

Pupil premium strategy statement (primary) Appendix A

1. Summary information					
School	All Saints Benhilton C of E Primary School				
Academic Year	2020 / 21	Total PP budget	£70360	Date of most recent PP Review	July 2020
Total number of pupils	471	Number of pupils eligible for PP	53	Date for next internal review of this strategy	March 2021

2. Current attainment		
End of KS2 results	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
Achieving ARE in reading, writing and maths	NA	NA
Steps of progress in reading	NA	NA
Steps of progress in writing	NA	NA
Steps of progress in maths	NA	NA

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Children have missed several months of teaching and learning. Despite remote learning throughout lockdown, there is a clear disparity between engagement and participation levels.
B.	60% of children on the PPG register have additional needs (SEN, EAL or SEN& EAL)
C.	A high proportion of PPG children or families are vulnerable or suffer from ill health, affecting attainment levels.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Increase the percentage attendance for disadvantaged pupils so that it is in line with the non-disadvantaged pupils. Limit the impact of deprivation on disadvantaged pupils' opportunities, including possessing uniform and equipment and participating in school trips.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Quality of teaching for all - To develop a robust "catch up" curriculum that addresses and meets the needs of all disadvantaged pupils.	<ul style="list-style-type: none"> Gap analysis and use of Target Tracker by class teachers and subject leaders to identify missed learning due to Covid 19. Initially, planning of topics from September 2020 to be PSHE based – catering for SEMH. Catch up curriculum to focus on previous learning missed with a particular emphasis on core content and skills. Whole-school Development programme (lesson studies; peer observations; book sharing; collaborative planning; staff training (teachers and teaching assistants).

		<ul style="list-style-type: none"> • Robust Assessment and Data Evaluation leading to targeted intervention (Target Tracker, Pupil Progress Reviews, Renaissance Star Reading assessment, White Rose Maths Assessments, Book sharing, Learning Walks, External reviews (by leading experts) • Curriculum enrichment: events and workshops to be delivered, celebrating individual achievements and backgrounds. • Relevant CPD and training - INSET days and staff meeting. • PPG children being identified on class provision maps and individual provision maps
B.	<p>Targeted support - To implement research based interventions “Promising Projects” (sourced from the Education Endowment Foundation), to support disadvantaged pupils catch up on missed learning. In order to close the gap amongst peers and accelerate progress.</p>	<ul style="list-style-type: none"> • Use of catch-up programmes and interventions that are proven effective - that include assessments and targeted support e.g. Abracadabra, Clicker, Switched on Reading etc.. Where appropriate, continued access to remote learning and Chromebooks in the home setting. • All extra-curricular activities either before or after school clubs run at either a reduced or no cost to parents - ensuring access for all pupils to a wide range of high quality sporting and arts experiences • Support to purchase uniform, clothing for dress up days or other whole school activities. • Financial support for trips to enhance academic, personal and social development • Funding / support to external clubs as appropriate • Continued use of immediate feedback and marking within lessons, staff to be aware of PPG children and target these. • Involvement of external agencies where appropriate. • Additional interventions provided by the SENCO, Curriculum Lead, Maths Lead and Educational Project Lead– targeting children across the school.
C.	<p>Other approaches - Staff to continue ensuring that the emotional wellbeing of vulnerable children, who are PPG, is met in an inclusive and or nurturing way. This is so that PPG’s attendance and punctuality increases in line with their peers.</p>	<ul style="list-style-type: none"> • Family support worker to support with attendance, punctuality, behaviour, routines etc... Furthermore, family support worker to ensure punctuality improves by addressing / targeting routines – sign posting to external agencies where appropriate. • Purchase of Attendance related advice and support from Cognus. • Nurture group in afternoons, for selected PPG children to address social skills, communication and anxieties. • ELSA sessions being delivered and targeting PPG children on a 1:1 basis. • Those PPG children who are also young carers to have a mentor within school (Young Carers Operation Lead), in addition to support from external agencies. • Where appropriate, additional meals and snacks provided, to ensure a healthy diet. • Inclusion manager to liaise with computing Lead to organise “Tecki Breki club.” • Whole school initiative, offering £50 to families to spend within school e.g. uniform, stationery, trips etc... if their child has 100% attendance for a term.

