

## Bridstow Pupil premium strategy / self-evaluation

1. Summary information					
	Brampton Abbotts CE Primary School				
<b>Academic Year</b>	2020-21	<b>Total PP budget</b> (based upon 11 pupils)	£20,830 (4% of budget)	<b>Date of most recent PP Review</b>	N/A
<b>Total number of pupils</b>	76 (Jan '21)	<b>Number of pupils eligible for PP</b>	12	<b>Date for next internal review of this strategy</b>	Jan '21

2. Current attainment (Based upon Nov/Dec '20 'Snapshot')		
	<i>Pupils eligible for PP (9 children)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving expected standard or above in reading, writing &amp; maths</b>	<b>Reading: 66% (6/9) Writing: 22% (2/9) Maths: 33% (3/9)</b>	N/A
<b>% making expected progress in reading (as measured in the school)</b>	N/A	
<b>% making expected progress in writing (as measured in the school)</b>	N/A	
<b>% making expected progress in mathematics (as measured in the school)</b>	N/A	

3. Barriers to future attainment (for pupils eligible for PP)	
<b>Academic barriers</b>	
<b>A.</b>	Poor oral language skills upon entry
<b>B.</b>	Low levels of personal resilience
<b>C.</b>	Relative low levels of core skills upon entry (exposure to books, counting, mark making, etc)
<b>Additional barriers</b>	

<b>D.</b>	Low attendance rates across the school (<96% National Average for last 3+ years)	
<b>4. Intended outcomes</b> ( <i>specific outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	Evidence in key year groups (EYFS, Y1, Y2 and Y6) that gap between PP and non-PP is closing compared to previous years in Reading, Writing and Maths (taking in to account small cohorts)	Data from EYFSP, Y1 Phonics screening (and Y2), Y2 SATs and Y6 SATs show little difference between PP and non-PP children
<b>B.</b>	Evidence from both statutory and internal data collection that PP children achieve as well as non-PP children across the year in all core subjects.	Data from Data snap-shots and EYFSP, Y1 Phonics screening (and Y2), Y2 SATs and Y6 SATs show little difference between PP and non-PP children.
<b>C.</b>	Key skills in reading, writing and maths (as evidenced from statutory annual assessments) show that PP children fair as well as non-PP children	Data from EYFSP, Y1 Phonics screening (and Y2), Y2 SATs and Y6 SATs show little difference between PP and non-PP children
<b>D.</b>	Attendance rates for target families will improve and be closer to National Averages.	Key target families of PP children to be supported to attend every day and evidence of improved attendance percentages (compared to previous years) are observed.

## 5. Review of expenditure

Previous Academic Year		2019-20		
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
To further the depth of the wider curriculum offering – this will inc subject development and resource purchasing	Ensure all PP children receive a broad and well-balanced curriculum offering in all classes	Covid-19 Lockdown from March 2020 limited the impact of this target across the whole school – this will be repeated.	More work to be done on this with all subject leads to ensure clear actions are in place for further development.	£5,000
To develop personal resilience levels for target pupils	A clear whole school approach to supporting and challenging pupils to develop growth mindset	<p>Covid-19 Lockdown from March 2020 limited the impact of this target across the whole school – this will be repeated.</p> <p>However, between September 2019 and March 2020, teachers noted an improvement in meta-cognition in the classrooms resulting in greater resilience for targeted children.</p>	This will be a continuing target in 2020-21 strategy	£3,000
ii. Targeted support				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost

