>➤ Progress is good for all eligible pupils – interventions and provisions in place to support those who are not making adequate progress.</li> <li>➤ Narrowing gap between PP and XPP pupils.</li> </ul> |

The most effective way to raise attainment of pupils is by good and outstanding first wave teaching.

- Regular and up to date continuous professional development (CPD).
- Rigorous monitoring of teaching through book and planning trawls, learning walks and lesson observations.
- Additional teaching and support staff in each year group provide smaller staff: pupil ratios.
- A thorough tracking system is in place to track the progress and attainment of disadvantaged pupils.
- Monitoring of progress and attainment of pupils eligible for the Pupil Premium grant.
- Quality first wave teaching, followed by timely interventions where appropriate.
- Use baseline 2020 data to identify gaps in learning.
- Use detailed gap analysis highlighted by previous teacher.
- An effective catch-up programme in place.
- Address the digital divide.
- New teaching staff well supported and monitored to ensure that children in all classes are receiving at least 'Good' quality teaching over time.

- Upward trend for attainment of PP pupils from previous years.

## B. Offering the most effective provision to accelerate learning

Disadvantaged pupils benefit disproportionately from high quality first wave teaching although in cases where this is not enough, additional support may be necessary.

- Senior and Middle Leaders will be developing and monitoring the use of interventions to support pupils, including disadvantaged pupils.
- Interventions should be used as a last resort when first wave teaching is not proving effective. (However, due to Covid more interventions will take place than would normally.)
- Interventions should be precise and last only for a short time. Based on gap analysis and baseline 2020.
- More prescriptive interventions will be used to support learners.
- Support staff will be given appropriate CPD to 'upskill' their delivery of interventions.
- Pre-teach will be trialled as an alternative to fixed interventions to prevent gaps in learning from appearing.
- Every effort should be made in class to address concerns with children's learning.

- Fewer yet more precise and effective interventions to support pupils. (Catch up programme will increase number of interventions taking place due to Covid 19)
- Consistent approach to the deployment of support staff in all year groups.
- Less able children to become less reliant on adult support.
- More able children challenged by the class teacher within lessons.
- All interventions carefully monitored to ensure that they are fit for purpose and meet the requirements set out by the class teacher.
- All catch up interventions carefully targeted and monitored and reviewed, as there are many children needing support due to Covid -19. (Inside and outside providers)
- All children should have access to a broad curriculum, interventions should not prevent this.
- Class teachers and Support Staff to have a clear understanding of the individual needs of pupils in their class and know how to address these within class.
- Prescriptive interventions (such as RWI) will be used by Support Staff to ensure that interventions are effective.
- After school clubs in place to support the Catch-up programme. (Inside and outside providers)

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|    | <ul style="list-style-type: none"> <li>➤ Greater Depth Challenge should be given by the Class teacher in class rather than out of class as a separate intervention. (This may change in light of Covid)</li> <li>➤ The role of support staff within lessons will be monitored with further CPD in place to avoid children becoming over dependent on adult support.</li> </ul>  |   |
| C. | <p><b>Supporting learning at home and in school</b></p> <ul style="list-style-type: none"> <li>➤ Weekly Family Learning sessions offer parents the chance to work with their child, discovering ways in which they can support their child at home.</li> <li>➤ Reading books and records are taken home daily.</li> <li>➤ Homework is set weekly.</li> <li>➤ Opportunities for parents to share in their child's learning – workshops, open days, assemblies.</li> <li>➤ Teams and other remote learning links if children are Self Isolating)</li> <li>➤ Termly written reports – setting targets for parents to support their child with at home.</li> <li>➤ Termly Parent's Evenings.</li> </ul> | <ul style="list-style-type: none"> <li>➤ Parents feel welcome in school.</li> <li>➤ Parents feel that they have enough opportunities to share in their child's learning. – Remote learning policy in place.</li> <li>➤ Children feel that they have adequate resources to complete tasks set.</li> <li>➤ Parents engage with workshops, including Family Learning sessions.</li> <li>➤ Parents support their child with weekly homework tasks and hear their child read at home.</li> </ul> |

