

Bollin Primary School



Growing hearts and minds together

## **Pupil Premium Funding Strategy** **Year 1 of 3 of the *Trust Educationally Disadvantaged Strategy***

### **1. Purpose**

We are an inclusive school and we are committed to securing excellent outcomes of *all* pupils, especially those who are educationally disadvantaged.

It is our aim that every child will:

- enjoy school and love learning;
- thrive and achieve well in all subjects;
- be excited by our 'irresistible' curriculum;
- experience high quality teaching, every year;
- have strong attendance and punctuality;
- have the opportunity to learn in a stimulating, inspiring and well-resourced school environment.

These aims flow from our ethos of inclusion, care and aspiration for every child, they underpin the decisions we make and how we allocate resources to support those most in need.

### **2. Barriers to learning**

We are clear that some of our pupils face barriers to learning that hinder their progress at school and therefore their ability to reach their potential. We also recognise the long term detrimental impact this can have on a child's ability to access the secondary curriculum and opportunities beyond.

Barriers to educational achievement can be numerous and varied, impacting pupils from a range of backgrounds. We know the barriers to learning some of our pupils face beyond the school gates, include but are not limited to:

- *unstable or chaotic home lives;*
- *insecure home accommodation;*
- *low levels of income;*
- *poor attendance and punctuality;*
- *parents' own educational experience;*
- *lack of parental support.*

Equally, we are aware of barriers *within* school that some pupils face include:

- *lack of confidence, resilience and independence;*
- *social, emotional and mental health needs;*
- *limited vocabulary poor;*
- *difficulties with reading;*
- *speech and language difficulties;*
- *low prior attainment.*

We also recognise the importance of continually striving to secure the very highest quality teaching and curriculum provision in *every* classroom.

What is clear is that the needs and barriers to learning are often complex and as a school we have designed an approach to focus in on the main barriers to learning as they present themselves in our school. Although our influence extends beyond the school gates, the classroom and school environment is the domain where we can affect positive change.

### **3. Pupil Premium Funding**

Pupil Premium is **additional funding for publicly funded schools** in England to raise the *attainment* of disadvantaged pupils and *close the gap* between them and their peers. This funding is aimed at addressing the current underlying inequalities that exist between pupils from disadvantaged backgrounds and their more affluent peers.

This funding is allocated to schools on the basis of the number of pupils who have been eligible for Free School Meals at any point over the last six years; pupils who have been “looked after” for more than six months, pupils who have left local authority care or pupils of service personnel.

The DFE has given us the freedom to use the Pupil Premium as we see fit, based on the knowledge of our pupils’ needs and we use this funding to meet the needs of our *educationally disadvantaged pupils*.

Our overall goal is to focus on those that educationally really need our help, not to waste funding or to target support in the wrong place. We will use our Pupil Premium funding to reduce the gaps in progress and attainment between genuinely educationally disadvantaged pupils and other pupils.

*“...Pupil Premium provides an important focus for prioritising the achievement of pupils from disadvantaged backgrounds in our education system. When it is most effective, the Pupil Premium will sit at the heart of a whole school effort, with all staff understanding the strategy and their role within in.”* The EEF Guide to the Pupil Premium

*“... clarity is the Pupil Premium’s greatest strength. Educational attainment is the best predictor that we have of a young person’s long-term outcomes. The Premium can act as a focal point as schools plan and put in place the strategies that will help their students succeed.”* The EEF Guide to the Pupil Premium

**For the academic year 2020/21 we will receive £60,525 in Pupil Premium Funding**

#### 4. School Overview

Pupils in school	446
Proportion of Disadvantaged	11%
Pupil Premium allocation for 2020/21	£60,525
Pupil Premium Lead	Natanya O'Hara
Pupil Premium Governor	Helen Johnson

#### Disadvantaged Pupil Achievement Data

##### Disadvantage Pupil Progress Scores (Year 6)

	2018 - 19	2019 - 20
Reading	+0.35	N/A
Writing	+3.82	N/A
Maths	+0.82	N/A

##### Disadvantage Pupil Attainment (Year 6)

	2018 - 19		2019 - 20	
	Meeting expected standard	Achieving high standard	Meeting expected standard	Achieving high standard
Reading	60%	20%	N/A	N/A
Writing	100%	20%	N/A	N/A
Maths	80%	20%	N/A	N/A