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?
To develop a robust "catch up" curriculum that addresses and meets the needs of all disadvantaged pupils.	From September 2020, it is essential that as a school, we assess for gaps before moving forward with the relevant Year group curriculum. Therefore, the first two weeks of learning (at least) will be PSHE (Jigsaw) focused and assessments will take place within that framework. Assessment must be designed around the statements on Target Tracker from the previous year that remain black i.e. the core content and skills that most pupils should have acquired in their previous year, but may now have missed. Assessments must not look like assessment from the child's perspective or summative in nature, and must be designed to inform teachers about any gaps so that planning can inform coverage over the coming year. This will aid with the identification of children requiring catch-up provision. Staff to create engaging activities that will allow diagnostic assessments. Explore the potential of a whole-school curriculum that may support. Employment of Educational Lead Teacher to work with pupils in all year groups. To deliver a bespoke and pupil centred curriculum to reduce the impact on lost educational hours.	The EEF's rapid evidence assessment examines the potential impact of school closures on the attainment gap, based on a systematic search of existing literature. Key findings and implications include: <ul style="list-style-type: none"> School closures are likely to reverse progress made to close the gap in the last decade since 2011. Estimates for the gap widening range from 11% to 75%. Consequently, quality teaching for all needs to take this into consideration and reflect this research at a whole school level. The EEF recommend: clear scaffolding and explanations, meaningful feedback and opportunities for peer interaction.	Assess lost learning, and tailor support to match All pupils will have gaps in their knowledge, but disadvantaged pupils are likely to face extra challenges. Creative approaches to assessment. Google quiz; assess writing skills with a story / poster / leaflet etc about what lockdown life meant for them; use knowledge of their daily walks to assess Geography skills etc... Pupil progress meetings to scrutinise termly data analysis. Book moderations, learning walks and whole school approach to planning and meeting the needs of the pupils Appropriate CPD for staff, especially NQTs. Following the initial PSHE start to the year and when "normality" resumes with the curriculum – begin to decolonise topics from Cornerstones.	Curriculum Lead Inclusion Manager SLT	Autumn 2020 - measuring its effectiveness and value for money.
Total budgeted cost					£20000
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?
<p>To implement research based interventions "Promising Projects" (sourced from the Education Endowment Foundation), to support disadvantaged pupils catch up on missed learning. In order to close the gap amongst peers and accelerate progress.</p>	<p>Continued use and training of other research-based interventions Precision Teaching, Zones of Regulation, Colourful Semantics, Accelerated Reader, Verbalisation and Visualisation, Nurture Group Provision etc... Staff INSETs and staff meeting time led by external agencies (where appropriate) to address CPD e.g. EPS, OT, SLCN and Behaviour Support. Provision maps highlighting PPG children, with entry and exit levels to show Progress. All provision maps set by the class teacher must have at least one intervention that is either pre teaching or a 'pop-up' intervention. Furthermore, to ensure that these children are getting a broad and balanced curriculum, a child is not allowed to miss more than two workshops in a week. Employment of Educational Lead Teacher to work with pupils in all year groups. To deliver a bespoke and pupil centred curriculum to reduce the impact on lost educational hours. Additional interventions provided by the SENCO, Curriculum Lead, Maths Lead and Educational Project Lead– targeting children across the school. HLTA to continue to work 1:1 with select children across the school for 30 min a week.</p>	<p>The EEF's rapid evidence assessment examines the potential impact of school closures on the attainment gap, based on a systematic search of existing literature. Key findings and implications include:</p> <ul style="list-style-type: none"> • Provide sustained, targeted support for catch-up When disadvantaged pupils return to school, put in place support that is: <p>Sustained - long-term without interruptions, not a "quick-fix" Targeted - specific interventions targeted to filling specific gaps in learning, for the pupils who need them. This research was supported by Sims (2020); Burgess and Sievertsen (2020) and Kuhfeld, & Tarasawa (2020).</p>	<p>Pupil progress meetings to track progress with SLT and class teachers – identifying additional provision. Termly data analysis. Provision maps with SMART targets, evidencing entry and exit levels. IEP provision / strategies. SEN day. Book moderations – across year groups, phases and schools. TA / LSA record of intervention. Where appropriate, continued use of remote learning Relevant training CPD tailored at specific members of staff. Involvement of external agencies to support individual children with additional needs e.g. ASD service. Class teachers and staff to implement the recommendations from these reports.</p>	<p>Inclusion Manager / SENCO</p>	<p>Spring 2021 – as this is when the National Tutoring Programme (NTP) should have been implemented.</p>
Total budgeted cost					£45000
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?

