# Pupil Premium Strategy Statement: Bourne Abbey Church of England Primary Academy

| 1. Summary information | | | | | |
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| **School** | Bourne Abbey Church of England Primary Academy | | | | |
| **Academic Year** | 2020/2021 | **Total PP budget**<br>*Based on January 2020 census. This figure does not include the money for the 1 LAC pupil whose funding is received through Virtual Schools.* | £181,845 | **Date of most recent PP Review** | September 2020 |
| **Total number of pupils Reception to Year 6** | 606 | **Number of pupils eligible for PP including Service pupils and LAC/PLAC pupils** | 140<br>***(NB 24 pupils no longer at school from September 2020)*** | **Date for next internal review of this strategy** | July 2021 |

| 2. Barriers to future attainment (for pupils eligible for PP ) | |
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| **In-school barriers** | |
| **A** | Attainment and, in some cohorts, progress of PP pupils falls behind non PP pupils in school. |
| **B** | A number of PP pupils are on the SEND register. In some cases, their emotional needs and behaviour can affect their attainment and progress. |
| **C** | Lower self-esteem amongst the group. Less confident with their oral language skills and communication which can affect their reading and writing in particular (not service pupils). |
| **D** | Lack of confidence compared to many others in school (not service pupils). |
| **External barriers** | |
| | Attendance for pupils eligible for PP (95.2%) is below the whole school average of 96.1% (2019-2020 – up to 20.3.20 when schools closed due to COVID-19). This reduces their school hours and causes them to fall behind. |
| | A number of PP pupils (2019-2020 – up to 20.3.20 when schools closed due to COVID-19) are persistent absentees. |
| | Oral language skills and communication in Reception (and in other year groups) are lower for some pupils eligible for PP than for other pupils. |
| | Some of the group (35 pupils) are also vulnerable in other ways and in some cases, display challenging behaviour at school and at home. Their emotional readiness for learning can be a barrier to their progress. |

| 3. Outcomes | | |
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| | **Desired outcomes and how they will be measured** | **Success criteria** |
| | Overarching desired outcome:<br>No Pupil Premium child will have been adversely affected by school closure due to COVID-19.<br>Provision in place will enable all to 'Catch-Up' as necessary and support their mental health and wellbeing and attendance.<br>See also Abbey Academies Trust's 'Catch-up'/'Flying High' plan of provision. | |
| **1** | Improved oral language skills for pupils eligible for Pupil Premium (especially in Reception and Year 1) which impacts on their reading and writing ability. | At least 80% of pupils eligible for PP achieve GLD. PP pupils in year 1 pass the phonics test. Pupils are more articulate, are involved in discussions in lessons. At least 80% children meet the expected standards in reading, writing and maths. |
| **2** | Higher rates of attainment and achievement for ALL of the Pupil Premium pupils, including those that are more able. | The difference is diminished or closed between pupils eligible for PP and other pupils in school and nationally. All PP pupils make at least good and better progress. |
| **3** | Increased confidence, engagement and behaviour of Pupil Premium pupils within their class and around school. | Self-esteem has improved for all PP pupils and their individual profile in school is more visible. |
| **4** | Ensure all Pupil Premium pupils attend well. Continue to increase attendance of persistent absentees to be more in line with whole school average. | All Pupil Premium pupils attend school well. Improve overall PP attendance to be more in line with the whole school attendance figure. Reduce the number of persistent absentees among pupils eligible for PP. |
| **5** | Increased involvement in wider school activities and responsibilities e.g. Student Council, UNICEF Ambassadors, Peer Mediators, clubs and visits. | Increased participation by individuals in after school activities and wider school activities, some taking on key roles in school. |
| **6** | Be vigilant with PP, including more vulnerable PP pupils who are absent due to self- isolating, class 'bubble' or local lockdown during COVID-19 times. Ensure they can access online learning and that this, and their wellbeing, is monitored closely. | Provision in place will enable all PP children to access online learning and support their mental health and wellbeing and attendance. |

| Planned expenditure | | | | | |
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| **Academic year** | **2020/2021** | | | | |
| How we will use the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | |
| **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** | **Review** |
| No Pupil Premium child will have been adversely affected by school closure due to COVID-19.<br>Provision in place will enable all to 'Catch-Up' as necessary and support their mental health and wellbeing and attendance.<br>See also Abbey Academies Trust's 'Catch-up'/'Flying High' plan of provision.<br><br>The chosen actions and approaches listed below take into account the overarching desired outcome above regarding COVID-19 and are also part of our typical provision for Pupil Premium children. | | | | | |
| Continued higher rates of progress for all of the Pupil Premium pupils | Staff CPD on high quality feedback and metacognition. Staff release and training costs **(£2,000)**<br><br>Assistant SENCo undertaking training and promoted to support those pupils who are PP but also SEN, co-ordinate and monitor interventions **(£3,945)**<br><br>Investment in high level of teaching assistant support in Year 6 to ensure quality interventions can take place as well as providing an additional full time 1:1 for a pupil. **(£49,694)**<br><br>Additional teacher employed for the whole academic year to | We want to invest some of the PP funding in longer term change which will help all pupils. Many different evidence sources, e.g. EEF (Education Endowment Fund) Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.<br><br>We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'.<br><br>Whilst the attainment and achievement of PP pupils is a collective responsibility, having an additional SENCo will support further those pupils who are PP and SEN and they can consider how strategic decisions impact positively on PP pupils. | CPD selected using evidence of effectiveness.<br>Staff twilight sessions to deliver training and monitor progress.<br><br>Monitoring, by SENCos, of interventions for all pupils to ensure pupils who fall behind are diminishing the difference and making accelerated progress.<br><br>Meetings will explore research based interventions and practice which will be used in the school.<br><br>CPD attended and training provided for staff involved in interventions. Key messages from CPD included in staff meetings.<br><br>Interventions evaluated regularly and strategy constantly revisited to ensure that PP provision is constantly evolving to the needs of the children.<br><br>Continued liaison between SLT, SENCo and class teachers regarding emotional and social needs of PP children. Impact | SLT | At assessment points throughout the year. |

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| | provide interventions for PP pupils and those requiring 'Catch-Up' due to COVID-19 school closures and to release teachers to provide interventions. **(£17,069 – part funded by 'Catch-Up funding)**<br><br>Strengthening teaching and SATs preparation in Year 6 through recruitment of remuneration of high quality teachers in Year 6 - 3 X TLR3 **(£13,710)**<br><br>Support EPEP outcomes for LAC pupils by contributing to the cost of learning tutors for pupils who need to make accelerated progress **(£2,000)**<br><br>Purchase of additional iPads and laptops to ensure PP pupils can access remote learning in the event of self-isolation due to COVID-19 **(approx. £5,000)** | Strengthening teaching and SATs preparation in Year 6 through recruitment, SLT and TA support will continue to ensure rigorous monitoring of standards of all groups of pupils.<br><br>Weekly SLT and Year 6 meetings to discuss impact of provision to ensure PP children are monitored carefully.<br><br>It is important that our PP pupils have access to our high quality remote learning through Seesaw if isolating at home (individually or if a class 'bubble' is closed).<br>Additional iPads and laptops will be loaned to PP pupils who do not have remote access at home. | of this monitored and shared with parents/carers.<br><br>All leaders and teachers to ensure that target setting for Pupil Premium children, as well as all children, is aspirational.<br><br>PP pupils working remotely can keep up with the work being set on Seesaw which reflects learning in school.<br><br>Teachers will mark and provide feedback to this work. | | |

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| Improved oral language skills for pupils eligible for Pupil Premium which impacts on their reading and writing ability. | RWI Scheme<br>Staff training on RWI development.<br>Staff Training on reading and vocabulary **(£2,000)**<br><br>Family Learning for Reception aged pupils. Release for key reception staff to lead Family Learning. This is scheduled to take place term 4 onwards due to COVID-19 restrictions. **(£2,000)**<br><br>Structured paired and group work<br><br>CD ½ day per week (SLE for Literacy) **(£6,024)**<br><br>High quality teaching assistants employed to deliver interventions to all pupils, including PP pupils who are, or at risk of, falling behind, including providing oral language interventions<br><br>Additional TA employed in Early Years to support early language development and PSED. Support transition due to COVID-19 Pre-school setting closures **(£5,837)** | Early literacy approaches have been consistently found to have a positive effect on early learning outcomes, with the most effective approaches improving learning by as much as six months.<br><br>Improved oral skills will have a direct impact on children's progress in reading and writing.<br><br>We want increase our expertise in practices to provide challenge and encouragement for these pupils.<br><br>Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months additional progress over the course of a year. | Lesson Study to focus on Pupil premium children's active involvement in their learning.<br><br>PP oral language monitoring. SLT (including SENCos) to monitor specifically impact of the oral language interventions.<br><br>Regular learning discussion with staff.<br><br>Regular observation of pupils at work. Termly book scrutiny.<br><br>Pupil progress meetings. | | |

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| | Purchase of high quality early language intervention package (approx. **£500)**<br><br>Employ library assistant. Part of their role will be to work with PP pupils, supporting choosing books, additional reading time and vocabulary development **(£4,817)**<br><br>ELKLAN – TA to deliver SALT intervention **(£5,520)**<br><br>Planning, resourcing and delivering high quality first hand experiences for pupils to build on their cultural capital (eg. visits out, visitors into school, theme days in school etc) **(£5,000)** | An engaging library with up to date books, lending library, e-readers and other IT resources will further develop enjoyment of reading, reading ability and subsequently raise attainment. Availability of the library for all pupils, particularly PP pupils, enables access to text, discussion and experience.<br><br>ELKLAN is an accredited SALT programme<br><br>It is proven that there is high value to providing children inspirational activities, building on their cultural capital, in engaging pupils and improving the quality of writing and associated work. | SENCO to monitor the progress of pupils receiving ELKLAN.<br><br>Regular learning discussion with staff. Regular observation of pupils at work. Termly book scrutiny. | | |