#### 5. Three Waves of Intervention

<p><u>Wave 3</u> Highly personalised intervention</p>
<p><u>Wave 2</u> Additional interventions to enable child to <b>make rapid progress</b> towards reaching their capabilities (at least ARE or GD). These <b>interventions are short term and focused</b>.</p>
<p><u>Wave 1</u> Inclusive Quality First Teaching for All</p>

## 6. Our Pupil Premium Strategy

Our Pupil Premium Strategy outlines **how** we will achieve our aim, and address barriers to learning, through five separate but integral strands:

<b>Accelerated Progress Plans (APPs)</b>				<b>WAVE 2&amp;3</b>
<b>Planned Interventions</b>				
<b>Relationships</b>	<b>Curriculum Design</b>	<b>Inclusive Quality First Teaching</b>	<b>Intervention at the Point of Learning</b>	<b>WAVE 1</b>

### Pupil Premium Strategy Aims 2020-21

<b>Priority 1a</b>	Ensure the <b>attendance</b> rate of disadvantaged pupils is above 95% or if not, show strong evidence of school intervention to promote rapid improvement.	<b>Relationships</b>
<b>Priority 1b</b>	Implement and Embed a Whole School 'Hearts and Minds' PSHE Framework	<b>Relationships</b>
<b>Priority 2</b>	Targeted use of TA support to ensure <b>effective intervention at the point of learning</b>	<b>Intervention at the Point of Learning</b>
<b>Priority 3a</b>	Further deepen teacher/TA knowledge and understanding of the process and teaching of reading	<b>Curriculum Design</b> <b>Inclusive Quality First Teaching</b>
<b>Priority 3b</b>	Further raise the standard of teaching of reading and further accelerate reading progress of our disadvantaged pupils	<b>Inclusive Quality First Teaching</b> <b>Planned Interventions</b> <b>Accelerated Progress Plans (APPs)</b>
<b>Priority 4</b>	Provide <b>financial support for families</b> to enable purchase of school uniform, access to extra-curricular activities and school experiences	<b>Inclusive Quality First Teaching</b>
<b>Priority 5</b>	Address educational inequalities arising from 2020 lockdown through targeted, planned intervention and <b>align Pupil Premium Funding Strategy with Catch-Up Premium Funding Strategy</b>	<b>Planned Interventions</b>

## 7. Strategy Plans

<b>Priority 1a:</b> Ensure the <b>attendance</b> rate of disadvantaged pupils is above 95% or if not, show strong evidence of school intervention to promote rapid improvement.		
<b>Barriers to learning this priorities addresses:</b> Poor attendance		
<b>Activity</b>	<b>Target</b>	<b>Cost</b>
<p>Appoint designated Attendance Lead. Pastoral Leader now also Attendance Lead.</p> <p>Attendance Lead released from class responsibilities every morning to follow-up on absences and to build positive relationships with parents and families.</p> <p>Implement new Attendance Policy and procedures</p>	Attendance rate 95%+ for disadvantaged children or showing strong evidence if rapid improvement	£13k
<b>Priority 1b:</b> Implement and Embed a Whole School <b>'Hearts and Minds' PSHE Framework</b>		
<b>Barriers to learning this priorities addresses:</b> Low self-esteem and lack of self-belief can hinder progress		
<b>Activity</b>	<b>Target</b>	<b>Cost</b>
<p>Staff Training on 'Hearts and Minds' Framework</p> <p>Introduce 'The Feelings Family' through assemblies, newsletters, through classroom discussion and through large hall display and individual classroom displays.</p>	<p>Hearts and Minds is more than a curriculum framework, it encompasses our mission and values and is embedded in our culture of 'how we do things here'.</p> <p>The Feelings Family is a pictorial way for children who find it difficult to express feelings, to express, identify and move on from what/how they are feeling, providing a concrete way for children to say 'I feel that'.</p> <p>The Feelings Family is an effective tool for teachers developing restorative behaviour practice: "How do we get from feeling this to feeling this?"</p>	£2k
<b>Priority 2:</b> Targeted use of TA support to ensure <b>effective intervention at the point of learning</b>		
<b>Barriers to learning this priorities addresses:</b> below average attainment/progress exacerbated by school closure in 2020		
<b>Activity</b>	<b>Target</b>	<b>Cost</b>
<p>Morning TA time allocated to classes according to learning need, particularly in the Core Subjects of English and Maths.</p> <p>Intervention at the point of learning prioritised for disadvantaged children:</p> <p><b>Proactive:</b> pre-teaching</p> <p><b>Reactive:</b> providing immediate and responsive support for learning, behaviour, social or emotional needs</p> <p><b>In Class Intervention:</b> intervention at a child's point of learning</p>	Disadvantaged children make accelerated progress towards their end-of-year targets	£59k

