



Bathwick St Mary Church School Pupil Premium Strategy Statement 2021-2022

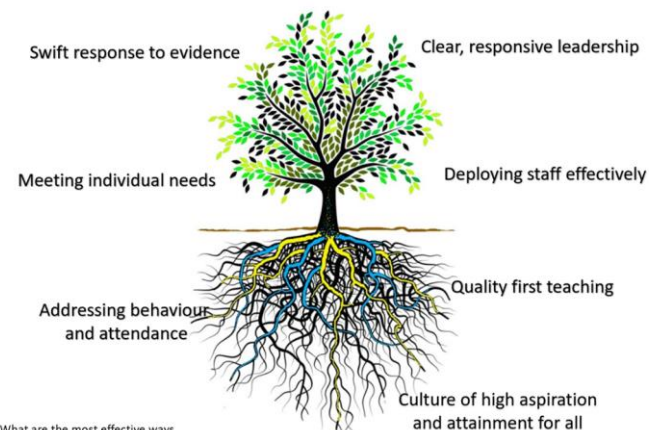
This strategy document aims to analyse outcomes for our disadvantaged pupils and draw conclusions from the findings to formulate into a school Pupil Premium Strategy Statement. Our funding allocation will focus on three core areas:

- Teaching
- Targeted academic support
- Wider strategies

Our approaches will be monitored and reviewed to analyse impact on outcomes for disadvantaged pupils.

School overview

Total number of pupils in school	13/219
Proportion of disadvantaged pupils	6%
Proportion of disadvantaged pupils who have SEND	7/13 (54%)
Pupil premium allocation this academic year	£18,946
Publish date	September 2021
Review date	July 2022
Statement authorised by	Mr Kevin Purkiss- Headteacher Mrs Lucy Spedo Mirandola and Mr Matt Cochrane Co-Chairs of Governors
Pupil Premium lead	Mrs Claire Rigby
Governor lead	Mrs Marion Whitaker



Disadvantaged Pupils' Outcomes for 2021-2022 (Teacher Assessed)

This is a subset of the information about the learning of disadvantaged pupils across all year groups. In identifying priorities, school leaders will take account of a wide range of information about the learning of disadvantaged pupils in informing them about the barriers to future attainment and progress.

Subject	Number of Pupils – Year 6 2021	Meeting the expected standard at end of KS2	Meeting the high standard at end of KS2
Reading	2	2- 100%	2-100%
Writing	2	2- 100%	1- 50%
Maths	2	2- 100%	1- 50%

% of Year 6 disadvantaged pupils meeting the expected standard RWM combined end of KS2	100%
% of Year 6 disadvantaged pupils meeting the higher standard RWM combined end of KS2	50%

% of Year 1 disadvantaged pupils meeting the phonic standard	0% (there are 0 PP pupils in Year 1.)
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Barriers to future attainment (for pupils eligible for PP, including SEND and high ability) In School and External

A.	Several children find it difficult to emotionally regulate and this means they are not always ready to learn. (This group also includes those who are high ability and pupils with SEND).
B.	Pupils in KS1, who are identified as pupil premium, who struggle to recognise and apply their phonic knowledge. Pupils who would not pass the phonics check in Year 1.
C.	Some pupils struggle in their confidence and resilience as writers, therefore writing stamina and motivation to write can be limited.
D.	Whilst the attendance for many PP students is good, we have some children who are persistently absent or have attendance below 95/90%.

Teaching priorities for current academic year

Priority	Barriers to learning this priority addresses (A-D as above)	Action/Activity	End of year impact review
Ensure all staff have received high quality phonics training and are skilled in the delivery of systemic synthetic phonics.	B, C	<ul style="list-style-type: none"> Buy and embed the use of Read, Write Inc. across all year groups (EYFS-Y4 particularly) to ensure phonics teaching and learning is taught consistently across all year groups. English and phonics lead to lead INSET training and work with the Read, Write Inc. facilitators to ensure the programme is rolled out across the school effectively. 	
Ensure all staff are skilled in the assessment of pupils learning in phonics, reading and writing.	B, C	<ul style="list-style-type: none"> Lead inset and staff meeting sessions on the use of assessment in phonics and moderation of writing to ensure teaching addresses specific weaknesses in PP pupils writing. Work in partnership with SENDCO and teachers to plan, implement and review a phonic catch-up programme. 	

