



## Bolshaw Primary School Pupil Premium Strategy Statement 2020-2021

1. Summary information					
<b>Academic Year</b>	2020/21	<b>Total PP budget</b>	£31915	<b>Date of most recent PP Review</b>	March 2020
<b>Total number of pupils</b>	210	<b>Number of pupils eligible for PP</b>	16 pupils 7.6% NA 23%	<b>Date for next internal review of this strategy</b>	March 2021

Previous Attainment Summer 2019						
	% pupil meeting expected standards			% pupils greater depth standard		
	Our school	National	PP GAP	Our school	National	PP GAP
READING WRITING MATHS combined	67%	51%	16%	17%	5%	12%
READING	67%	62%	+55%	17%	17%	0
GAPS	67%	67%	0	33%	24%	+9%
WRITING	67%	62%	+55%	17%	17%	0
MATHS	67%	67%	0	33%	16%	17%

Bolshaw Primary School has identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

- Speech and Language development and access to language from books
- Attendance
- Poor literacy and numeracy basic skills – more reinforcement required
- Parental engagement with school especially with regard to support at home, attendance at information and workshop events and home learning
- The number of pupils who are in receipt of Pupil Premium and also on the SEN register for cognition and learning
- Behaviour – pupils with specific social and emotional needs which affect their learning low self confidence and self esteem

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

**3.**

<b>In-school barriers</b>	<b>A</b>	<b>Oral language skills of PP children in Foundation Stage and Key Stage 1</b> (End of year data, evidence from foundation baselines, teacher assessments)
	<b>B</b>	<b>Making links between the visual and abstract within maths</b> (End of year data, evidence from foundation baselines, teacher assessments)
	<b>C</b>	<b>Emotional Health and well-being of PP children</b> (evidence from monitoring of TAC and Child protection meetings, number of children having daily check ins)
	<b>D</b>	<b>Number of Pupil Premium children who are also identified as having SEN</b>
<b>External barriers</b>	<b>E</b>	<b>Attendance and punctuality</b> (Evidence on individuals personal records)
	<b>F</b>	<b>Lack of enrichment experiences outside school</b> (evidence of take up of enrichment activities, after school clubs)

**4. Desired outcomes**

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
Overall	To have reduced the gap in attainment between the pupil premium children and their peers across the school by increasing the number of Pupil Premium children achieving at least expected outcomes in all curriculum areas at the end of each phase of school.	<p>An increased number of PP children will achieve a good level of Development by the end of EYFS which is more in line with their peers.</p> <p>The attainment gap between PP children and their peers will be reduced by the end of key stage 1 and 2.</p> <p>The number of PP children achieving the expected standard by the end of key stage 2 across all areas will have increased.</p> <p>The number of PPG children has varied within each cohort over the last few years.</p> <p>In 2019 the figure for the PP children KS2 achieving the expected levels in all areas was 14% below their peers and 16% above national PP pupils</p>

A.	<p><b>Oral language skills of PP children in Foundation Stage and Key Stage 1</b> (End of year data, evidence from foundation baselines, teacher assessments) PP children to have basic language skills to help them access all areas of the EYFS to reach a GLD</p>	Pupils eligible for PP in Reception class, Year 1 and Year 2 make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations and a GLD.
B.	<p><b>Making links between the visual and abstract within maths</b> (End of year data, evidence from foundation baselines, teacher assessments) More PP children competent in basic skills in Maths</p>	More PP children are competent in Maths and have the basic skills required by the end of the year.
C.	<p><b>Emotional Health and well-being of PP children</b> To have improved the emotional health and well-being of the most vulnerable PP pupils and their families so that attendance and punctuality rises. <i>(evidence from monitoring of TAC and Child protection meetings, number of children having daily check ins)</i></p>	Improved attitude to learning and increased levels of support for child at home. Increased levels of support for parents through Learning Mentor.
D.	<p><b>Number of Pupil Premium children who are also identified as having SEN</b> For SEN&amp;PP children to have the necessary support to enable them to make progress academically in Reading, Writing and Maths</p>	For Sen & PP children to meet end of year age related expectations.
E.	<p><b>Attendance and punctuality</b> (Evidence on individuals personal records) To have improved the emotional health and well-being of the most vulnerable PP pupils and their families so that attendance and punctuality rises.</p>	Attendance and punctuality will increase for Pupil Premium children and will be more in line with non PP children.
F.	<p><b>Lack of enrichment experiences outside school</b> (evidence of take up of enrichment activities, after school clubs) To have increased the number of Pupil premium children engaged in a variety of enrichment experiences.</p>	PP children taking part in enrichment activities during the school day and after school.