**Priority 3a: Further deepen teacher/TA knowledge and understanding of the process and teaching of reading**

**Barriers to learning this priorities addresses:** Gaps in teachers' subject knowledge and understanding

Activity	Target	Cost
<p>Staff professional development through 2020/21 on reading pedagogy:</p> <ul style="list-style-type: none"> <li>• Reading Process, Importance of background knowledge, importance of teachers' knowledge of children's literature (INSET Nov 2020)</li> <li>• Reading Journey and development of reading behaviours – deepening staff pedagogical knowledge and understanding (INSET Feb 2021)</li> <li>• Whole School Reading Framework (Summer 2021)</li> </ul> <p>Launch 'A Year of Reading' and raise profile of reading for pleasure:</p> <ul style="list-style-type: none"> <li>- School Library refurbishment (funded by PTA)</li> <li>- On-going purchase of new books for the library (monthly – funded by PTA)</li> <li>- Making use of a wide range of strategies, including technology, to promote a love of reading</li> </ul>	<p>Teaching staff have a deep and accurate understanding of how children learn to read across the primary age range and this informs their quality of their planning and teaching.</p> <p>Teaching staff have increased knowledge of children's literature</p> <p>Reading has a significantly raised profile across school and disadvantaged children are more engaged in reading for pleasure</p>	<p>£1k</p> <p>(Library costs covered by PTA)</p>

**Priority 3b: Further raise the standard of teaching of reading and further accelerate reading progress of our disadvantaged pupils**

**Barriers to learning this priorities addresses:** Below average attainment/progress exacerbated by school closure in 2020

Activity	Target	Cost
<p>1:1 Reading Assessment for all children (September 2020)</p> <p>Where concerns arise, followed up with 1:1 diagnostic reading assessment (purchase YARC)</p> <p>Reading Accelerated Progress Plan (Reading APP) in place for every child for whom Wave 1 provision is not sufficient to accelerating progress for the child to achieve ARE. APPs identify focused targets and focused support for each child</p> <p>1:1 Reading Interventions for every disadvantaged child requiring this.</p>	<p>Every disadvantaged child is working at or above ARE by July 2021.</p> <p>Where a child is not attaining ARE by July 2021, accelerated progress towards ARE has been made.</p>	<p>£25k</p>

**Priority 4: Provide financial support for families to enable purchase of school uniform, access to extra-curricular activities and school experiences**

**Barriers to learning this priorities addresses:** Low levels of income can cause a financial barrier for a child to access our curricular offer

Activity	Target	Cost
<p>£100 offered to every child entitled to Free School Meal to support school costs</p> <p>Pupil Premium funding cover to cost of residential trips for children entitled to free school meals</p>	<p>Every child has opportunity for full curricular access</p>	<p>£3k</p>

**Priority 5: Align Pupil Premium Funding Strategy with Catch-Up Premium Funding Strategy** to address educational inequalities arising from 2020 lockdown through targeted, planned intervention.

Pupil Premium Strategy and Catch-Up Premium Strategy overlap and the two funding streams have been combined to enable us to make best use of the funding afforded.

Anticipated Pupil Premium Funding: £60,525

Anticipated Catch-Up Funding: £31,040

**Total Funding: £91,565**

**Barriers to learning this priorities addresses:** Below average attainment/progress exacerbated by school closure in 2020

Activity	Target	Cost
Attendance Officer (PP Strategy Priority 1a/ Catch Up Strategy) = £13k	Pupil Premium Funding and Catch-Up Premium Funding has been used effectively and targeted to meet the needs of our disadvantaged and vulnerable children	Total cost of all provision using Pupil Premium Funding and Catch-Up Premium Funding = <b>£131k</b>
Implement PSHE Framework (PP Strategy Priority 1b) = £2k		
Intervention at the point of learning (PP Strategy 2) = £59k		
Deepen teacher/TA knowledge and understanding of the process and teaching of reading (PP Strategy 3a) = £1k		
Reading Intervention (PP Strategy 3b / Catch Up Strategy) = £25k		
Financial support for families to enable full curriculum access (PP Strategy 4) = £3k		
Maths Catch-Up Intervention - Third Space Learning (Catch-Up Strategy) = £27k		
LENOVO Tablets (Catch-Up Strategy) = £1k		