



Strategy for Proposed Spend of Pupil Premium 2020 – 2021

The pupil premium provides funding for children:

- who have been in receipt of free school meals (FSM) at any point in the past 6 years (£1345 per child)
- who have been previously looked after, subject of a special guardianship order and/ or adopted from care (£1900 per child)
- pupil premium plus children currently being looked after or in care (£1900 per child per school year -held by the LA Virtual School Head accessed via PEP return)
- whose parents are currently serving in the armed forces (£300 per child)

Schools are held accountable for the spending of these monies; performance tables will capture the achievement of disadvantaged children covered by the Pupil Premium.

St James' Blackburn Church of England Primary School is committed to providing effective resources and ensuring vital support is in place for our disadvantaged children to improve their academic outcomes.

The Pupil Premium Strategy will be reviewed in July 2021. The impact of proposed actions will be monitored regularly to ensure effective implementation.

This document details the proposed spend of the Pupil Premium 2020-2021.

A proportion of the Pupil Premium is committed to maintaining the provision for disadvantaged children that is currently in place.

Academic Year	2020/21	Total PP budget	£88,770
Total number of pupils	421	Number of pupils eligible for PP	66 (16%)

The key objectives:

- 1. Quality teaching – To improve outcomes by addressing gaps in learning due to school absence caused by COVID 19 for disadvantaged children.**
- 2. Quality teaching –To improve outcomes in all subjects by ensuring that disadvantaged pupils have an increased range of vocabulary.**
- 3. Targeted Support – To provide individualised intervention and support for disadvantaged children.**
- 4. Attendance and Engagement - to improve curriculum engagement and academic achievement for disadvantaged children.**

OBJECTIVE 1: Quality teaching – To improve outcomes by addressing gaps in learning due to school absence caused by COVID 19 for disadvantaged children.

Actions:

Assessment, CPD and monitoring of pupil progress will help to overcome the gaps in learning created as a result of COVID19 and the impact on school attendance during spring and summer 2020.

Allocation of support staff in classes depending on the needs of the pupils will provide greater adult support where required.

In the event of a future lockdown, all pupils will be provided with quality activity books at home (CGP). In order to support learning to continue at home.

Intervention sessions for pupils who are at risk of falling behind to address gaps in learning and support pupils to catch-up, resulting in their end of year outcomes to be closer to those nationally.

Early literacy skills, including speech, language and phonics prioritised as a key area of focus for disadvantaged pupils, many of whom have English as an additional language.

Additional phonics sessions will give pupils a solid foundation for developing key reading, writing and speaking skills. Class teachers and Leaders will use Accelerated Reader Screening and Progress Monitoring reports to: -

identify independent reading range

-create individualised goals and instruction plan

-monitor the impact of interventions

Conferencing of disadvantaged children to ensure that the range of books in school matches the interests of disadvantaged children, and is developing their reading strategies. Reading Support Lead monitor closely, establish any areas of need and report to Vulnerable Groups

<p>Team termly</p> <p>Disadvantaged children will receive targeted support for 1:1 reading sessions with class teachers and TAS.</p> <p>Disadvantaged children targeted for extra-curricular clubs to support recovery learning.</p> <p>Resources put in place to ensure learning continues through live online lessons in the event of self-isolation, staff absence or bubble closure.</p> <p>Support will be provided for families to ensure internet access and electronic devices to access learning at home.</p>
<p>Rationale:</p> <p>Sustained support will be needed to help disadvantaged pupils catch up It is highly likely that the gap will have widened when pupils return to school, even if the strongest possible mitigating steps are put in place. Catch-up provision, including assessment of lost learning and targeted support, will be essential. However, it is unlikely that a single catch-up strategy will be sufficient to compensate for lost learning due to school closures. There is a risk that high levels of absence after schools formally reopen poses a particular risk for disadvantaged pupils. Education Endowment Foundation Impact of school closures on the attainment gap: Rapid Evidence Assessment June 2020</p>
<p>Desired Outcome:</p> <p>Supporting effective blended learning will mitigate the extent to which the gap widens.</p>

Person(s) responsible	Effective implementation	Costs
<p>Inclusion Team</p> <p>AHTs TLR</p> <p>SLT</p> <p>Assessment Leader AHT</p> <p>Support for vulnerable learners Lead (UPS teacher)</p>	<p>Vulnerable Group Meetings monitor pupil progress in reading at least termly and report to SLT and Governors.</p> <p>Pupil Progress Meetings are held with class teachers and the progress of disadvantaged children is discussed.</p> <p>Teaching Assistants have using technology to support learning as a focus for Appraisal</p> <p>Development of CPD for Teaching and support staff to provide quality teaching to address gaps in learning.</p> <p>Additional support for targeted children and families in school and at home.</p>	<p>£20,000</p>

OBJECTIVE 2: Quality of teaching for all: To improve outcomes in all subjects by ensuring that disadvantaged pupils have an increased range of vocabulary.

Actions:

Continuous Professional Development (CPD) for all teaching staff and TAs will ensure teachers plan in order that the curriculum effectively promotes progression in language, and strategies for developing vocabulary.

EAL Lead to give additional CPD to new teaching staff and support staff, to enable them to use strategies with EAL pupils including those who are disadvantaged.

New disadvantaged children who arrive in school assessed by EAL Lead.

Early intervention given through EALIP (English Additional Language Intervention Programme).

