

Pupil Premium Expenditure 2020/21 and review of impact

1. Summary information			
School	St Benedict Biscop CE Primary School		
Academic Year	2020/2021	Total PP budget	£26400
Total number of pupils	196	Number of pupils eligible for PP	20

Record of key PPG spending 2020/2021			
Action	Cost	Objective	Outcome
Quality of Teaching and Learning			
Provide coaching and mentoring packages for all members of staff over the course of the year, provided by trained members of SLT.	£9500	To ensure that quality first teaching is at least good and often outstanding so that all children receive a good quality of education	5/8 teachers received at least one two week cycle of coaching and mentoring. NQT and RQT received two cycles to support good teaching Book monitoring and feedback from C&M showed consistently good teaching for 6/8 teachers. 2/8 teachers showed many elements of good teaching and children in their class made good progress across the year.
3 weekly book monitoring cycle undertaken by core subject leaders			
Half termly book monitoring for all PP children undertaken by Assistant Head Teacher.			

Targeted Support			
Ensure all PP children can access remote learning if needed through liaison with parents and provision of resources as necessary.		All disadvantaged children will have access to remote learning lessons throughout lockdown	Laptops loaned to 12 children during lockdown to support engagement. Any children who were not consistently engaging in remote lessons were contacted daily and where persistent issues with engagement then the children were offered a place in school to ensure access to learning.
Provide 1:1 and small group support for all disadvantaged children, according to their individual identified needs.		To increase achievement in reading, writing and maths through additional small group and 1:1 interventions. PPG eligible pupils make at least good (and often accelerated) progress over the year.	See data analysis below.
Targeted support to ensure PP children make good progress across the whole school in reading, writing and maths with a focus on supporting more able PP children achieve GDS by the end of KS1 and KS2.		All children receive support as needed to help address issues which are affecting their confidence, self-esteem or emotional wellbeing.	See data analysis below.
Daily reading and homework support		. PPG children achieve at least expected standard in reading and writing at the end of Year 6 and make at least expected progress	See data analysis below.
EWO support		Attendance of PP children is in line with children across school and higher than national average 96%	Attendance of PP children 97.74% non PP children 97.96% Broadly in line with each other and above national average.
Other approaches			
Help towards costs of extra-curricular activities, trips and residential.		To ensure appropriate support can be provided for children and	Not relevant due to Covid restrictions.

		families to support identified needs	
Dedicated Assistant Head time for the monitoring of the achievement of disadvantaged children and impact of interventions and support			Assistant head teacher: <ul style="list-style-type: none"> • Monitored books and data for PP children across the school. • Liaised with staff to support PP children at risk of falling behind their peers. • Spoke to parents of PP children who were not engaging with remote learning to find solutions to support engagement. • Conducted pupil voice conversations to evaluate how PP children felt they were best supported.

Outcomes for children in receipt of Pupil Premium 2020-2021

Children receiving Pupil Premium Grant from Reception to Year 6

Good progress for the majority of children across these year groups. Those children who made slower progress were identified as not having engaged in remote learning during spring lockdown and class isolation where relevant. Additional support to these in the form of intervention session with MAT AHT 4 x weekly. Support and 1:1 intervention will continue in the next academic year.

- In reading 93% of children made at least good progress with 81% making accelerated progress from September baseline standardised score to summer standardised score.
- In writing 92% of children made at least good progress with 20% making accelerated progress based on Autumn to Summer teacher assessment.
- In maths 94% of children made at least good progress with 87% making accelerated progress from September baseline standardised score to summer standardised score.

- In reading 100% of PPG children in Year 2-3 have made expected progress and 44% of PPG children have made greater than expected progress from the previous key stage
- In writing 89% of PPG children in Year 2-3 have made expected progress and 22% of PPG children have made greater than expected progress from the previous key stage
- In maths 100% of PPG children in Year 2-3 have made expected progress and 44% of PPG children have made greater than expected progress from the previous key stage

- In reading 78% of PPG children in Year 4-6 have made expected progress and 56% of PPG children have made greater than expected progress from the previous key stage
- In writing 78% of PPG children in Year 4-6 have made expected progress and 11% of PPG children in Year 4-6 have made greater than expected progress from the previous key stage.
- In maths 78% of PPG children in Year 4-6 have made expected progress and 22% of PPG children in Year 4-6 have made greater than expected progress from the previous key stage