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|           | <ul style="list-style-type: none"> <li>➤ Resources made available by Class Teachers for pupils who lack basic equipment at home.</li> <li>➤ Hardware to support the digital divide.</li> <li>➤ Clear remote learning policy.</li> </ul>  |  |
| <p>D.</p> | <p><b>Wider Enrichment</b></p> <p>Whilst capabilities in reading, writing and maths are essential, we realise that children need access to a much wider curriculum. This is available through:</p> <ul style="list-style-type: none"> <li>➤ Musical instrument tuition – tuition of string, brass, percussion and woodwind instruments, fully funded by the school including instruments and music.</li> <li>➤ Extra-curricular clubs – a wide range of lunchtime and after school clubs offered, free of charge to children from Reception-Year 6.</li> <li>➤ Peer Supporters – a mentoring initiative for Year 6 pupils.</li> <li>➤ Digital Ambassadors – an e-learning initiative centred around e-safety, led by Year 5 and 6 children.</li> <li>➤ Evolve and Nurture Group – pastoral care for children with specific needs or challenging family situations.</li> <li>➤ School Council – providing a pupil voice, meeting weekly and representing the school in community events.</li> </ul> | <ul style="list-style-type: none"> <li>➤ Children have access to a wide range of activities.</li> <li>➤ All children feel that they can succeed in school.</li> <li>➤ Children are proud of their achievements.</li> <li>➤ Children have high aspirations.</li> <li>➤ Children develop key life skills – commitment, team work, leadership, resilience, responsibility.</li> <li>➤ Behaviour and learning behaviours are positive.</li> <li>➤ Parents are well informed about what is happening in school.</li> <li>➤ Parents are given adequate opportunities to become involved in the life of the school.</li> <li>➤ Parents are welcome in school.</li> <li>➤ Parents feel that they can readily speak to school staff about their child.</li> <li>➤ Children share what they are learning in school with parents and therefore extend this through discussions at home.</li> <li>➤ Parents are challenged when absence and punctuality affect the education of their children.</li> </ul> |

- Visits – All classes go on 3 educational visits each year. These are subsidised by the school budget, with a reduction for pupils eligible for Pupil Premium. Payment plans are also available for parents who need additional support.
- Children's University – available to all Pupil Premium eligible pupils in Years 5 and 6 with the intention to roll this out to other year groups throughout this academic year.
- Swimming – all Key Stage Two children learn to swim, with additional tuition provided to those who lack basic skills and those who show a particular talent.

### **Breaking Barriers**

Parental involvement is paramount in the success of our children. We make every effort to engage parents through:

- Parent workshops where children can work alongside their child on practical tasks.
- 'Marvellous Me' allowing teachers to share children's successes in school by instantly sending a photo or message to the parent's mobile phone.
- Social Media site – engaging parents through our Facebook page

- Successful text service
- FOBS – Parent/teacher committee
- Weekly newsletters
- Half termly curriculum booklets
- School Website

### **Attendance/Punctuality**

- Awards and incentives for attendance
- Persistent absentees followed up by Pastoral Manager (from September 2019) – legal referrals made where necessary.
- Parent contracts drawn up between EWO, Pastoral Manager and families to improve attendance.
- Minibus offered to those families with persistent lateness.
- Pastoral Manager to contact families where children are persistently late for school.



## 5. Planned expenditure

Academic year

2020-21

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?  | Staff lead | When will you review implementation? |
|---|--|--|--|------------|--------------------------------------|
| Up to date and relevant CPD for staff                           | Staff will have regular and up to date CPD opportunities linked to key development areas and subject/phase specific needs. | <i>The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds"</i><br>Sutton Trust Research, 2011 | CPD record kept and updated by GG<br>Dissemination of CPD to all staff<br>Evidence of CPD within daily practice - monitoring | GG         | Summer 1 2021                        |
| Teaching and Learning judged as at least 'good' for all pupils. | Rigorous monitoring systems in place. Support, coaching and mentoring to share good  | <i>The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds"</i><br>Sutton Trust Research, 2011 | Evidence through monitoring<br>Evidence of high quality teaching through triangulation of teaching data and                  | SLT        | Throughout 2020/21                   |