Ensure all staff have received training linked to the Read, Write Inc. reading scheme. To ensure that all texts shared with pupils are linked to their phonic knowledge and sounds they have been taught.	B, C	<ul style="list-style-type: none"> • Purchase and share with all staff the Read, Write Inc. texts. To ensure that all staff know the schemes progression and how to pitch the appropriate books for pupils linked to their regular phonic assessment. • To run alongside the Read, Write Inc. scheme the school's original scheme to ensure pupils have a range of texts to read and promote reading for pleasure and reading at home. 	
Enhance the range of high quality texts accessible to pupils in classes.	A, B, C	<ul style="list-style-type: none"> • English lead to audit the range of texts used across the school and lead training to support staff with accessing high quality texts. • Continue to promote a 'love of reading' culture within the school community (parent reading events, bedtime stories, assemblies, visiting authors). • Purchase any 'high quality' texts that can be used as part of regular reading in class, linked to topics or can be used as part of shared reading across the school. 	
Engage in EEF Research Schools network and roll out training to staff team. £345	A,B,C,D	<ul style="list-style-type: none"> • 9 modules of training for PP leader • Staff meetings (4 across the year) to disseminate training • Gap tasks between training – school-based research 	

Projected spending for this aspect: **£8,000**

Targeted academic support for current academic year

Priority	Barriers to learning this priority addresses (A-D as above)	Action/Activity	End of year impact review
PP leader, SENCO and teachers work together to use assessments to accurately identify which pupils require a	B, C	<ul style="list-style-type: none"> • Provision map and interventions in place from Term 1 • Training for staff to ensure connections are made between interventions and classroom teaching. 	

structured programme of interventions.		<ul style="list-style-type: none"> Pupil progress meetings 3 times a year to discuss impact of interventions. 	
TA to deliver specific phonics and oracy interventions in EYFS/KS1 and Years 3 and 4	B, C	<ul style="list-style-type: none"> Using phonics assessments, select pupils to receive a targeted, 6-8 week phonic programme. Purchase/make specific phonics resources for this group and for children to take home. Share virtual videos with families supporting their child with specific phonic support. Provide regular feedback to families about the progress of their child. 	
Targeted Book Clubs launched in Term 4 with PP lead to facilitate KS1 and KS2.	B, C	<ul style="list-style-type: none"> From reading assessments and monitoring of home reading diaries, select children to join a lunchtime book club. This support can be provided for PP pupils and non-PP pupils. Purchase sets of books for book club that allow children to take the book home and share with their family. Use reading volunteers to support these pupils with additional one to one reading sessions. 	
To investigate targeted intervention for specific pupils through the National Tutoring Programme.	B, C	<ul style="list-style-type: none"> National Tutoring Programme (4-6 pupils) Embedding of three-way partnership between tutor, school and home once eligible pupils have been identified. 	
Ensure staff are trained in how to deliver THRIVE support to groups or individuals. Staff to continue to assess pupils and carry out targeted programmes of support. To train an additional member of staff as a THRIVE practitioner.	A, B, C, D	<ul style="list-style-type: none"> Lead (alongside SENDCO) staff meeting sessions on assessing pupils on the THRIVE programme. Work in partnership with SENDCO and teachers to plan, implement and review THRIVE interventions. Additional training for any new members of staff. To train another member of staff to be a full qualified THRIVE practitioner. This will ensure that 2 members of staff will be able to support staff across the school. Ensure that there is one member of staff in each key stage to facilitate training. 	

Projected spending for this aspect: **£6,946**

Wider strategies for current academic year

Priority	Barriers to learning this priority addresses (A-D as above)	Action/Activity	End of year impact review
Monitor the attendance of pupil premium children and provide support and interventions where required.	D	<ul style="list-style-type: none"> • Weekly and termly tracking of attendance – link this to other knowledge of families. • Reminders about attendance in the newsletter for all children. • Additional attendance officer hours for pupil premium attendance (school office). 	
Increase pupils' access to technology when learning at home.	A, B, C	<ul style="list-style-type: none"> • To access internet enabled devices to be able to use with children with a specific focus on home learning, catch up and pupil engagement. 	
Develop package of SEMH support and staff expertise	A	<ul style="list-style-type: none"> • Further develop our therapeutic and holistic interventions and support pathways and the criteria/thresholds needed for pupils and families to access this support. Liaise with the SENDCO to establish interventions and share with families. • Lead training sessions for support staff where required, talking and drawing, sand tray therapy Thrive etc. 	
Begin to develop the Relationships, Regulation and Behaviour policy, and linked resources. Monitor the consistent approach to the policy across the school and share the contents with all staff, children, and families in September.	A	<ul style="list-style-type: none"> • Co-produce the new Relationships, Regulation and Behaviour policy with all stakeholders. • Gain parent and pupil voice through a focus group set up in Term 2 to liaise with parents. PP lead to hold a pupil conferencing session to access pupil voice. • Lead training on regulation and ways to support co-regulation with support from the SENDCO. 	

Projected spending for this aspect: **£4,000**

Monitoring and Implementation 2021-2022

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days, staff meetings and additional cover being provided by senior leaders.
Targeted support	Ensuring enough time for school SENCO, teachers and TAs to use assessments to support specific children or small groups.	Termly class assessment sessions with Key Stage teams to problem solve and implement actions.
Wider strategies	Engaging the families facing most challenges	Working closely with the LA for core statutory services and other local schools on cross-school outreach programme. Ensure effective use of Early Help to support most vulnerable families.

For review of last year's aims and outcomes, please see Pupil Premium Strategy document from 2020-21