

# Pupil Premium Strategy Statement

## Bembridge CE Primary School 2020 -2021



### School Vision

Our vision is to ensure that Bembridge CE primary School provides the optimum education for all of our children. We are determined that our children should achieve the highest standards of which they are capable and that we will continue to provide them with excellent teaching and guidance in order to help them succeed.

### Pupil Premium Funding

The pupil premium is additional funding for schools to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. The funding is based on whether a child is eligible for free school meals.

The Department of Education will allocate the following amounts for 2020/21:

- £1,345 per pupil who have been recorded as being entitled to free school meals at any time from reception to Year 6. (Ever 6 FSM)
- £2,345 per pupil for Looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, a local authority (Pupil premium plus)
- £2,345 per pupil for children who have ceased to be looked after by a local authority because of adoption, a special guardianship order, a child arrangement order or a residence order

#### Service Pupil Premium (SSP)

There is also additional funding for supporting children and young people with parents in the regular armed forces. This is an allocation to offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.

Pupils attract the premium if they meet the following criteria:

- one of their parents is serving in the regular armed forces
- they have been registered as a 'service child' in the school census at any point since 2011
- one of their parents died while serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme (AFCS) or the War Pensions Scheme (WPS)

Schools will receive £310 for each eligible pupil

## **Pupil Premium Strategic Principles**

### **Our building blocks for tackling educational disadvantage:**

#### **Whole-school ethos of attainment for all**

There is a culture of high expectations for all.

There is a belief that all disadvantaged pupils are capable of overcoming their personal barriers to succeed.

Disadvantaged pupils and their families are held in high regard

Leaders, teachers and other adults understand their role within the school's strategy

#### **Addressing behaviour and attendance**

A strong emphasis is placed on developing positive behaviours for learning.

The school responds rapidly to ensure behaviour management strategies are effective for pupils that need support.

Attendance is monitored. Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school.

Persistent absence is rigorously challenged.

#### **High quality teaching for all**

The school places a strong emphasis on ensuring all disadvantaged pupils receive high quality teaching; responsive on- going formative assessment is essential to ensure disadvantaged pupils make strong progress.

Teachers are committed to successfully engage with the disadvantaged pupils who are less successful learners.

Professional development is focused on securing strong subject knowledge, questioning, feedback, and self-regulation.

Interventions are additional to the entitlement to high quality teaching; class teachers retain accountability for pupil achievement.

#### **Meeting individual learning needs**

There is a strong understanding of the barriers to learning and how these barriers present in school.

Personalised profiles are used to ensure barriers are overcome so that disadvantaged pupils can benefit from enrichment, emotional well -being support and interventions that enable them to succeed in their learning across a wide range of subjects.

Learning gaps and misconceptions are identified and addressed so that pupils can secure learning domains that will enable them to catch up to meet age related expectations or increasingly work at greater depth.

Transition processes for disadvantaged pupils are carefully planned and implemented

#### **Data-driven**

The progress of disadvantaged pupils is discussed at all pupil progress meetings and at key assessment milestones. Actions are identified, implemented and regularly reviewed within each assessment phase.

Accelerated progress must lead to higher attainment within an academic year and key stages.

#### **Clear, responsive leadership**

Leaders and a governor, review the effectiveness of strategies based on internal analysis, research and best practice.

Self-evaluation is rigorous and honest.

Leaders apply robust quality assurance processes and clear success criteria.

#### **Deploying staff effectively**

Staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils.

Resources are targeted at pupils at risk of underachievement in terms of low and high attainment

Pupil Premium Strategy Group	
Team member	Role
Sandra Grocock Headteacher	Monitoring of PP children including targeted children. Liaison with teachers/ holding to account. Data and finance allocation of PP funding. Monitoring of process and procedures.
Clemma Yardley Assistant HT	Monitoring of PP children including targeted children. Liaison with teachers.
SENco	SEND disadvantaged children/ joint monitoring and progress data analysis. Advising teachers and support staff where required.
Inclusion governor	Reviewing the impact of the pupil premium funding. Overview of objectives in this pan.
Review Dates for academic year:	March 2021, July 2021

Current Profile						
Academic Year	2020-2021	Number of Pupils eligible for PP	27	Breakdown of PP Pupils		
NoR	194	Total PP budget	£26,830.00 (sept)	FSM/Ever 6	Service	LAC
Date of Statement	October 2020	Review Date(s)	March 2020	22	2	3