<p>Staff to continue ensuring that the emotional wellbeing of vulnerable children, who are PPG, is met in an inclusive and or nurturing way. This is so that PPG's attendance and punctuality increases in line with their peers.</p>	<p>Provide ongoing supervision training for our two trained ELSAs, to continue to cater for children's emotional wellbeing in school. Family Support Worker (FSW) to target vulnerable children/ families so that those who are persistently low attenders or arrive late due to family circumstances are targeted. Breakfast club - "Tecki Breki club." Purchase time for attendance related advice and support package from Cognus. Ongoing Nurture group Provision for targeted children and training for the two nurture group practitioners. PPG incentive for 100% attendance – those eligible for PPG and have 100% attendance for a term will receive a £50 voucher to spend in school e.g. uniform, extra-curricular clubs, dress up day clothes etc... The EEF recommends: Staff being alert to which pupils are more likely to be absent; and inform the SLT or the FSW as soon as they notice any worrying patterns in disadvantaged pupils' attendance. Whole school initiative, offering £50 to families to spend within school e.g. uniform, stationery, trips etc... if their child has 100% attendance for a term.</p>	<p>EEF highlight that disadvantaged pupils are at increased risk of being absent when school reopens – and this absence is likely to have an even greater negative effect on them than school closure. Disadvantaged pupils typically have lower rates of attendance, and disadvantaged pupils' families are substantially less likely to send their child back to school if given the choice. Ofsted (2013) highlight minimising barriers to learning and achievement. Schools which do well recognise and address low attendance which stop individual pupils from achieving as much as they can.</p>	<p>HLTA to be working with targeted PPG children – with a focus on emotional well-being. Nurture group to consist of PPG Children, whose needs would benefit from this. ELSA sessions to target PPG children who are vulnerable. Young Carers Operation Lead (SENCO) to carry out 1:1 intervention with PPG and SEN children. Termly review of attendance, distributing awards / financial support as appropriate. Making this approach known to parents by distributing letters, emails, as well as social media and the school website.</p>	<p>Inclusion Lead, Head Teacher and Family Support Worker.</p>	<p>Autumn 2020 - measuring its effectiveness and value for money.</p>
Total budgeted cost					£70000
6. Review of expenditure					
Previous Academic Year		2019 - 20			
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	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	