Monitor intervention for newly arrived EAL children and reassess vocabulary/reading through the year to record impact on vocabulary and language.

Support given to disadvantaged EAL and newly arrived parents at Parents' Evenings and provide key points to support staff to help with translation at Parents' Evenings either online or face to face as appropriate.

EAL Lead to hold targeted Parents' Workshop focused on language and vocabulary either online or face to face as appropriate. Subject specific vocabulary identified and shared with parents through curricular newsletters and school website.

Provide Talktastic intervention in Reception and EYC and Liaise with Speech and language professionals for further strategies.

Disadvantaged children in KS2 given support to develop own vocabulary books.

Rationale:

The Ofsted EIF Jan 2019 (page 22) states 'There is clear and consistent evidence about the importance of vocabulary development. In addition, a range of studies highlight the extent to which there can be a vocabulary gap between children from disadvantaged families and their peers.

'As noted in Ofsted's previous pupil premium publications-2014, In primary schools, the funding is sometimes used to provide specialist support for developing pupils' language and communication skills.'

Research demonstrates gaps in vocabulary already established for pupils from low income households before primary education. An additional 500 words acquired each year can close this gap to impact positively on standards and progress across the curriculum.

Desired Outcome:

Pupils will have increased word level knowledge and will be able to use a range of vocabulary in the correct context. The gains in language and vocabulary will allow disadvantaged pupils to access the full curriculum with greater understanding.

Disadvantaged children's attainment in English, particularly oracy is in line with other children. Increased parental ability to support home learning.

Person(s) responsible	Effective implementation	Costs
EAL Lead UPS Teacher Inclusion Team SLT EAL Lead UPS teacher	EAL Lead reports progress of identified children to vulnerable Groups Team. Vulnerable group supervision meetings Teachers and Support staff observed employing strategies gained from CPD. Preteaching and revisiting vocabulary. Pupil Progress Meetings Support for targeted children and families.	£10,000

OBJECTIVE 3: Targeted Support – To provide individualised intervention and support for disadvantaged children.

Actions:

The quality of intervention improved, through CPD for Teaching Assistants and Apprentices to implement new programmes and strategies to help disadvantaged children overcome learning barriers.

Frequent staff reviews to ensure most effective deployment of staff, providing efficiency and best provision.

Regular timetabled assessment and tracking to ensure early identification of vulnerable disadvantaged pupils for targeted support.

Additional support given to meet the needs of identified disadvantaged children within and outside core lessons.

Disadvantaged children’s data shared with Phase Leaders as a Focus for TLR meeting, to ensure disadvantaged children in all classes and phases make good progress.

Disadvantaged children will be prepared for Mock and Statutory tests by: •

Completing access arrangements to address any specific barriers.

- Teaching disadvantaged children test technique.
- Raising aspirations and nurturing resilience. Through targeting and additional support.

Support given to individuals and vulnerable groups of pupils in their development of self-esteem and motivation.

Analysis of Pupil Premium database and Pupil conferencing identify opportunities for support and further curriculum access, through special events, visitors into school or external visits.

Rationale:

‘As noted in Ofsted’s previous pupil premium publications, the most frequent use of the funding is to pay for additional staff, including teachers and teaching assistants, who deliver one-to-one support and small group tuition, typically focused on English and mathematics.’

‘Additional staffing is also used to enable schools to offer a range of interventions such as booster classes, reading support or ‘raising aspiration’ programmes, and to reduce the size of classes.’

‘The major differences are the extent to which leaders ensure that the funding is very carefully targeted at the types of activities that best meet the needs of their pupils, and the rigour with which these activities are monitored, evaluated and amended.’

Desired Outcome:

Highly effective intervention and SEND support and strategies are in place to help disadvantaged children overcome any barriers to learning.

To boost confidence and accelerate progress of targeted individuals in Reading, Writing and Maths. To provide emotional support and pastoral care to those children in need.

To foster and nurture individual skills and talents.

Person(s) responsible	Effective implementation	Costs
Inclusion Team SLT Extra- Curricular Lead	Vulnerable group supervision meetings identify children and regularly review support that is place. Disadvantaged pupils progress is carefully tracked and discussed at Pupil Progress Meetings. Monitoring of extra-curricular clubs and attendance and outcomes is reported to Inclusion Team	£49, 000

OBJECTIVE 4: Attendance and Engagement - to improve curriculum engagement and academic achievement for disadvantaged children.

Actions:

Parents of disadvantaged children targeted to attend online or face to face workshops, and given support and resources to support home learning and the curriculum in school.

Disadvantaged children targeted to attend breakfast club for free.

School will subsidise school visits to enable disadvantaged children to take full advantage of opportunities that are offered.

Rationale:

'The funding is also commonly used to enable eligible pupils to participate fully in after-school clubs and activities and to provide financial support for educational visits'

Desired Outcome:

Increased parental ability to support home learning.

Disadvantaged children social skills are further developed and a healthy start to the day impacts on learning.

All children have opportunities to experience a range of activities that they otherwise not encounter.

Person(s) responsible	Effective implementation	Costs
Inclusion team and Reading Support Lead Attendance Lead Breakfast Club leader	Monitoring, attendance registers, homework books, pupil conferencing. Parent and Pupil conferencing. Attendance and evaluations of parent workshops. Pupil conferencing. Breakfast club and attendance registers monitored and pupil conferencing.	£9,770