

Pupil Premium Strategy and Planned Expenditure 2020/21

1. Summary information					
School	St Benedict Biscop CE Primary School				
Academic Year	2020/21	Total PP budget	£26400	Date of most recent PP Review	Sept 2020
Total number of pupils	196	Number of pupils eligible for PP	20	Date for next internal review of this strategy	Sept 2021
2. Barriers to future attainment (for pupils eligible for PP)					
A.	Lack of depth in reading comprehension				
B.	Limited home support				
C.	Low self-esteem				
D.	Low basic maths skills				
1. Intended outcomes (<i>specific outcomes and how they will be measured</i>)				Success criteria	
To ensure that every child at the school consistently receives at least good quality first teaching during their time at St Benedict Biscop CE Primary School.				Monitoring of books, lessons and outcomes demonstrate that quality of teaching is at least good in all classes.	
That the attendance of all children (including those in receipt of PP funding) is at least in line with national averages.				Attendance rates for all children (including those eligible for PP funding) is above national average	
That children in receipt of PP funding reach levels of attainment and make progress at least in line with all pupils in the school.				The gap between the attainment and progress of children eligible for PP funding and all other pupils is reducing.	
That children who are not supported with homework tasks or reading activities receive support in school to overcome their disadvantage.				Disadvantaged children receive support to complete homework tasks and home reading during the school day. Progress of disadvantaged children is in line with all children.	

<p>That all children have the same access to extra-curricular activities and school trips.</p>	<p>That all disadvantaged children attend all extra-curricular activities, trips and residential visits that they want to and are well enough to.</p>
<p>That the vast majority of children (aspire for all) to leave St Benedict Biscop CE primary school as fluent, readers with good comprehension strategies; this will allow them to access the whole curriculum and the wider world as confident and literate individuals.</p>	<p>That outcomes in the year 1 phonics screening check show that children are able to decode words phonetically and outcomes in the KS1 and KS2 assessments demonstrate that most children are working at least at ARE in reading. The gap between the attainment of disadvantaged children and all others was less than one child.</p>
<p>That the vast majority of children (aspire for all) to leave St Benedict Biscop CE primary school as competent mathematicians; this will allow them to access the whole curriculum and the wider world as individuals who can apply problem solving abilities in a range of situations.</p>	<p>That outcomes in the year 4 timetable check show that children are able to apply their understanding of number confidently and accurately. Outcomes in the KS1 and KS2 assessments demonstrate that most children are working at least at ARE in mathematics. The gap between the attainment of disadvantaged children and all others was less than one child.</p>

3. Planned expenditure

Academic year

2020/21

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy,0 provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Provide coaching and mentoring packages for all members of staff over the course of the year, provided by trained members of SLT.	That all teaching across the school is at least good.	Previous evidence demonstrates the positive impact of this focussed, high quality CPD. Teachers will have the opportunity to work on agreed foci, observe outstanding practice, take part in joint planning and receive daily feedback on lessons. This has previously led to improved practice for all children in our school.	Ensure that all teachers have the opportunity to be involved during timetabled, dedicated time. Time during the teaching day will be set aside for teachers to engage in quality discussion, receive feedback and undertake joint planning. Liaise with CEO of MAT to broker support from the MAT team to support identified teachers.	Nicola Scott-Worthington Clare Hill	At the end of the coaching and mentoring block and then throughout the year during the normal monitoring cycle.

<p>4 weekly book monitoring cycle undertaken by core subject leaders</p> <p>Half termly book monitoring for all PP children undertaken by Assistant Head Teacher.</p>	<p>That, by responding to targets and identifying CPD needs, the quality of teaching is consistently good across school. All children will make at least good progress as evidenced by work in books and assessment outcomes</p>	<p>4 weekly monitoring cycles with intended impact evaluated has previously ensured that the needs of learners are met more precisely.</p> <p>The regular review of progress being made by pupils allows for CPD needs to be identified in a timely basis. This has led to individual and whole school priorities being addressed and therefore an improvement in teaching and outcomes being observed.</p>	<p>Ensure that feedback is provided in a supportive way, with strategies and suggestions for next steps explained and modelled. Any CPD needs identified to be implemented as soon as possible following identification.</p>	<p>Nicola Scott-Worthington Clare Hill Stephanie Plumb Sarah Parkin</p>	<p>At the end of each monitoring cycle and during assessment periods.</p>
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Total budgeted cost £9,500