<p>Staff to understand and deploy appropriate interventions to support PPG children with their learning so that they can make good or strong progress, in order to close the gaps amongst their peers</p>	<p>Staff INSETs and staff meeting time led by external agencies to address CPD. NQT training from ASD and EP service. TA and LSAs to attend twilight sessions. Provision maps highlighting PPG children, with entry and exit levels to show progress. Specialist literacy/ dyslexic teacher to target PPG children.</p>	<p>Staff meetings and staff INSET days were used for CPD for all members of staff. External agencies were used to deliver training, in order to develop elements of classroom practice. This included: ASD visuals, Precision Teaching and behaviour management – as these were the emerging needs for all classes. Subsequently, the lessons learned were then integrated into whole class teaching and targeted support in the form of interventions. NQTs were also provided with additional training, either through 1:1 basis or in-group form. As 60% of the PPG children have additional needs, all class provision maps now have PPG and SEN children highlighted, so that all members of staff can target these disadvantaged pupils and evidence the impact that they are having. Provision maps continue to have clear entry and exit levels. The two interventions, which had the greatest impact on children across the school and improved PPG outcomes considerably was Precision Teaching and the newly established Nurture Group Provision (i.e. research-based interventions). Spring term provision maps were reviewed, despite children not completing all areas of provision, due to school closure because of Covid – 19. Despite these events, some of these children were supported by external agencies, organised by the Inclusion Manager. This was to ensure that the children and families could continue to be supported and receive interventions while at home. All success criteria was met, despite Covid – 19. This target would have had a greater impact on PPG children and non-PPG if it could have been sustained for a whole academic year, rather than one and a half terms.</p>	<p>Taking into account Ofsted and Interventions (2019) document, as a school, interventions are now more specific and take a holistic approach in terms of improving outcomes. Consequently, all provision maps set by the class teacher must have at least one intervention that is either pre teaching or a ‘pop-up’ intervention. Furthermore, to ensure that these children are getting a broad and balanced curriculum, a child is not allowed to miss more than two worships in a week. This is to ensure that the children do not consistently miss out on RE, PSHE etc.. which occur during worship time. This was ready to be implemented in the Spring term and will be carried on going forward. Staff understanding of interventions is gradually improving, in particular with supporting children’s Cognition and Learning. Moving forward, despite the school offering SEMH and SLCN interventions, class teachers and staff need to feel more confident and secure in delivering these for their individual classes – particularly for catering SEMH interventions, as this is an ongoing need for PPG children. Training delivered by external professionals was valuable and ensured that class teachers provided a range of research based interventions to support the needs of their PPG pupils. The most effective and widely used intervention to support PPG children was Precision Teaching, however the behaviour management training ensured that class teachers had a range of strategies and felt equipped with dealing with low-level disruptions in the classroom. Therefore the training that was delivered was effective and as a result would be an approach that should be carried forward.</p>	<p>£15000</p>
<p>ii. Targeted support</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>

<p>Staff to ensure that the emotional wellbeing of vulnerable children, who are PPG, is met in an inclusive and nurturing way. This is so that PPG's attendance and punctuality increases in line with their peers and ultimately impacts on progress and attainment.</p>	<p>Plan and implement wellbeing and self-esteem workshops for parents to support their families' emotional wellbeing. Provide training for and additional ELSA to support children's emotional wellbeing in school. Family Support Worker (FSW) to target vulnerable children/ families so that those who are persistently low attenders or arrive late due to family circumstances are targeted. Breakfast club - "Tecki Breki club."</p>	<p>PPG attendance is at 93.5%, which is a slight decrease from the previous year. This figure is lower than non-PPG children, which is 96.4%. It must be noted that some PPG children have medical needs requiring frequent hospital appointments. Furthermore, impacting this figure significantly are those children who have just become LAC, which has increased significantly from the previous year. One of the factors contributing to children becoming looked after is poor attendance and lack of parental involvement. Once looked after by the Local Authority, attendance increases albeit poor attendance previously. In addition, some of these LAC also live in different Local Authorities and commute a considerable distance – these two factors ultimately affects the figure and explain the decrease. The schools Family Support Worker (FSW) targeted vulnerable PPG children/ families, as well as dealing with those who were PPG and CIN, CP and other safeguarding concerns. This worked well for the individual children and families that were supported. Both families and children were able to build up a positive rapport with the FSW and were provided with a range of support and or referred / signposted to the relevant agency. Ongoing ELSA supervision training was provided and delivered by the EPS for two members of staff. They continue to work on a 1:1 basis-supporting children's SEMH, in particular the most vulnerable PPG children. In addition, as a school we now have two trained nurture group practitioners who can (and do) deliver the Nurture UK Programme of Study. They supported groups of PPG children from across the school, using the Boxall Profile and robust weekly assessments / targets to measure progress towards improving the children's outcomes for SEMH. All children within the groups have made significant gains from their entry levels to exit levels.</p>	<p>It is anticipated that "Planning and implementing wellbeing and self-esteem workshops for parents to support their families' emotional wellbeing" will take virtual form, through using technology, due to social distancing. However, parents were grateful for the support that they received during lockdown in terms of learning, feedback, structure, clarity and additional wellbeing activities provided across all year groups. As discussed within the impact section, it is difficult to confirm whether or not PPG children's attendance, progress and attainment would have improved. What has been evident is that the provision that is in place eg ELSA, nurture group and the FSW is very effective in meeting the children's and family's needs. It was clear that the research based interventions that were deployed as targeted support, made a significant difference. Upon reflection, what needs to be considered moving forward, is how these strategies can impact a wider range of families as opposed to the only the most vulnerable. For example, Tekki Brecki was a successful early morning intervention which impacted a greater number of PPG children compared to the other approaches. Although the most costly, the FSW was by far the greatest asset in addressing this target. Providing immediate feedback, support to children, families and where appropriate signposting and making referrals to external agencies. The FSW was also monitoring attendance, punctuality and during lockdown, monitoring children's engagement with online learning and making contact with parents who failed to engage or couldn't due to limited resources. Despite some progress and gains being made with supporting PPGs emotional wellbeing, this seems to be an ongoing and persistent need for these children within our setting – and the school as a whole. Therefore and ultimately, this approach will have to be continued going forward and embedded at a whole school level, taking into account the curriculum, its implementation and the needs of the children.</p>	<p>£35000</p>
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iii. Other approaches

