

Bathwick St. Mary Church School



Pupil Premium Report Review 19/20 and 20/21 Expenditure

For the year 2019-2020, we had **8.3%** of children on Free School Meals (January 2020 Census). So support, provision and impact is based on a relatively small number of children (18). This can lead to some individual children 'skewing results' as each child accounts for a significant percentage of any 'joint outcome'.

Pupil Premium Grant (PPG) Allocation for 2019/20 was: 18 pupils @ £1320 = £23,760

We targeted the PPG towards the following provision – though additional funding was provided by the main school budget as part of the whole-school Provision Map:

- a) First Quality Teaching and the Curriculum
- b) Targeted support
- c) Attendance
- d) Enrichment

This has included the following provision:

- a) 1:1 Targeted teaching by class teacher and teaching assistant
- b) PSHCE support through one of our support teachers
- c) Support from external agencies – including Education Psychology Service and School Nursing
- d) Common Assessment Form discussion and action plan
- e) Small groups support for English and Maths
- f) Focused teaching assistant– Maths & English
- g) Targeted teacher time for English and Maths in Y6 through additional teacher support time
- h) Advice from the Speech & Language Service
- i) THRIVE assessment and targeted intervention and support
- j) Music therapy sessions
- k) Embedding OWL adventures
- l) Additional funding to support residentials, class trips and after school clubs.

The impact of the PPG for 2019/20 was:

As the year progressed our numbers of children in receipt of Pupil Premium funding altered. Throughout the academic year, there were up to 22 pupils who were identified as Pupil Premium. Therefore, the information provided below is relative to the number of children within the school across the academic year 2019/20. The expenditure has been costed for the whole academic year, however, pupils only received part of their individualised provision due to lockdown procedures from March-July 2020.

Total expenditure:

£24,895.90 July 2020

Review of expenditure		
Quality First Teaching and Curriculum		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost
<ul style="list-style-type: none"> THRIVE has become fully embedded across the school. The SENDO liaises with staff regularly to discuss next steps for PP children as well as non PP children. Assessments are carried out at three points in the year to track progress. Statistics show that children in receipt of THRIVE intervention have made progress throughout the year. Out of all the pupils in receipt of PP funding, there are 4 pupils who have had additional THRIVE support and interventions. THRIVE has had a positive impact for all children participating in the intervention. Pupils enjoy the one to one sessions and have developed positive working relationships with individual staff supporting them. There are currently 4 children accessing THRIVE support (or have accessed throughout the year). In discussions with pupils, they feel happy to participate in this intervention program and class teachers have noticed differences in self-esteem, concentration and attitudes towards learning. All staff completed costed provision maps linked to the support they provide PP children in their class (these were completed for Term 1 in the last academic year). These would indicate that feedback marking and verbal feedback has been part of the first 	<ul style="list-style-type: none"> THRIVE will continue to be a part of our social and emotional provision for ALL pupils as well as pupils in receipt of pupil premium. Written feedback marking has taken a great deal of teacher time. However, one to one feedback has had a positive impact on self-esteem, confidence as well as attainment and progress. Future provision will include one to one feedback, but this may be oral feedback as well as written. It is about the relationships between teachers and their pupils and how they address those gaps. A new PSHE lead started at Bathwick in September 2019. This has meant that there has been some progress in the PSHE provision but this will need to be further developed in the next academic year. SLT feel that a focus on PSHE and reviewing the curriculum provision, implementation and impact will be vital in the coming year. 	£3,360+ £12,914.92 (teacher support: see costed provision maps- Autumn Term 2019)= £16,274.92

<p>quality teaching going on in classes. In discussions with class teachers in pupil progress meetings, they have shared that this one to one time to target support and address misconceptions has been valuable. The impact is that staff have a clearer understanding of a pupils gaps in their learning and are able to address these on a regular basis.</p> <ul style="list-style-type: none"> • Through classroom observations and informal drop-ins throughout the year, there has been clear evidence of a more 'active learner' approach to teaching and learning. Through PDM training, staff were encouraged to adapt a more child led focus, rather than teacher led focus. sessions. The impact has been that pupils were observed to have more ownership over their learning, and were observed showing a great deal more independence and resilience in lessons. 		
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Targeted Support		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost
<ul style="list-style-type: none"> • This year the SENDCO along with the Headteacher has monitored and observed interventions across the school led by teaching assistants. Pupil premium pupils have formed part of these groups as well as non-pupil premium children. Intervention groups observed including pupil premium children involved; number work (EYFS, Y1,Y2), handwriting/letter formation (KS1 and Y3/5), phonics and spelling (KS1), fine motor skills groups (KS1). Progress has been recorded and next steps set for individuals. Classes have continued to record evidence of progress in 'TARGET WORK BOOKS'. This clearly shows progress for those children accessing additional support across the curriculum. Targeted interventions and work books to evidence their learning has meant that the children value their additional learning and can reflect on their progress throughout the year. • OWL adventures has had a significant impact on the whole schools social and emotional well-being. Pupils thoroughly enjoy 	<ul style="list-style-type: none"> • Bespoke interventions and support have been effective this year, however, there has been little opportunity for TAs to observe others in their school or another setting. • It was also identified that it does not always have to be TAs that complete interventions. Teachers have also taken on this role, and this will need to be discussed further in the next academic year. • Data would also indicate that we will need to review our provision in the Early Years Foundation Stage to ensure pupils meet the Early Learning Goals in the Prime areas. Pupils will also need to be targeted as the move into KS1 so that they meet the Expected standard in Year 1 and Year 2. 	<p>£ 6,148.22 (includes TA support, see costed provision maps)</p>

<p>OWL adventures, and the lead practitioner has really seen progress in their independence, resilience and communication skills. The children have had to adapt to working collaboratively in a different environment and this has been really valued by pupils, staff and parents. Strategies used to develop cooperation have then been mirrored in the classroom, as teachers have been able to apply strategies in the classroom environment too.</p>		
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Attendance		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost
<ul style="list-style-type: none"> Attendance has continued to remain a high priority across the school. Both senior leaders and staff have remained visible and accessible to all families throughout the year. ALL staff are available before and after school to discuss attendance. The school target for attendance was set at 98%. During the academic year 2019-2020 attendance figures were 92.2% (5.3% illness, and 0.9% unauthorised). Therefore, the school is slightly below the original target set in September 2018. SLT are aware of those children whose attendance is lower than average. The SLT, along with the families are working together to ensure that those pupils attendance is targeted. Staff have been vigilant at registration time to ensure pupils are in class on time and any lateness/persistent lateness is recorded. Emails and letters are then sent to families and then followed up by the Headteacher/administration staff. 6 children (all Persistent Absentees – below 50%) in receipt of PP funding have been targeted for lateness or repeat absences. This is continuing to be monitored by senior leaders in discussion with families. 		<p>£100</p>

Enrichment

Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost £532.50
<ul style="list-style-type: none"> • PP children can access all of our after school clubs. Clubs attended and funded through PP have included infant football and KS2 art club. This has meant that PP children have had access to the same opportunities as other non-pupil premium children. • Currently Y4, 5 and 6 attend an external residential as part of the curriculum. This year, pupils in Y5 and 6 accessed pupil premium funding to partially fund these trips. However, due to COVID 19, these trips were not able to take place. 	<ul style="list-style-type: none"> • The 'blue hat' buddy system has continued run this academic year, with Y6 supporting the infant children. The Key Stage 2 leader has already devised a program to support the new Y6 pupils in the next academic year. This will need to be monitored by the KS2 leader along with the Y6 teacher and PSHE lead. The impact hasn't been as positive as previous years. Due to COVID-19 this was not also part of the on-going provision for the whole year. • Although, there were discussions about developing the reading scheme across the school, this was not fully developed. The Key English leaders had already purchased materials to enrich the infant and junior reading schemes. This has meant there are more materials and a range for all pupils. Therefore, additional resources were not purchased. English leads to continue to monitor the English reading resources. 	

TOTAL SPEND: £23,055.64 July 2020

School Performance: Current overview of PUPIL PREMIUM Attainment NO current data has been made available for the academic year 2019-2020

Performance of Pupil Premium Pupils at END of EYFS			
	2017	2018	2019
% of PP pupils achieving GLD	100% (1)	50% (2)	0% (0 out of 3)
% of PP pupils achieving expected in Reading	100% (1)	50% (2)	0% (0 out of 3)
% of PP pupils achieving expected in Writing	100% (1)	50% (2)	0% (0 out of 3)
% of PP pupils achieving expected in Number	100% (1)	100% (2)	33% (1) (1 out of 3)
% of PP pupils achieving expected in Shape and Space	100% (1)	100% (2)	66% (1) (2 out of 3)

Performance of Pupil Premium Pupils at Year 1 Phonics Check

	2017	2018	2019
% of PP pupils achieving Phonic Standard Year 1	100% (1)	50% (2)	66% (2/3)
% of PP pupils achieving Phonic Standard Year 2	n/a	n/a	100% (2)

Performance of Pupil Premium Pupils at END of KS1

	2017	2018	2019
% of PP pupils achieving the expected standard+ in Reading (EXS)	n/a	100%(1)(GD: 100%)	50% (1/2)
% of PP pupils achieving the expected standard+ in Writing (EXS)	n/a	100%(1) (GD: 100%)	0% (2)
% of PP pupils achieving the expected standard+ in Maths (EXS)	n/a	100%(1) (GD: 100%)	50% (1/2)

Performance of Pupil Premium Pupils at END of KS2

	2017	2018	2019
% of PP pupils achieving expected standard and above in Reading	67% (3 children)	100% (3) (GD: 67%)	100% (4) 100% GD (4)
% of PP pupils achieving expected standard and above in Writing	67% (3 children)	100% (3) (GD: 33%)	100% (4) 25% GD (1)
% of PP pupils achieving expected standard and above in Maths	67% (3 children)	67% (3) (GD: 33%)	100% (4) 25% GD (1)
% of PP pupils achieving expected standard and above in R,W & M	67% (3 children)	67% (3) (GD: 33%)	100% (4) 25% GD (1)

Bathwick St. Mary Church School



Pupil Premium Report 20/21

Pupil Premium Grant (PPG) Allocation for 2020/21 is £19,800 (15 children)

(A) Summary of main barriers to learning faced by eligible pupils:

- Support with changes in home situation
- Building confidence and developing social and communication language
- Specific spelling difficulties with traits of dyslexia
- Confidence in Maths
- Difficulties retaining information
- Difficulty remaining focused
- Delayed development
- Emotional and Social support and nurture
- Parental engagement
- Persistent lateness and attendance

(B) Strategies to address main barriers to learning

In addition to main budget 'Provision Map' funding, the PPG allocation for 2019/20 is targeted towards the following strategies that will address the barriers to learning identified above:

- a) 1:1 Targeted teaching by class teacher and teaching assistant
- b) PSHCE support through one of our support teachers
- c) Small groups support for English and Maths (focusing on reading, writing (spelling) and areas of problem solving and reasoning in maths)
- d) Focused teaching assistant– Maths & English
- e) Targeted teacher time for English and Maths in Y6 through additional teacher support time/booster groups
- f) Advice from the Speech & Language Service
- g) THRIVE assessment and targeted intervention and support

h) Recorded intervention programs to track progress and the introduction of ‘target work books’

(C) The impact of these strategies will be measured through one or more of the following:

- ½ yearly assessment tasks
- Teacher assessment
- Review of IP targets
- Discussion with the SENDCO
- Feedback from specialist support services (including Speech & Language and Education Psychologist)
- Review of CAF action points
- Feedback from teaching assistants supporting individuals / small groups
- Termly Cohort assessments and Termly SENDCO review meetings
- Pupil Premium tracking grids (3 times per year)
- Pupil progress meeting reviews
- THRIVE assessments 3x per year.

(D) The date of next review: January 2021

Context: From September 2012 school leaders and governing bodies need to ensure that their school is publishing information to parents about how all Pupil Premium funding has been used and what the impact has been on learning, attainment and pupil wellbeing and/or pastoral care.

The Pupil Premium is allocated in order that support is given to those children identified as being entitled to and in receipt of free school meals – either currently or at any time in the past six years. However, it is not ring-fenced to those children and can be spent in any way that the school sees fit, so long as the school is able to demonstrate that the specific needs of the FSM pupils have been addressed and how this additional – and specific – funding, which is intended to compensate for disadvantage, is being used for this purpose.

School leaders and governing bodies need to ensure that their school is tracking the progress of pupils in receipt of free school meals (FSM) to demonstrate how the school is using the Pupil Premium. It is for the school to determine how best to use the funding. The Pupil Premium is for pupils eligible to claim for free school meals (*Benefit entitlement FSM*) now (or who have ever claimed in the past six years) and for pupils in care who have been continuously looked after for six months. [There is also additional funding for children whose parent(s) are serving members of the armed forces.]

Principles: At Bathwick St. Mary Church School:

- We ensure that Quality First Teaching aims to meet the needs of all pupils

- We ensure that the additional needs of any vulnerable groups are adequately assessed and addressed through our schools Provision Map (which is constantly kept under review – and formally reviewed three times a year in line with our Inclusion meetings)
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged nor will need specific support in addition to Quality First Teaching
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate parts of the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.