Desired outcomes	Actions/Approaches	Cost	Staff lead	How will you ensure it is implemented?	When will implementations be reviewed?
<p>To have reduced the gap in attainment between the pupil premium children and their peers across the school by increasing the number of Pupil Premium children achieving at least expected outcomes in all curriculum areas at the end of each phase of school.</p> <p><b>School KS2 67%</b>  <b>National 71%</b>  <b>A B D</b></p>	<ul style="list-style-type: none"> <li>• Learning Mentor of school providing targeted support throughout the whole school.</li> <li>• Identified children receive targeted support to address underachievement and/or lack of progress through attendance of booster classes which are run by members of teaching staff and support staff.</li> <li>• 1:1 pupil meetings, individual targets setting and monitoring take place with Learning Mentor</li> <li>• SLT support effective use of data and gap analysis and provide targeted CPD and coaching for staff.</li> <li>• SLT develop and support consistency throughout the school and ensure quality monitoring, evaluation and modelling of good practice take place and that the policies for maths, reading and writing are implemented.</li> <li>• SLT continue to develop the role of the Teaching Assistant to ensure greatest impact on learning.</li> <li>• Allocation of staff to provide additional 1:1 and group support for PPG/FSM and other targeted children by running booster sessions and intervention programmes. In class / before school support for specific children or groups also given.</li> <li>• <u>Reception TAs LSA's</u> Run reading/phonics/maths catch up and intervention programmes.</li> </ul>		<p><b>LB</b></p> <p>SLT</p> <p>DG</p> <p>Class teachers</p> <p>Support staff</p> <p>Governors</p>	<p>Ongoing monitoring of attainment and progress by members of the SLT and subject/phase leaders.</p> <p>Level of awareness amongst staff of PPG children will be monitored through staff meetings and pupil progress meetings.</p> <p>Regular reports on PP progress to GB and PP governor</p>	

	<ul style="list-style-type: none"> <li>• <u>Year 1 TA</u> Provide literacy boosters/implement interventions for reading.</li> <li>• <u>Year 2 TA</u></li> <li>• Implementation of English and maths boosters 3 days per week.</li> <li>• <u>LSA</u> to deliver intervention for targeted children in years 3 and 4.</li> <li>• <u>Year 5 TA support</u> Classroom support</li> <li>• <u>Year 6 TA support</u> provides in class support for PPG children, run booster groups, class cover so teacher can run booster groups.</li> <li>• Pupil progress meetings with staff delivering interventions to ensure impact, attainment and progress is evident.</li> <li>• Target children (Year 4 and 6) to further developing learning attitudes by accessing forest schools. On a weekly basis</li> <li>• Half termly/termly assessments implemented to show progress.</li> <li>• Additional language assessment and EP support provided.</li> </ul>			Scrutiny of analysis of data termly	
<p>To have improved the emotional health and well-being of the most vulnerable PP pupils and their families so that attendance and punctuality rises.</p> <p><b>C E</b></p>	<p>Learning mentor/ SLT to provide targeted support for pupils through daily check ins</p> <p>Learning mentor to provide additional interventions (forest schools) which will help the children to improve resilience and emotional health and well-being.</p> <p>Additional support for families provided through the TAC meetings by mentors/ team within school, school social worker, school age+ worker, health visitors.</p>		<p><b>LB</b></p> <p>DG JN</p> <p>Members of SLT</p>	<p>Regular meetings with pastoral team to monitor the health and wellbeing of targeted children this will include feedback from daily checks. Evidence from TAC meetings.</p>	

	<p>Behaviour support assistant to work alongside specific PPG children with behaviour plans and provide mentoring for staff.</p> <p>Milk provided for PPG/FSM children daily.</p> <p>Restorative approaches evident within school.</p> <p>Purchase of uniform, free book bag and uniform voucher for each PPG child.</p> <p>Extended school provision provided for targeted families</p> <p>Transport provided ensuring pupils and parents can attend after school events.</p>			<p>Increase in attendance and punctuality for those targeted children.</p> <p>Restorative approach used by all members of staff</p> <p>Positive learning behaviours evident within the classrooms</p>	
<p>To have increased the number of Pupil premium children engaged in a variety of enrichment experiences.</p> <p><b>F</b></p>	<p>Provide direct support to parents so they are aware of how school can help with financial assistance to allow their children to access the opportunities that are available to them.</p> <p>Residential and school trips subsidised for PPG children.</p> <p>Enrichment projects made available throughout the school week. Nurture groups</p> <p>A range of extracurricular activities made available. Mad Science, Little Sports, Gymnastics, Mini Soccer Commnado Jo Man city Forest Schools Drama Art Clubs</p>		<p>DG JN</p>	<p>Analysis of the number of children who participate in after school clubs and enrichment activities.</p> <p>SLT monitor to ensure that funding is used to subsidise activities for the PP children each term.</p> <p>Report given to governors each term.</p>	
	£31915 +				