Desired outcome	Chosen action/approach	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
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<p>All children eligible for PPG will make good progress; those in KS2 will make strong rates of progress so that they are working at least at the Expected Standard or Greater Depth for reading, writing and maths in KS2 SATS.</p>	<p>Continue to employ specialist English, and dyslexia trained teacher. High quality feedback / immediate intervention/ outstanding teaching and learning and Quality First Teaching. In class targeted questioning. HLTA to deliver 1:1 support to stretch and challenge targeted children, so that a higher number of pupils eligible for PPG are exceeding ARE. SENCO to target PPG and SEN children through 1:1 intervention.</p>	<p>The specialist English and dyslexic trained teacher and a HLTA were deployed to support PPG children with specific areas for their literacy e.g. spelling, capital letters and full stops and reading comprehension etc... This was working well, with individual and groups of children making progress against targets set on their provision maps, this can be shown by improvements with their exit levels and outcomes. Through book scans, moderation and learning walks / observations, immediate feedback within lessons was evident. Class teachers, TAs and LSAs are now more consistently implementing the assessment policy of pinking and greening within the lessons and getting children to respond in purple pen so that progress is evident. Precision Teaching and Pre Teaching interventions demonstrated the greatest improvement towards outcomes, when they were deployed to support learning. Autumn term progress showed that for PPG children: 80% were making good progress in Reading, 72% good progress in Writing and 75% good progress in Maths. This was broadly in line with non PPG children, with the exception of Reading, in which PPG children were exceeding non PPG by over 2% for good progress. However, due to Covid 19 this strategy took the form of online learning, therefore as a school we have not been able to formally assess all children since the Autumn term and therefore cannot fully quantify the impact of this target, as it was not conducted for the whole academic year. The same principle can be applied for PPG attainment and SATS results.</p>	<p>The specialist teacher and HLTA worked effectively in targeting PPG children. As the research and latest literature suggests, 1:1 interventions were and continue to be extremely beneficial, which was reflected in the outcomes / progress on the children's individual provision maps. Moving forward, the HLTA will continue to be used to target those PPG children who are at ARE. The specialist teacher is now retiring, therefore will not be available to support this group of children in September. Moving forward, the cost associated with this will now be allocated to members of teaching staff to allow them to have time out of class to target PPG children in the same way, through targeted interventions. Moving forward (as a whole school approach), care and consideration will have to be given to these disadvantaged children with regards to the amount of teaching and learning that has been missed due to Covid 19. Regardless of staffs best efforts to ensure that effective remote learning had taken place, this still presented with several logistical challenges. Therefore moving forward, a significant amount of targeted support will have to be continuously deployed to help these children close the gap, either via remote learning or other research based catch up schemes - depending on how school looks in September.</p>	<p>£15000</p>
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7. Additional detail

IMPACT: