

Pupil Premium Strategy Bathwick St. Mary Church School 2020-2021

Summary information					
School	Bathwick St. Mary Church School				
Academic Year	2020-2021	Total PP budget	£20,175 £24,098 £1,345 per child 04.21	Date of most recent PP Review (external or Internal)	September 2020
Total number of pupils	218 219-May 2021	Number of pupils eligible for PP	15 December 2020: 16 children January 21' Census: 17 May 21' Census: 15	Date for next internal review of this strategy	July 2021 Updated March 2021 Review-July 2021

Current attainment (Summer 2019 and March 2020)

Performance of Disadvantaged 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 Disadvantaged Pupils at Year 1 Phonics Check				
	2017	2018	2019	2020 (Taken as Y2 in Nov. 20)
% of PP pupils achieving Phonic Standard Year 1	100% (1)	50% (2)	66% (2/3)	50% (1/2)
% of PP pupils achieving Phonic Standard Year 2	n/a	n/a	100% (2)	n/a

Performance of Disadvantaged 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 Disadvantaged 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)

Targets (2020-2021)

EYFS (NOTE: there are 0 PP pupils in our current EYFS cohort)

% of pupils to reach GLD	% of pupils to exceed ELG in some areas
80%	40%

Phonics Screening Check (Taken in December 2020-Y2)

% of pupils PASS TARGET (Non PP)	% of pupils PASS TARGET (PP)	% of pupils to PASS check (Dec '20)	% of PP pupils to PASS check
73%	2 pupils 50%	93% (Total)	50% (1/2)

Year 2 Targets (2 PP Pupils)

Reading EXS	Reading GDS	Writing EXS	Writing GDS	Maths EXS	Maths GDS
77%	33%	77%	17%	77%	27%
50% of PP (1/2)	0% of PP	50% of PP (1/2)	0% of PP	50% of PP (1/2)	0% of PP

Year 6 Targets (3 PP pupils)

Reading EXS	Reading GDS	Writing EXS	Writing GDS	Maths EXS	Maths GDS
87%	47%	83%	23%	87%	30%
100% of PP (3/3)	0% of PP	66% of PP (2/3)	0% of PP	66% of PP (2/3)	0% of PP

Barriers to future attainment (for pupils eligible for PP, including high ability)

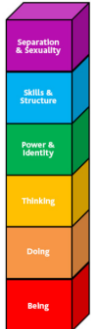
In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Emotional (self-confidence) and social resilience for some children with PP (due to potential impact on learning behaviours)
B.	Supporting pupils with the recovery curriculum. (The impact of COVID and addressing gaps in learning)
C.	Sustained attention skills, as appropriate to year group.
D.	EAL- poor expressive and receptive language. (ability to access the curriculum)

External barriers *(issues which also require action outside school, such as low attendance rates)*

E.	Parental support to engage with home learning. (the use of the online Tapestry tool and access to IT)
F.	Managing a potential 'lockdown'. Ensuring parents and pupils have access to resources and support from the school.
G.	Attendance- impact of COVID symptoms and attendance at school.

Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria (key tasks) Review</i>
A.	<p>In order to further develop emotional and social resilience, we will:</p> <ol style="list-style-type: none"> 1. Review PSHCE curriculum focusing on self-esteem, resilience and mental health. 2. Continued THRIVE assessments and targeted support. 3. Continued monitoring of interventions. Ensure they are delivered effectively and provide targeted support. 4. Through pupil conferencing, SLT to have a greater understanding of support for PP pupils. 5. PP lead to engage with families, outlining desired outcomes and the impact of PP funding. PP lead to actively engage parents and pupils through 'one page' profiles. 6. CPOMS to be used to log any behavioural incidents linked to engagement in learning/social resilience/self-confidence/behaviour. 7. To purchase a new PE scheme which will be used across the school to support Social and emotional development. 	<ol style="list-style-type: none"> 1. Support the new PSCHE leader; dedicated PDM and INSET time; review curriculum with line manager; learning walks; pupil voice; purchase a new PE scheme that focuses on the key skills including confidence and acceptance as well as social development. 2. Staff THRIVE training; to include new members to the team; SENDCO to monitor THRIVE assessments and include THRIVE targets as part of appraisals; track pupil progress; to identify PP children who may need additional THRIVE support and set up individualised programmes; to increase THRIVE scores for ALL targeted PP children. - THRIVE assessments will evidence that pupils' emotional resilience has increased by 50% from their starting points.  <p>THRIVE developmental STRANDS.</p> <ol style="list-style-type: none"> 3. SLT to carryout formal observations; training provided by the English lead to focus on phonics support for KS1 team; pupil progress meetings to focus on PP progress and attainment; targeted early support. 50% of PP pupils on Y2 to meet the standard for the phonics check in December 2020. 4. PP lead to arrange 1:1 pupil voice sessions linked to emotional and social resilience; 3 x per year conferencing; one page profiles to include pupil voice and reviewed by parents and staff. Pupil conferencing and one page profiles, will provide evidence that pupils are more confident and resilient in their learning. 5. Initial letter to parents outlining funds allocated for PP pupils; identify areas that the funding may be spent; share expectations; engage with parents and invite them to have an input on the 'one-page profile' for their child; share with parents

		<p>how funding was spent for the academic year; ALL teachers to produce costed provision maps for PP pupils.</p> <ol style="list-style-type: none"> 6. Staff to be trained to use CPOMS; SLT to monitor incident of behaviour linked to social and emotional needs. 7. Pupils will engage effectively with PE sessions; more focus on social development and skills.
<p>B.</p>	<p>In order to further develop pupils with the 'recovery curriculum' post lockdown, we will:</p> <ol style="list-style-type: none"> 1. Carry out initial assessments in reading and maths for all pupils using the Pira/Puma tests. This will identify gaps in learning and form the basis for continued provision. 2. Use 'Anxiety Gremlin' resources to support pupils with any concerns about coming back to school. 3. Ensure aspirational targets are included on staff appraisals to focus on 'closing the gap' within each year group for all pupils. 4. Plan and deliver additional interventions/support groups to address gaps in learning. 5. Liaise with parents/carers regarding 'gaps in learning.' 6. Carry out pupil progress meetings with staff to 'unpick' pupils that may be at risk of not closing the gap. 	<ol style="list-style-type: none"> 1. Administer tests during W/C: 21st September, 2020, gather data and SLT and class teachers to analyse; link appraisals and pupil progress meetings to identify gaps and provide targeted support for individuals; monitor disadvantaged groups progress through the use of PP tracking documents (3 x per year). - Test outcomes from Sept to July will provide evidence that 11/17 (65%) PP Pupils will achieve at least EXS (with at least 1/17 6% achieving GDS) in their end of year tests based on prior learning trajectory pre lockdown. This will be based on their PIRA and PUMA standardised scores in reading and maths. Writing will continue to form part of teacher assessment. 2. Ensure 'Anxiety Gremlin' is used across the school; plan activities to support individual pupils; regularly check with staff regarding individual concerns. - Anxiety Gremlin work will provide evidence that pupils feel less anxious about being back at school. This will be assessed through pupil conferencing. It will also allow pupils to being to identify and understand different types of anxiety and provide pupils with strategies to support any, phobias, panic attacks or generalised anxieties. 3. Post Pira/Puma tests, staff to set targets for the end of year expectations; staff appraisals to focus on 'closing the gaps' for pupils. 4. Linked to assessment, individual 1:1 or group provision to focus on gaps in pupils learning; individual Thrive assessments to be completed by staff at 3 points in the year; IPs to be written and reviewed by class teachers and shared with pupils and parents. 5. Parents aware of gaps in learning and progress through parent consultations (October 2020/March 2021/July 2021), continuous dialogues between staff and parents (remotely or through telephone calls). - 100% of PP pupils parents will have attended all parent consultation meetings throughout the year. 6. Pupil progress meetings (x3 per year); pupils identified as part of staff appraisals. As a result, these pupils will have made accelerated progress from their starting points.

<p>C.</p>	<p>In order to further develop attention skills, we will:</p> <ol style="list-style-type: none"> 1. Monitor teaching styles across the school (linked to class set up in light of government guidelines) 2. Review individual attention skills during discussions in Pupil Progress meetings. 3. Continue to raise ALL staff understanding of passive learning behaviour. 	<ul style="list-style-type: none"> • Through pupil conferencing pupils will feel engaged by lessons and have clear expectations; one-page profiles will encompass individual pupils' ideas about engagement (depending on year group); pupil progress meetings will identify pupils that struggle with engaging and set clear targets; PDM meeting to share best practice; to ensure children are ready to learn; to identify PP children who may need additional THRIVE support and set up individualised programmes. • 88% (15/17) of PP pupils will be more focused during lessons. This will be evidenced through lesson observations, discussions with class teachers, pupil progress meetings and pupil conferencing.
<p>D.</p>	<p>In order to further develop poor expressive and receptive language, we will:</p> <ol style="list-style-type: none"> 1. Liaise with the SENDO (Inclusion Leader) regarding support and interventions, specialist provision in place for individuals. 2. Maintain an open dialogue (email) with parents/carers regarding targeted support. 3. Raise staff understanding of ways to support EAL pupils with their expressive and receptive language. 4. Liaise with SALT team regarding any resources that may support pupils. 5. Discussions with staff regarding individuals and 'best practice' when accessing the curriculum. 6. Review reading materials/schemes to assess suitability for pupils. 7. Provide opportunities for regular reading. 	<ol style="list-style-type: none"> 1. To ensure SOME pupils develop their expressive and receptive language through SALT support; reports to indicate progress and consolidation of language. SALT assessments. 2. Parents to feel involved with their child's language development; through discussions with class teachers and the SENDCO. Parent voice will provide evidence that they feel more supported and well informed about their child's language development. 3. EAL/PP pupils to feel more confident to share experiences, open dialogues; reading comprehension scores/assessment will indicate a greater understanding of texts read. PUMA scaled scores for individual pupils (2). 4. AS above 5. PDM time to share 'best practice' for EAL pupils, pupils will feel more confident accessing the curriculum, better engagement. 6. Liaising with the English lead to review the current reading schemes across the school; more KS2 texts available to engage PP pupils; these pupils are priority readers in classes.
<p>E.</p>	<p>In order to further develop parental engagement with home learning, we will:</p> <ol style="list-style-type: none"> 1. Share the school's expectations for home learning with parents electronically. 2. Invite parents to feedback to school if they are experiencing difficulties accessing the information electronically. 3. Support families experiencing difficulties accessing home learning. 4. Monitor home learning and provide additional support for those children not accessing resources at home (Y5/6 home learning club) 5. Provide IT equipment for those families who cannot access resources electronically. 6. Use Parent Consultation phone calls as an opportunity to remind parents/carers of 'home learning' expectations. 7. Provide individual feedback for pupils regarding home learning when necessary and address 'gaps in learning'. 	<ol style="list-style-type: none"> 1. Parents will have clear information about what PP funding is used for in school. End of academic year PP reviews. 2. Parents will feel more involved in the 'learning journey' for their child. 3. Expectations will be set regarding 'home learning' and how this supports their child. 70 % (12/17) of PP pupils will be completing home learning successfully throughout the year. For those pupils who do not engage, evidence will show that teachers are proactively engaging parents/carers in home learning approaches. 4. On-going discussions with parents, including PCEs will review individual progress and share targets to address 'gaps in learning'. 5. 12% (2/17) of families will be provided with IT to support home learning.
<p>F.</p>	<p>In order to further develop and manage the potential of another 'lockdown', we will:</p> <ol style="list-style-type: none"> 1. Ensure staff have a clear expectation regarding remote learning in the light of another 'lockdown'. 2. Share with parents/carers the procedures should remote learning have to take place. 	<ul style="list-style-type: none"> • PP parents and families will feel supported by the school; regular phones will ensure home and school maintain communication; PP children will have access to IT equipment to engage with 'home/remote learning'; staff will manage and set

	<ol style="list-style-type: none"> 3. Share with parents the expectations for remote learning, and the feedback staff will provide during this time. 4. Make regular phone calls to PP families (PP lead/class teachers) to assess academic/emotional and social support required. 5. Liaise with families with regards to IT accessibility and provide IT equipment where necessary. 	<p>clear expectations for learning and where possible give individualised feedback to support pupils.</p>
<p>G.</p>	<p>In order to further develop and manage attendance due to COVID, we will:</p> <ol style="list-style-type: none"> 1. Continue to ensure the Headteacher/Deputy, SLT and class teachers positively engage with families where lateness is a concern. 2. Share with parents/carers expectations for school attendance and how to differentiate between COVID symptoms and that of a cold/cough. 3. Ensure the DSL to meet formally with office staff to review attendance. 4. Continue to use electronic communication (email and website) to review attendance and support parents with their child's needs. 5. Call parents/carers where we are concerned about attendance linked to COVID symptoms. 	<ul style="list-style-type: none"> • PP children will have good attendance and are able to access the planned support if necessary; ALL PP children will have an attendance of 95% or above across the year; parents/carers will be clear about when they can send their child/ren to school; attendance targets will be reviewed regularly for PP children. • Where attendance is of concern, attendance will increase by at least 5% for individual pupils.

Planned expenditure (reference BWMAT Trust Strategy Overview)

1. Quality First Teaching and Curriculum

Actions	Barrier Addressed (A,B,C,D)	Evidence/rationale for this choice	Cost	What steps will we take to make sure the action is carried out effectively	Staff lead	Review date and method
Purchase PE scheme of work <u>GetSet4PE</u>	A.7	-PP pupils engage with PE sessions, however, there can be little focus on social and emotional barriers to some pupils focus and attention. The new scheme addresses many of those areas and this is then woven into the PE curriculum.	£550	-Purchase scheme -PDM training for staff, led by EW to review new scheme and share expectations, with a focus on social and emotional development (November 2020) -Share scheme with SENCO and identify links to THRIVE. -PE lead to review PE teaching/lesson plans and review staffs view of the new scheme (February 2021) -Pupil conferencing	EW/CR	-February 2021: review how lessons are used across the school/teachers view of the new scheme. - April 2021: PE pupil conferencing
To review the current PSHE scheme of work across the school: focusing on social and emotional development/mental health and well-being.	A.1 B	-After a significant 'lockdown' period the PSHCE lead will review our current provision. -Careful consideration will be taken for PP pupils that may have significant gaps in their learning, but also how best the school can support their social and emotional well-being.	£500	-PSHCE lead to review current provision: INSET November 2020 -Plan and disseminate to staff any new materials to support pupils. -Liaise with staff regarding PSCHE progression and skills -Purchase any resources to enrich the PSHCE curriculum	EM/CR	May 2021: pupil conferencing

<p>To engage PP pupils, engage with lessons and are active participant.</p>	<p>C.1,2,3</p>	<p>At Bathwick, we have exceptionally well-behaved pupils. Through formal and informal observations, many of our pupils can be passive learners. Therefore, developing independence and engaging pupils in their learning we would aim to see an improvement in attainment and progress.</p> <p>Raise staff understanding of passive learning behaviours</p> <p>Raise expectations with all staff through staff training in PDMs and INSET as appropriate to enhance Quality First Teaching</p>	<p>£300</p>	<p>-Lesson Observations -Pupil Conferencing (January 2021) -Pupil progress meetings and discussion with teachers, including professional development meetings (3x per year) -Through the use of 'one-page profiles'</p>	<p>KP/CR/DJ/AE</p>	<p>-January 2021: pupil conferencing -Pupil progress meetings and PDIs (3 x per year)</p>
<p>To 'close the gap' in learning for PP pupils. Reading, Writing and Maths. To ensure pupils catch up with their former learning trajectory.</p>	<p>B.1,3,4,5,6</p>	<p>-Pupils have significant gaps in their learning, identified through initial assessments (September 2020) post lockdown. -Some PP pupils did not have access to learning materials during lockdown.</p>	<p>£3,500</p>	<p>-Formative and summative assessments -Open dialogues with parents/carers -Differentiated and targeted teaching to 'close the gap'</p>	<p>SLT</p>	<p>Ongoing -Lesson observation -Pupil Progress meetings -book scrutiny</p>
Total budgeted cost						
2. Targeted Support						
Actions	Barrier Addressed (A,B,C,D)	Evidence/rationale for this choice	Cost	What steps will we take to make sure the action is carried out effectively	Staff lead	Review date and method
<p>To track pupil progress in relation to their individual THRIVE assessments. For ALL pupils in receipt of THRIVE to make progress.</p>	<p>A.1, 2 D.1</p>	<p>-To continue the excellent support that is provided for our PP pupils -To ensure individuals make significant progress -To ensure individuals have access to small group/1:1 provision targeting their gaps in emotional and social development.</p>	<p>£2,000 1:1 costs</p>	<p>-Staff to complete assessments for individual pupils -SENDCO to co-ordinate assessments and share next steps with ALL staff, parents and pupils -3 x per year THRIVE assessments -Progress for individuals to be shared with class staff and SLT.</p>	<p>AE/CR</p>	<p>-3 x per year: individual assessments</p>

<p>To ensure targeted interventions cater for individual needs linked to gaps in pupils learning. TAs- interventions (for complete picture of targeted support, see individual PP provision grids)</p>	<p>B.3,4,5,6 D. 1,2</p>	<p>-In liaison with the class teachers and the SENDO, many PP pupils require additional interventions to support their learning. -There are 4 pupils that are identified as PP/SEND and have 'other vulnerabilities that hinder their learning. There are also 4 other pupils who are PP and have 'additional vulnerabilities that can hinder their learning. Therefore 8/14 (57%) of our pupils have additional barriers to their learning which requires targeted interventions.</p>	<p>£4,500 1:1/ small group cost</p>	<p>--Review PP provision maps. -Review SEND provision maps. -Intervention observations. -Intervention notes to track pupil progress. -Regular discussions with staff who deliver and monitor interventions. -Pupil progress meeting discussions.</p>	<p>AE/CR/ SLT</p>	<p>-3 x per year provision map impact statements. -Data drops 3x per year.</p>
<p>To support PP pupils with EAL to develop their expressive and receptive language.</p>	<p>D.1,2,3,4,5,6,7</p>	<p>-PP pupils identified with EAL have been highlighted as making slower progress due to their understanding. - Expressive language skills will need to be a focus initially, including speaking, listening and reading skills. -Pupils receptive language impedes their ability to communicate, which in turn affects pupils speaking and writing abilities. -Data analysis reflects that these pupils need additional support and differentiated learning in order to promote language acquisition.</p>	<p>£1,500</p>	<p>-Liaise with the SENDO (Inclusion Leader) regarding support and interventions, specialist provision in place for individuals; -Maintain an open-dialogue (email) with parents/carers regarding targeted support; -Raise staff understanding of ways to support EAL pupils with their expressive and receptive language; -Liaise with SALT team regarding any resources that may support pupils; -Discussions with staff regarding individuals and 'best practice' when accessing the curriculum; -Review reading materials/schemes to assess suitability for pupils. -Provide opportunities for regular reading and monitor progress. -Purchase additional texts to support PP pupils.</p>	<p>CR/AE</p>	<p>-3 x per year through PP provision maps/IP target reviews and data analysis.</p>
Total budgeted cost						
3. Attendance						
Actions	Barrier Addressed (A,B,C,D)	Evidence/rationale for this choice	Cost	What steps will we take to make sure the action is carried out effectively	Staff lead	Review date and method
<p>PP pupils to meet the school target of 98% attendance.</p>	<p>G.1-5</p>	<p>Previous attendance data reflects a fluctuating picture of attendance.</p>	<p>£100</p>	<p>-Continue to ensure the Headteacher/Deputy, SLT and class teachers positively engage with families where lateness is a concern.</p>	<p>KP/CR</p>	<p>--3 x per year On-going attendance analysis by SLT.</p>

				<ul style="list-style-type: none"> -Share with parents/carers expectations for school attendance and how to differentiate between COVID symptoms and that of a cold/cough. -Ensure the DSL to meet formally with office staff to review attendance. -Continue to use electronic communication (email and website) to review attendance and support parents with their child's needs. -Call parents/carers where we are concerned about attendance linked to COVID symptoms. 		
Total budgeted cost						
4. Enrichment						
Actions	Barrier Addressed (A,B,C,D)	Evidence/rationale for this choice	Cost	What steps will we take to make sure the action is carried out effectively	Staff lead	Review date and method
To provide additional opportunities for PP pupils to engage with extra-curricular activities and 'wrap around care'.		-Some PP pupils require additional financial support to engage with 'after-school clubs' and 'wrap around care'.	£4,500 (5 pupils)	<ul style="list-style-type: none"> -Ensure parents of PP pupils are aware of PP funding and how it can be used. -CR to produce a leaflet to share with all parents regarding PP. -CR to write letters to current PP families regarding PP funding and what the funds can be used for their child. -KP and CR to monitor the number of families accessing extra-curricular activities and wrap around care who are in receipt of PP funding. 	CR	<ul style="list-style-type: none"> On-going monitoring % of PP children attending after school clubs Number of children attending wrap around care. Parental feedback
To ensure PP pupils attend 3x Residential Trips (Y4/5/6)		--Some PP pupils require additional financial support to engage with residential trips.	£950 (50%) 7 chn	<ul style="list-style-type: none"> -Office staff to monitor funds received for residential trips. -Ensure parents of PP pupils are aware of PP funding and how it can be used. -CR to produce a leaflet to share with all parents regarding PP. -CR to write letters to current PP families regarding PP funding and what the funds can be used for their child. 	KP/CR	<ul style="list-style-type: none"> Reviews linked to residential/July 2021 -Parent and pupil voice
In the event of another 'lockdown' PP pupils to have access to IT and engage with 'home learning'.	E.1-7 F. 1-5	<ul style="list-style-type: none"> -Previous experiences has highlighted that some pupils do not have access to IT equipment in order to access on-line learning resources set by staff. -Previous engagement has been minimal and this has impacted teaching and learning as well as progress. 	£700	<ul style="list-style-type: none"> -Ensure staff have a clear expectations regarding remote learning in the light of another 'lockdown'; -Share with parents/carers the procedures should remote learning have to take place. -Share with parents the expectations for remote learning, and the feedback staff will provide during this time. -Make regular phone calls to PP families (PP lead/class teachers) to assess academic/emotional and social support required. -Liaise with families with regards to IT accessibility and provide IT equipment where necessary. 	SLT	<ul style="list-style-type: none"> -Monitor home learning engagement. -Regular phone calls from a member of staff. -Parental feedback

				<ul style="list-style-type: none"> -Share the school's expectations for home learning with parents electronically. -Invite parents to feedback to school if they are experiencing difficulties accessing the information electronically. -Support families experiencing difficulties accessing home learning. -Monitor home learning and provide additional support for those children not accessing resources at home (Y5/6 home learning club) -Provide IT equipment for those families who cannot access resources electronically. -Use Parent Consultation phone calls as an opportunity to remind parents/carers of 'home learning' expectations. -Provide individual feedback for pupils regarding home learning when necessary and address 'gaps in learning'. 		
Total budgeted cost						£19,100

Review of expenditure 2020-2021 PLEASE NOTE: NUMBERS OF PP PUPILS RANGE BETWEEN 15-17 DEPENDING ON WHEN THE DATA WAS OBTAINED.

1. 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"> ▪ The new PE scheme GetSet4PE was purchased at the start of the academic year. The PE lead disseminated resources, overviews and lesson plans to the whole teaching team. She also produced a progression document looking at skills, knowledge and vocabulary taught across the school. This new scheme has been used across the school, particularly in Reception, Year 2, Year 3, Year 4 and Year 5. Year 1 and Year 6 have an external sports coach who leads their sessions. However, the PE lead has been in constant liaison with the coaches to ensure skills, knowledge and vocabulary is taught inline with our current scheme. This has included the use of language to promote confidence, acceptance, and social development. ▪ The SET skills have allowed for conversations around social/emotional skills and links to our school Christian values. An example would be Year 4 have been thinking lots about honesty and have become SO much better at team sports and coming forward when they have made mistakes themselves and being fair. ▪ In discussions with the staff the PE lead has shared that the scheme is clear and great for inclusion (offers ways to simplify tasks or challenge others) and not just looking at the physical side of things. The school also uses the playground games they offer along with some of the mental well-being activities, which are used by all members of staff supporting pupils during less structured times such as playtimes. ▪ Staff feel more confident delivering the PE curriculum as they have a wealth of resources and lesson structures to support their teaching and learning. 	<ul style="list-style-type: none"> ▪ As a school we want to ensure that this scheme is embedded across the whole school and used effectively. Due to another lockdown (January-March 2021) the PE has not been able to observe lessons, and there has been minimal pupil conferencing. This will be a focus in the academic year 2021-2022 along with a focus on assessment. As a school we will continue to use the scheme and embed the use of vocabulary across the school. 	<p>£0 (paid through PE funding)</p>
<ul style="list-style-type: none"> ▪ The PSHE lead has redeveloped the PSHE scheme and liaised with external agencies to form a curriculum programme that is effective for Bathwick. She has led PDM sessions sharing best practice, carried out an audit of staff knowledge and skills and disseminated relevant materials to support quality first teaching. Staff now have a much clearer progression for the coverage of PSHE across the school and feel more confident to deliver lessons. A new tracking document has also been produced to ensure coverage, and to record PSHE learning that has taken place within other subjects (e.g.Science). 	<ul style="list-style-type: none"> ▪ PSHE is a subject that will continue to be monitored in the next academic year. After reviewing the subject content and progression across the school, that there needed to be a clearer direction for teachers when teaching PSHE. Reviewing the scheme has really given the school a clear focus and direction and shown how we can embed core skills within discrete PSHE session but also across the curriculum. 	<p>£500</p>
<ul style="list-style-type: none"> ▪ Pupil Progress meetings/book reviews were carried out at 3 points throughout the year. The focus was to look at/discuss PP pupil attainment, progress and engagement with learning. Pira and Puma assessments were carried out at 3 points in the year to support teacher assessment in the core subjects. ▪ Data analysis: Based on July data-16 pupils 	<ul style="list-style-type: none"> ▪ Pupil progress meetings were held between class teachers and their line managers this academic year. However, as a school, we feel that next academic year the SENDCO should be involved with pupil progress meetings. We have developed our practice by really focusing the support that is put in place for the lowest 20% of our children. Many of our PP children fall into this category and are also SEN. 8/16 (50%) of our PP pupils are combined PP and SEN, which means our focus needs to be clearer for those pupils who require 'targeted support' Please see additional notes in targeted support section. 	<p>£300</p>

2. Quality First Teaching and Curriculum **CONTINUED**

Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate

Subject	No. of chn/% WTS	No. of chn/% EXS	No. of chn/% GDS
Reading PIRA	6/15 (40%)	6/15 (40%)	3/15 (20%)
Writing TA	6/15 (40%)	8/15 (53%)	1/15 (7%)
Maths PUMA	5/15 (33%)	8/15 (53%)	2/15 (13%)

- Initial targets **predicted that 11/17 (65%) would meet the EXS across reading and writing at the end of the academic year.** Throughout the year, 1 child has left the school, who would have MET EXS in July 2021 and another child left in Term 4. Therefore, pupils have roughly met their projected targets, with two children exceeding in reading and 3 children maths, all achieving GDS. Combined EXS and GDS would mean that **60% MET EXS+** in reading and **66% MET EXS+** in maths, and **60% MET EXS+** in writing. In both reading and writing, we were 1 child away from achieving our initial target.
- Our aim for this academic year was that **PCEs (Parent Consultation Evenings)** were **attended by 100% of our PP families.** This year we have held 3 PCEs, these have all been held remotely using an app called 'school cloud'. **100% of our families attended the PCE calls with the class teachers.** Therefore, all families were fully engaged with the progress, attainment and well-being for their child.
- Our **target** for pupil engagement was set at **15/17 (88%) pupils to fully engage with teaching and learning and be active participants.** Through pupil conferencing, pupil progress meetings and informal discussions with class teachers, **14/16 (87%) pupils have maintained a positive outlook on their learning and actively engage in lessons and with their learning.**
- Pupils have been supported this academic year through quality first teaching and ensuring that pupils and families engage with home learning (homework) to embed and develop skills and knowledge taught in school. This year, we have continued to use the online tool 'Tapestry' to engage with families remotely and set home learning tasks. **Our target was to ensure that at least 12/17 (70%) of our PP children engaged regularly with home learning** set throughout the year. **This academic year 12/16 (75%) engaged successfully with their home learning projects and tasks** and this had an impact on knowledge retention and engagement in lessons. Teachers have also ensured that they have supported PP pupils where it has been needed and provided additional resources and information through phone calls to parents, discussions with pupils and whole class feedback. The 4 children who did not regularly engage with home learning, were supported through additional home learning groups in school and support from a class teacher or teaching assistant to ensure they did not miss out on any additional learning or work to embed their learning.

Lessons learned
(and whether you will continue with this approach)

- Our pupil progress meetings have also been adapted to look at clear support and outcomes for pupils. This new format will continue to be used and adapted for the next academic year.
- Ensure a constant dialogue with PP families. Continue to encourage engagement with school and relevant staff members. PCES may be in person during the next academic year.
- Although this will be discretely added to our PP strategy for the follow academic year, this will still be monitored through pupil progress meetings and liaisons with the PP lead and SENDCO.
- The schools aim for the next academic year is to no longer use Tapestry to engage with all families. Home learning will revert to being a paper/book-based activity/project set by class teachers. However, all teachers will still monitor the engagement of PP pupils.
- Depending on the government guidance and in the event of another lockdown, the school feels able to provide the appropriate IT equipment to children/families.