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| Increased confidence of Pupil Premium pupils within their class and around school | Focussed questioning regularly directed to PP children<br>Roles within class include PP children<br>Zippy's friends and PSHE programme **(£2,000)**<br><br>Support families with purchasing uniform, school shoes, PE Kits etc. **(£4,500 approx.)** | Meta cognition has highly consistent levels of impact according to the EEF. Opportunities for the children to explain their thinking and their best ways of learning should enhance their progress.<br><br>Ensuring PP children have correct uniform and access to their own PE kit will increase confidence and enjoyment of school. | Regular learning discussion with staff.<br>Regular observation of pupils at work.<br>Termly book scrutiny.<br>Pupil questionnaires<br>Pupil interviews | SLT and all staff | Termly |
| Involvement in wider school activities e.g. Student Council, other responsibilities, clubs and visits. | Appointment of outside providers to provide longer and a wider variety of after school activities eg. Inspire+<br>Prioritisation of pupils selected for roles.<br><br>Funding after school clubs, visits, residential visits for PP children **(£13,000 approx.)** | Involvement in sports and arts participation (clubs) are seen to have wider benefits on attitudes and well-being as reported be EEF. | Tracking of participation of pupils in wider school activities.<br>Discussions with pupils and teaching team. | SLT and all staff | Termly |

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| Ensure all Pupil Premium pupils attend well. Increase attendance of persistent absentees to be more in line with whole school average | Designated teacher responsible for monitoring attendance, including PP pupils. Release time and cover to analyse attendance, meet with parents/carers, feedback to teachers, meet with pupils. **(£7,171)**<br><br>Provide additional incentives for PP pupils who are persistent absentees to attend school regularly. **(£1,500)**<br><br>Continue to focus on attendance rewards and systems for addressing persistent absentees.<br><br>PP persistent absentees and vulnerable children invited to attend Breakfast Club and Kids Club (**£6,770)** | 'So what' information ensures action is taken swiftly and changes in attendance are quickly addressed.<br><br>The EEF Research 'Magic Breakfast' scheme found that schools who ran breakfast clubs before school made an average of +2 months additional progress for pupils.<br><br>This research also suggested that where these clubs took place, there was also an improvement in the behaviour of pupils.<br><br>The research also suggested benefits socially for children, as they provided children with an opportunity to mix with a new group of peers and make new friends. This can have a positive impact on their self-esteem and confidence. | Review of attendance, and particularly PP pupils, will ensure action is taken to address any attendance concerns.<br><br>3 weekly monitoring of attendance of all pupils by key staff, HoS and EHT.<br><br>PP pupils with lower attendance picked up swiftly and acted on.<br><br>Regular learning discussion with staff.<br><br>Regular observation of pupils at work.<br>Termly book scrutiny.<br>Data analysis of vulnerable groups – progress and outcomes. | | |

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| `Ensure all Pupil Premium children's emotional needs are met. | Access outside agencies such as Counselling Service and Play Therapy.<br>£40 per session **(£2,500 approx.)**<br><br>Teacher trained in Level 3 Counselling to work with children and families – cost of release cover ½ a day per week to work with specific PP pupils **(£5,993)**<br><br>Employ highly skilled teaching assistant as Mental Health First Aider and Pastoral Support 5 x pms **(£13,088)**<br><br>Continued professional development of Pastoral support TA **(£1,000)** | Specialist support in place and advice which school staff in school and parents/carers can also utilise to benefit children and their self -esteem.<br><br>Increased emotional confidence and more positive attitudes to learning.<br><br>This programme of counselling has a huge impact on children at times of difficulty. There have been marked improvements for pupils who have attended.<br><br>A teacher (who is part of the Safeguarding Team) trained as a counsellor will provide children and families with additional access to a counsellor.<br><br>Ongoing pastoral support, closely tailored to the needs of the child, has a positive impact on emotional needs and hence academic achievement. | Discussions with pupils and teaching team.<br>Discussion with parents and carers.<br>Pupil interviews.<br><br>Needs to be maintained as part of our core offer, prioritised to PP children as necessary. | SLT and SENCo | Termly |
| | | | | **Total budgeted cost** | **£182,638** |

| 4. Impact on Standards |
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| **Academic year 2020-2021** |

**Attainment at the end of 2020/2021 (% of pupils meeting the Expected Standard or above)**