123 Maths	Target the development of core maths skills for individual children	Covid-19 Lockdown from March 2020 limited the ability to assess the impact of this intervention.	Need to ensure that intervention is only for key children and targeted as often as possible over the week (3-5 times).  Continue in 2020-21	£1,000
Word Wasp intervention (KS2)	1:1 work to address spelling and composition issues in writing	Targeted phonics and spelling intervention for pupils that did not pass Y2 Phonics screening retake and any other vulnerable learners.	Need to ensure that intervention is only for key children and targeted as often as possible over the week (3-5 times).  Continue in 2020-21	£2,000
Y1 and Y2 Phonics Booster	1:1 and small group work to secure key blending and segmenting skills	Initial predictions for cohort were low (less than 50% pass rate at Y1 Phonics screening).  Actual whole cohort outcome (Autumn 2020): 86% pass rate for phonics screening  PP pupils (2) outcome 50% (1/2)	Continue with intervention and approaches adopted over 2019-20 period for 2020-21 cohort.	£3,000
Targeted maths support – FunKey Maths	1:1 and small group intervention to address embedded misconceptions at KS2	Covid-19 Lockdown from March 2020 limited the ability to assess the impact of this intervention.	Continue with intervention and approaches adopted over 2019-20 period for 2020-21 cohort.	£3,000

TimesTables RockStars (TTRS)	Improve core times tables skills to improve overall maths outcomes	Times table outcomes have improved for all children across KS2. This has been tracked using the TTRS software.  Soft data suggests impact upon general maths working abilities too.	Continue with intervention and approaches adopted over 2019-20 period for 2020-21 cohort.	£500
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### iii. Other approaches

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Targeted support for low attendance families	Ensure PP children achieve NA for attendance	Covid 19 pandemic skewed attendance data so as comparisons and impact impossible to assess.	Continuing target	£500

## 6. Planned expenditure

Academic year	2020-21
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The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

### i. Quality of teaching for all

Action	Intended outcome	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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To further the depth of the wider curriculum offering – this will inc subject development and resource purchasing	Ensure all PP children receive a broad and well-balanced curriculum offering in all classes	To ensure an enriching, broad and balanced curriculum is available for all (inc extra-curricular experiences etc) regardless of starting point or socio-economic background	Governor monitoring Termly review cycle with all teachers External review from SIO	DB/SH & subject leaders	Summer 2021
To develop personal resilience levels for target pupils	A clear whole school approach to supporting and challenging pupils to develop growth mindset	Education Endowment Foundation (EEF) evidence that meta-cognition and self-regulation have high learning impact for a relative low cost	Governor monitoring Termly review cycle with all teachers External review from SIO	DB/SH	Summer 2021

**Total budgeted cost**

**ii. Targeted support**

<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
123 Maths	Target the development of core maths skills for individual children	Improving core maths skills will aid maths learning across the whole maths curriculum and ultimately improve understanding.	Governor monitoring Termly review cycle with all teachers External review from SIO	HCO DB	End of each Snap-shot period (Nov 20 & June 21)
Word Wasp intervention (KS2)	1:1 work to address spelling and composition issues in writing	EEF Toolkit evidence about impact of phonics upon overall learning outcomes	Governor monitoring Termly review cycle with all teachers External review from SIO	SH	End of each Snap-shot period (Nov 20 & June 21)

Y1 and Y2 Phonics Booster	1:1 and small group work to secure key blending and segmenting skills	EEF Toolkit evidence about impact of phonics upon overall learning outcomes	Governor monitoring Termly review cycle with all teachers External review from SIO	SH/CL	End of each Snap-shot period (Nov 20 & June 21)
Targeted maths support – FunKey Maths	1:1 and small group intervention to address embedded misconceptions at KS2	Addressing specific misconceptions can help close the gap in learning in maths to address maths learning.	Governor monitoring Termly review cycle with all teachers External review from SIO	HCO/DB	End of each Snap-shot period (Nov 20 & June 21)
TimesTables RockStars (TTRS)	Improve core times tables skills to improve overall maths outcomes	Times tables is an underlying core skill to support effective learning in the subject across the primary maths curriculum.	Governor monitoring Termly review cycle with all teachers External review from SIO	HCO/DB	End of each Snap-shot period (Nov 20 & June 21)

### iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Targeted support for low attendance families	Ensure PP children achieve NA for attendance	Higher attendance in school supports improved opportunities to learn across the whole curriculum ensuring key skills are not missed.	Governor monitoring Termly review cycle with all teachers External review from SIO	DB	Termly review with Governor and committees

**Total budgeted cost    £20,000**