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Ensure all PP children can access remote learning if needed through liaison with parents and provision of resources as necessary.</p>	<p>All PP children will access remote learning if they need to isolate from school at any point.</p> <p>Children's learning will not be disrupted due to Covid 19 response</p>	<p>During summer term 2020 few PP children returned to school following lockdown. Low engagement with home learning and support was not taken up and children have gaps in their understanding as a result.</p>	<p>PP Lead to monitor the progress of children from September 2020 baseline.</p> <p>Engagement of PP children a priority for all classes when children have to isolate.</p> <p>Monitor the impact of isolation on PP group and number of days lost to school due to testing/isola</p>	<p>Nicola Scott-Worthington</p>	<p>Spring 2020</p> <p>Summer 2020</p>

Provide 1:1 and small group support for all disadvantaged children, according to their individual identified needs.	Improved learning outcomes in reading, writing and maths (meeting end of year age- related objectives) Improved confidence for pupils in specified areas Learning tasks tailored to specific needs of pupils – closing gaps in understanding Consolidation of learning completed in classes – time for practice and application of skills Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points to learning. Pre-teaching to include pre-reading of texts in English, research for writing units, key vocabulary, concepts in SPAG and maths calculation strategies and terminology	1:1 teaching will help to ensure that specific, individualised targets and gaps can be effectively addressed. Pre-teaching can help to ensure that all children can access the lesson which is a proven successful strategy. Small group work can help to focus on challenge and support where children have similar needs.	Each PP child to be identified on the class provision map identifying their priorities with personal targets Honour intervention time as far as practicable. Provide training for all staff who are responsible for delivering interventions. Monitor impact of SMART targets against outcomes.	Clare Hill Stephanie Plumb	IEPs reviewed termly and evaluated by Clare Hill and Stephanie Plumb
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.	PP children make progress in line with or better than their peers. % of PP children achieving GDS increases and narrows the gaps between high level attainment for non PP children in the school.	Currently no PP children are on track to achieve GDS in reading or maths.	Additional 1:1 and small group support to be targeted at more able PP children to support their accelerated progress to achieve deeper understanding of their year group curriculum.	Clare Hill	Termly data analysis, focussed book scrutiny, support through coaching and mentoring to target PP children.
EWO support	To ensure that the attendance of all disadvantaged children is at least at national average levels	Research supports the fact that good attendance positively impacts on outcomes, achievement and emotional well-being.	Ensure dedicated EWO is bought in each week to monitor attendance levels and implement agreed strategies where attendance falls below what would be reasonably expected.	Nicola Scott- Worthington	Weekly monitoring of attendance figures and close monitoring of pupil outcomes during assessment cycle.
Daily reading and homework support	To ensure that all disadvantaged children are supported by reading to an adult and with support to consolidate in class learning.	Regular reading is proven to impact upon outcomes in all subject areas. Disadvantaged children in our school lack support from home which impacts negatively on their progress.	Daily 1:1 reading for all disadvantaged children across school Lunchtime homework club led by AHT targeted at disadvantaged children to consolidate learning from school.	Clare Hill Liz Burley	Termly reading age data analysed to identify impact of additional support.

Total budgeted cost					£14 000
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Help towards costs of extra-curricular activities, trips and residential.	-No child eligible for PP to miss out on participating in school trips or residentials - Social skills, independence, perseverance and team-work are developed through participation in group activities and over-night stays on residential.	More life experiences widen pupils' knowledge and help secure language acquisition. Every child should be entitled to the same experiences in school, regardless of the economic situation of their family.	That all children attend any visit/club/activity/residential that they want to if there is no good reason for them not to.	Nicola Scott-Worthington	Ongoing (check permission slips for visits and follow up on families who haven't responded, offering help and support if necessary).
Dedicated Assistant Head time for the monitoring of the achievement of disadvantaged children and impact of interventions and support	That all children considered disadvantaged are receiving appropriate interventions and support and that this is being monitored effectively. Governors have a dedicated Pupil Premium link teacher so that the school can effectively be held to account for the use of funding and are able to be proactive in ensuring development and progress of these pupils	Monitoring is essential to ensure a fair, consistent and appropriate approach to providing intervention is taken by all teachers. Time to evaluate and analyse outcomes will help ensure that gaps are responded to.	Dedicated time to monitor and track pupil progress and attainment. Pupil progress meetings will provide opportunities for open and honest discussions to refine next steps and strategies.	Clare Hill	As part of the appraisal system
Total budgeted cost					£2000