Cost

£4,000

4. 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"> ▪ In September 2021, there were 25 (11%) children across the school, identified and assessed as part of the Thrive programme. By July 2021, this number has risen to 34 (16%) children. Of the 34 children, 9/16 (56%) PP children have Thrive support. Individual Thrive assessments have been carried out for all these pupils in September 2021, March 2021 and June 2021. The schools aim was that 'THRIVE assessments will evidence that pupils' emotional resilience has increased by 50% from their starting points.' Out of the 9 pupils, 8/9 (89%) of the children achieved this target. Many of the children's assessments indicated that they had improved their emotional resilience and moved into another strand as part of the Thrive assessment. Through pupil progress meetings staff were confident that Thrive support has had a positive impact on the children's emotional and social well-being and resilience. ▪ All staff have completed tracking grids for their PP pupils. These identify targeted support for individuals, who provides that support and the impact for that child. Staff also complete costed provision maps for each individual. Over terms 1 and 2, 5 and 6 these grids and provision maps were completed, however, as lockdown was over Terms 3 and 4, so provision was limited due to the restrictions of lockdown. Provision included: <ul style="list-style-type: none"> ✓ One to one reading support for early readers ✓ Phonics support groups ✓ One to one feedback with the class teacher ✓ Small group support in English and Maths ✓ Thrive support, one to one and small group ✓ Spelling booster groups ✓ Reading and comprehension groups ✓ Handwriting and finger gym support groups ✓ Grammar support groups ▪ Impact reports have shown that pupils have progress academically as well as emotionally and socially, parental engagement has improved and pupils have become more active, engaged learners through targeted support. ▪ To support PP pupils with EAL to develop their expressive and receptive language- across the school targeted support has been provided for our EAL pupils. 2/16 (13%) children identify as EAL (1/15 in July 2021) and additional one to one support has been provided. All of these pupils have made progress, but attainment still remains within the bottom 20%. In liaison with the SENDCO, she has met with parents to discuss the use of interventions and how children will now be assessed against a clear set of criteria. This is also tied in with their individual plans. Parents have responded positively to the changes and are much clearer about the targets set for their child. 	<ul style="list-style-type: none"> ▪ Thrive will continue to form part of the provision accessible to PP pupils. ▪ Moving forward, the school has really started to tighten up on the provision in place for SEN and PP pupils. New streamlined interventions have been put in place which include initial assessments and final assessments to track progress. We have reduced the amount of interventions used by the school to ensure we can provide the best possible support for all of our children, particularly SEN, PP and the lowest 20% of pupils and provide us with quantitative data to track progress and attainment. ▪ In line with our new intervention programme package for SEN and PP children, there has also been a new intervention programme set up for pupils with EAL. This programme has been developed by the Bell Foundation and statistically has been proven to support pupils with EAL. It has assessment points throughout the year and has clear checkpoints to ensure progress. 	<p>£7,240.60 (TA support cost)</p> <p>£2,843.20 (T support cost)</p> <p>Additional costs: £6,713</p>



5. 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"> ▪ The schools target was for ALL PP children to meet the target of 95% attendance. There was also a whole school target of 98% attendance. ▪ 95%+ attendance- 12/15 (80%) ▪ 98%+ attendance- 5/15 (33%) ▪ 14/15 (6%) pupils were above 94% attendance ▪ 1 child's attendance continues to be monitored and there are medical concerns regarding the child, actions have been put in place to support the family and child. 	<ul style="list-style-type: none"> ▪ There will continue to be on-going support for all families, including PP families and children. Our current approach will be maintained during the next academic year. 	£200
6. 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
<ul style="list-style-type: none"> ▪ Residential: 2 children required additional funding to attend the planned residential at the end of the academic year. These pupils thoroughly benefitted from the experiences during their time away from a normal school day. ▪ After school clubs: Additional funding was used to allow 1 child to attend an after-school club. This was accessed during the whole of the academic year. In discussions with the club leader, the child developed their confidence and engaged well with the activities. They are keen to attend more clubs like this too. 	We will continue to use this approach in the coming academic year as there are always families that would benefit from accessing this funding for enrichment opportunities.	£518.20
1. Additional detail		
<p>In this section you can annex or refer to additional information which you have used to inform the statement above.</p> <p>N/A</p>		

The PPG per-pupil rate for 2020 to 2021 is as follows:

Disadvantaged pupils	Pupil premium per pupil
Pupils in year groups reception to year 6 recorded as Ever 6 free school meals (FSM)	£1,345
Pupils in years 7 to 11 recorded as Ever 6 FSM	£955
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£2,345
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, or child arrangements order (previously known as a residence order)	£2,345
Service children	Service premium per pupil
Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence	£310