Cohort Profile of Disadvantaged Pupils in Key Stage 1 and 2 2020 /21 (Does not include Service pupils)													
Year Group	Number and % of disadvantaged pupils eligible for PP without SEN		Number and % of disadvantaged pupils on SEN register		Lower Attaining Pupils from EYFS or KS1			Middle Attaining Pupils from EYFS or KS1			Higher Attaining Pupils from EYFS or KS1		
EYFS	2	3.8%	0										
				R	W	M	R	W	M	R	W	M	
Year 1	3	11%	1 3.7%										
Year 2	5	17.8%		1	1	1	3	4	3	1	-	1	
Year 3	3	10%		1	1	1	2	2	2				
Year 4	2	6.8%		-	-	-	1	1	1	1	1	1	
Year 5	3	11.5%	1 3.8%										
Year 6	4	15.3%	1 3.8%	1	1	1	3	3	3	1	1	1	

Summary allocation of funding	
Teaching and Learning	
<ul style="list-style-type: none"> <li> <b>To close identified gaps in learning for groups of pupils:</b>            All teaching staff engage in ‘Quality First teaching’ which ensures that provision is made in each lesson to meet the diverse needs of all learners including the effective deployment of Teaching Assistants.            Targeted support from Teaching Assistants including 1:1 support in English and Maths lessons to improve on disadvantaged attainment in Reading, Writing and Maths outcomes. Extra support in Early Years to support small group learning and continuous provision.            Release time for teachers for pp Meetings, with HLTA to cover PP targeting and discussion meetings            The percentage of Pupil Premium pupils at ARE at the end of the year will be in line with the attainment of non-Pupil Premium children. Higher attaining Pupil Premium pupils sustain levels of progress and work at ‘Greater Depth’ in RWM.            Recovery – curriculum planning And resources.         </li> </ul> <p><b>Firmly embed teaching the strategies, rules and conventions systematically and explicitly</b> in spelling            Standardised spelling test assessments will continue across the school and these are tracked thrice yearly with particular emphasis on the performance of Pupil Premium children (quantitative test scores, raw and standardised scores)            Approach to book scrutiny will monitor how National Curriculum and higher frequency spellings are applied into the children’s writing. English Lead release time.            Teachers will give pupils regular opportunities to consolidate key skills in phonics and spelling with targeted support ongoing monitoring will feed into pupil progress meetings</p>	<b>Expenditure</b>  <b>£5,230</b> <b>£14,000</b>  <b>£300</b>   <b>£300</b>
Targeted Academic Support (Emotional, social and behavioural support)	
<p>Continue support for families and pupils who are vulnerable and /or anxious– emotional wellbeing.</p> <ul style="list-style-type: none"> <li>To improve confidence in identifying cause and effect in behaviour, emotional and social difficulties. To support pupils in managing behaviour, emotional and social difficulties.</li> <li>Social skills/communication/emotional resilience sessions either 1:1 or small groups. A number of children have anxieties which can be a barrier to learning. Communication and Emotional Literacy sessions support anxiety and development of social skills enhancing positive attitudes towards learning and raised self- esteem.</li> <li>Relax Kids - <b>Relax Kids Classes</b> – 7 steps to relaxation – socially distanced course for 45 minutes per session. Topics include: Feeling safe, managing change, developing positivity, resilience and feeling connected</li> <li><b>Online course</b> for parents whose children are taking part in the RK group in school, focusing on Brain Training, Taming the Emotions Monster, and Strategies for Calm through the senses.</li> <li>Education and Inclusion support – monitoring of attendance to enable all children to be in school and learning for maximum amount of time possible.</li> </ul> <p>Supporting families benefits children and targeted support enables these pupils to develop resilience through adopting strategies to enhance emotional wellbeing and independence. Pupils develop their communication skills. Raised self esteem, concentration levels are increased and pupils are able to cope with the demands of the curriculum. Positive attitudes to learning ensure progress in line with peers.</p>	<b>Expenditure</b>  <b>£1,000</b>   <b>£3,000</b>

<b>Wider support strategies (Enrichment)</b>	
<p>To provide opportunities that enrich and develop children's wider experiences and promote resilience and increase self-belief.</p> <ul style="list-style-type: none"> <li>• Participation in extra-curricular activities and school trips (subsidised for PP pupils). Extended school activities raises both attendance levels and self-esteem for pupils engaging them in their learning. Provides enhanced opportunities for social experiences. All pupils have access to a wide range of extracurricular activities. Trips offer a rich experience beyond the classroom and increase first hand experiences providing engagement and motivation for learning.</li> <li>• Arts Award - Pupils are supported on their Arts Award journey by an Arts Award teacher, acting as assessor, facilitator and mentor. Inspiring pupils to <b>connect</b> with and <b>take part</b> in the wider arts world. The Arts Award and Challenge Programme enables pupils to demonstrate independence, collaborative working and creativity whilst raising self-esteem and a sense of achievement.</li> </ul> <p>Pupils have the opportunity to experience a wide range of new arts, cultural, academic and sports experiences, artists and workshops for all pupils to engage with. Supporting the whole child/enrichment. Raises aspiration, motivation and engagement.</p>	<p><b>Expenditure</b></p> <p><b>£1,000</b></p> <p><b>£2,000</b></p>
<b>Total Expenditure</b>	<b>£26,830</b>