### ii. Targeted support

| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
|-----------------|------------------------|---|---|------------|--------------------------------------|
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| <p>Eligible pupils tracked and monitored.</p>                              | <p>Tracking system introduced by JB. Regular pupil progress meetings with class teachers.</p>                              | <p><i>"Outcomes for PP children - Leaders should take appropriate steps to ensure that:</i><br/> <i>- this group of children are tracked effectively and that in-school assessment systems are used to identify children and plan appropriate actions to support any children in this group who are at risk of falling behind,</i><br/> <i>- teachers are aware of who the vulnerable children are in</i></p> | <p>Regular monitoring of tracking system. Staff INSET and time given for tasks related to the tracking tool. Assessment and moderation through weekly Assessment Working Sessions.</p> | <p>JB/JT</p>                                 | <p>On going throughout 2020/21</p> |
| <p>Smaller staff:pupil ratios to provide more targeted support.</p>        | <p>Additional teachers and support staff in all year groups.</p>   | <p><i>According to the EEF; Small group tuition/1:1 interventions are both effective in raising pupil progress and attainment providing that the support is tailored to the needs of</i></p>  | <p>Monitoring Intervention tracking through intervention books and records Meetings with staff to ensure that the needs of the children are being</p>                                  | <p>GG<br/>SLT</p>                            | <p>Summer 2 2021</p>               |
| <p>Fewer and more effective interventions delivered to support pupils.</p> | <p>Specific CPD for all support staff. Scripted intervention programmes to support staff in their consistent delivery.</p> | <p><i>Based on findings of our recent LA Peer PP Review: 'The most effective interventions observed were precise, direct, well structured and well executed. Interventions need to be reviewed in relation to</i></p>   | <p>Regular and rigorous monitoring Tracking of PP pupils through termly tracking grid</p>  | <p>SLT<br/>PP lead<br/>Intervention lead</p> | <p>Summer 2 2021</p>               |

| iii. Other approaches  |   |  |  |                        |  |
|--|---|--|--|------------------------|--|
| Desired outcome  | Chosen action/approach  | What is the evidence and rationale for this choice?  | How will you ensure it is implemented well?  | Staff lead             | When will you review implementation?                                   |
| Improved outcomes for early reading  | Continued implementation of RWI   | <p><i>"Phonics can be an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds."</i></p> <p>EEF</p> <p>RWI is a robustly tested scheme for the teaching of early reading.</p> | Staff CPD<br>Lead RWI practitioner<br>Support from RWI advisor   | AB/AW                  | On going - impact evident through Y1 phonics screening, EYFS outcomes. |
| 'Improved attendance and punctuality for persistent absentees in receipt of the PP Grant | Pastoral Manager appointed to support children and families for whom attendance is a concern. | <p>DfE research - 'The link between absence and attainment at KS2 and KS4' Published February 2015.</p> <p><i>'Data shows a gradual decrease in KS2 achievement as overall absence rates increase.'</i></p>                                      | SLT to monitor and support<br>Attendance should improve - evidence trail of support and action for persistent absentees. | Pastoral Manager<br>GG | On going<br>End of term tracking will show impact for PP pupils.       |
| Evidence of extra curricular provision to widen 'cultural                                | Children's University used as an incentive for PP pupils in KS2 to become involved in         | <i>'wider benefits (of extra curricular activities) such as more positive attitudes to learning and increased well-</i>  | Monitoring of Children's University  | JB/DR                  | Summer 2 2021  |

|                                  |   |   |  |  |  |
|----------------------------------|---|---|--|--|--|
| capital' for PP eligible pupils. | extra curricular activities in and out of school. | being have consistently been reported.' EEF |  |  |  |
|----------------------------------|---|---|--|--|--|

*"The challenges we face today are truly unprecedented. In closing schools, the government has – quite rightly – taken drastic steps to control the epidemic. It is not a decision that will have been taken lightly. But it is one that will have a particularly significant impact on low income children and young people, both in terms of their attainment and in accessing the wider support that schools provide." (Sir Peter Lampl, founder of the Sutton Trust and chairman of the Education Endowment Foundation, 2020)*

Throughout the course of 2020-21, staff will quickly establish the impact of school closure as a result of Covid-19 on ALL pupils, identifying timely and effective interventions to allow pupils to 'catch up'. As research suggests, our disadvantaged pupils are likely to have been affected disproportionately by the school closure and therefore robust systems will be put in place to track and monitor the attainment and progress of these pupils, identifying the need for academic and pastoral support where necessary, to ensure that ALL pupils have the opportunity to achieve their true potential.