<b>Key barriers and rationale for Pupil Premium priorities</b>
<p><b>External barriers that may affect some disadvantaged pupils</b></p> <p>Due to the low numbers of Pupil Premium pupils within each year group, barriers are identified on an individual basis as part of termly pupil progress meetings. These barriers are exacerbated where pupils eligible for pupil premium also have identified SEND.</p> <p>Some children need friendship support Some children require additional emotional support</p> <p><b>Barriers for learning that make some disadvantaged less successful in their learning in school</b></p> <p>Those pupils with emotional and positive behaviours for learning difficulties due to external circumstances. Those pupils who have difficulty in concentration. Home learning due to lockdowns – parental support/access to technology</p>
<b>Catch Up Premium – September 2020 £15,520</b>
<ul style="list-style-type: none"> <li>- Catch up planning for pupils that did not attend school due to the national lockdown: align the catch up coverage with the new year's curriculum so that it is sequential and progressive; pupils catch up fully in the academic year 2020-2021</li> <li>- Recovery planning; revisit key learning from previous year's curriculum, rapidly closing the most vital gaps in knowledge and skills, teach coverage not taught in sufficient depth or missed.</li> <li>- Interventions through personalised tutoring</li> <li>- Resources for catch up ; Rapid Maths programme, Phonics Reading Scheme Books</li> <li>-</li> </ul>

<b>School Improvement Plan 2020/21 priorities for disadvantaged pupils</b>			
<b>Objectives</b>	<b>Success criteria</b>	<b>Actions / professional development</b>	<b>Monitoring</b>
<p><b>To continue to improve outcomes in English and Maths at KS2. Identify gaps in learning due to COVID -19 and plan catch up priorities for each year group</b> <i>Quality of Education</i></p>	<p>Targeted KS2 pupils achieve ARE in SATs at end of KS2. Targeted pupils in Yr5 achieve ARE. Pupil conferencing demonstrates greater understanding and application in pupils. Milestone data will show gaps closing.</p>	<p>To maximise the opportunities for diagnostic conferencing of targeted pupils, enhancing mathematical vocabulary and the knowledge and use of key ideas and concepts. Teachers provide analysis of gaps in teaching for new year group teachers at start of Autumn Term Baseline teacher Assessment in Autumn Term Milestones throughout the year completed and analysed Book scrutiny and data analysis to be completed to ensure gap filling and progress made</p>	<p>Maths lead/ English Lead - pupil conferencing/ book scrutiny/ observations Data analysis by SLT Governor monitoring of data analysis</p>
<p><b>Spelling/phonics - Firmly embed teaching the strategies, rules and conventions systematically and explicitly, helping pupils recognise which strategies they can use to improve their own spelling.</b> <i>Quality of Education</i></p>	<p>Evidence shows the expected rates of progress, and most pupils are in line with these expectations by the end of the school year from their starting point.  Comprehensive and accessible progression in the teaching of spelling for all groups of pupils.</p>	<p>Implement Spelling Recovery Plans - to support in covering curriculum requirements as well as allowing for revision and consolidation from previous years due to Covid-19. Further develop approach to teaching phonics –</p> <ul style="list-style-type: none"> <li>• Participation In IOW phonics Project</li> <li>• Year 3 Phonic recovery – phonics for reading, phonics for spelling.</li> </ul> <p>Baseline teacher Assessment in Autumn Term Milestones throughout the year completed and analysed</p>	<p>Training and bespoke school visits from HIAS Specific training Year 3 teaching Phonics Literacy lead observations and book scrutinies</p>
<p><b>To provide a catch up curriculum in light of COVID-19 and missed learning across year groups</b> <i>Quality of Education Leadership &amp; management</i></p>	<p>Focusing interventions on the essential ideas linked to whole class unit of work including revisiting the problem solving examples and strategies in maths.  Short sequences of work produced enabling more opportunities for writing and exposure to a variety of texts ( English)</p>	<p>Identifying pupils' starting points Pre-teach and reinforcement activities as part of QFT Pupils knowing essential knowledge, concepts and skills to enable progress to end of key stage Use 'ready- to –progress' criteria and Maths Catch up plans Spelling recovery – 'step up to catch up curriculum' Yr1 to Yr 6</p>	<p>SLT Observations and pupil progress meetings Monitoring by SENCO</p>

## The impact of last year's pupil premium priorities and outcomes 2019-2020

National curriculum Statutory Assessments did not take place due to the Coronavirus pandemic and subsequent lockdown.  
CPD with English and Maths leads- evidenced in classrooms with emphasis on strategies and use of concrete materials supporting abstract calculation in maths.  
Pupils making good progress towards targets at Milestone 2  
Parental engagement with Emotional Behaviour Consultant and opportunities provided for pupils in developing emotional resilience in paired, group and 1:1 work.  
Enrichment activities across the school provided in Autumn and Spring Term before Lockdown.

Our building blocks for tackling educational disadvantage and comments from the **OFSTED DEC 2019** report which reflect how we were meeting these.

### **Whole-school ethos of attainment for all**

There is a culture of high expectations for all.

There is a belief that all disadvantaged pupils are capable of overcoming their personal barriers to succeed.

Disadvantaged pupils and their families are held in high regard

Leaders, teachers and other adults understand their role within the school's strategy

**OFSTED: *Adults are intent on preparing pupils successfully for the future, encouraging them and expecting them to work hard. A focus on communication and personal, social and emotional development helps children get off to a flying start with their education.***

### **Addressing behaviour and attendance**

A strong emphasis is placed on developing positive behaviours for learning.

The school responds rapidly to ensure behaviour management strategies are effective for pupils that need support.

Attendance is monitored. Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school.

Persistent absence is rigorously challenged.

**OFSTED: Our recent OFSTED inspection judged Behaviour and attitudes as OUTSTANDING**

***Pupils want to be at this school. They attend regularly because they are keen to learn.***

### **High quality teaching for all**

The school places a strong emphasis on ensuring all disadvantaged pupils receive high quality teaching

Teachers are committed to successfully engage with the disadvantaged pupils who are less successful learners

Professional development is focused on securing strong subject knowledge, questioning, feedback, and self-regulation.

Interventions are additional to the entitlement to high quality teaching; class teachers retain accountability for pupil achievement.

### **Deploying staff effectively**

Staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils.

Resources are targeted at pupils at risk of underachievement in terms of low and high attainment

**OFSTED: *Leaders have high aspirations for pupils' learning. Staff share leaders' commitment to providing pupils with high levels of care and education. Senior leaders invest in staff development in a way that takes workload into account.***

### **Meeting individual learning needs**

There is a strong understanding of the barriers to learning and how these barriers present in school.

Personalised profiles are used to ensure barriers are overcome so that disadvantaged pupils can benefit from enrichment, emotional well-being support and interventions that enable them to succeed in their learning across a wide range of subjects.

Learning gaps and misconceptions are identified and addressed so that pupils can secure learning domains that will enable them to catch up to meet age related expectations or increasingly work at greater depth.

Transition processes for disadvantaged pupils are carefully planned and implemented

**OFSTED: *Adults use curriculum plans to identify learning activities that meet children's varied needs.***

**Data-driven**

The progress of disadvantaged pupils is discussed at all pupil progress meetings and at key assessment milestones. Actions are identified, implemented and regularly reviewed within each assessment phase.

**Clear, responsive leadership**

Leaders and a governor, review the effectiveness of strategies based on internal analysis, research and best practice.

Self-evaluation is rigorous and honest.

Leaders apply robust quality assurance processes and clear success criteria

**OFSTED: *Leaders know their school very well. They are proud of its many strengths and know what could be even better. Their proactive work with other schools and the local authority helps them to make ongoing and relevant improvements. Governors support this work, using their knowledge and expertise to keep a check on standards in the school.***

**COVID-19**

- Attendance in school for vulnerable pupils along with key workers childcare provision
- Home learning; year group and personalised tasks, reading fluency
- Safeguarding; vulnerable pupil returns to LA; external agencies involvement
- Support to vulnerable families emotionally and through resources for learning; free school meals provided, keep in touch e mails and phone calls made regularly.

**Reintegration June/July 2020**

- Risk assessments for pupils with EHCPs and communication to parents
- Catch up planning for Year R, 1 & 6: Revisit prior learning, challenge pupils to remember and apply, secure levels of fluency and accuracy previously attained.
- Home learning, fluency in reading and mathematics.
- Interventions
- July; transition information: summative assessments, domain analysis and learning behaviours