

Pupil Premium Strategy Statement 2020/21

School Pupil Premium Vision

Children at Binstead Primary will all have the opportunity to thrive both emotionally and educationally. We will ensure that the money the school receives to support children who access the Pupil Premium will be used to close both the educational, social and emotional gaps in the children's learning.

We know that to support our disadvantaged pupils, not all children will need the same support in the same way, and it is our duty to ensure that the children's needs are identified in a timely manner and support given where possible.

Pupil Premium Funding

Pupil Premium Funding

The pupil premium is additional funding for schools to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. The funding is based on whether a child is eligible for free school meals.

The Department of Education will allocate the following amounts for 2020/21:

- £1,345 per pupil who have been recorded as being entitled to free school meals at any time from reception to Year 6. (Ever 6 FSM)
- £2,345 per pupil for Looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, a local authority (Pupil premium plus)
- £2,345 per pupil for children who have ceased to be looked after by a local authority because of adoption, a special guardianship order, a child arrangement order or a residence order

Service Pupil Premium (SSP)

There is also additional funding for supporting children and young people with parents in the regular armed forces. This is an allocation to offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.

Pupils attract the premium if they meet the following criteria:

- one of their parents is serving in the regular armed forces
- they have been registered as a 'service child' in the school census at any point since 2011

- one of their parents died while serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme (AFCS) or the War Pensions Scheme (WPS)
- Schools will receive £310 for each eligible pupil.

Pupil Premium Strategic Principles

Our building blocks for tackling educational disadvantage;

Whole-school ethos of attainment for all

There is a culture of high expectations for all.

There is a belief that all disadvantaged pupils are capable of overcoming their personal barriers to succeed.

Disadvantaged pupils and their families are held in high regard

Leaders, teachers and other adults understand their role within the school's strategy

Addressing behaviour and attendance

A strong emphasis is placed on developing positive behaviours for learning.

The school responds rapidly to ensure behaviour management strategies are effective for pupils that need support.

Attendance is monitored. Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school.

Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued.

High quality teaching for all

The school places a strong emphasis on ensuring all disadvantaged pupils receive high quality teaching; responsive on- going formative assessment is essential to ensure disadvantaged pupils make strong progress.

Teachers are committed to successfully engage with the disadvantaged pupils who are less successful learners.

Professional development is focused on securing strong subject knowledge, questioning, feedback, metacognition and self-regulation.

Interventions are additional to the entitlement to high quality teaching; class teachers retain accountability for pupil achievement.

Meeting individual learning needs

There is a strong understanding of the barriers to learning and how these barriers present in school.

Personalised profiles are used to ensure barriers are overcome so that disadvantaged pupils can benefit from enrichment, emotional well-being support and interventions that enable them to succeed in their learning across a wide range of subjects.

Learning gaps and misconceptions are identified and addressed so that pupils can secure learning domains that will enable them to catch up to meet age related expectations or increasingly work at greater depth.

Transition processes for disadvantaged pupils are carefully planned and implemented

Data-driven

The progress of disadvantaged pupils is discussed at all pupil progress meetings and at key assessment milestones. Actions are identified, implemented and regularly reviewed within each assessment phase.

Accelerated progress must lead to higher attainment within an academic year and key stages.

Clear, responsive leadership

The Pupil Premium Lead for the school, and the Governor responsible for Pupil Premium meet regularly to review the Action Plan.

Self-evaluation is rigorous and honest.

The effectiveness of the strategy is reviewed termly and is based on internal analysis, research and best practice.

Leaders apply robust quality assurance processes and clear success criteria.

Deploying staff effectively

Both teachers and support staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils.

Resources are targeted at pupils at risk of underachievement in terms of low and high attainment.

Pupil Premium Strategy Group	
Team member	Role
Headteacher	Strategic overview and monitoring of Data, holding staff to account for progress of pupils.
SENco	Monitoring provision and advising teachers and support staff where required.
Pupil Premium Governor	Strategic overview of objectives in the plan, review against milestone data, holding Pupil Premium Leader and HT to account.
Review Dates for academic year:	Jan 21, April 21, July, 21

Current Profile						
Academic Year	2020/21	Number of Pupils eligible for PP	31	Breakdown of PP Pupils		
NoR	210	Total PP budget	£44,935	FSM/Ever 6	Service	LAC
Date of Statement	September 2020	Review Date(s)	Jan 21/April 21	19	3	6

Summary allocation of funding			
Teaching and Learning			
Funded item / initiative	Rationale	Barriers to overcome	Expenditure
Part funded Additional Full Time Teacher	To support children across the school with intervention/pre /post teaching to support in class learning.	<p>Difficulties for some children in processing information in whole class teaching. Supporting small group and 1:1 work where needed</p> <p>Catch up and closing gaps in learning, particularly for those children who did not attend school during lockdown.</p>	£20,000

Additional Teaching Assistants in class	To support the children with learning in smaller groups and access to 1:1 support for intervention where required. Supporting Quality First Teaching with additional adults in the classroom to facilitate focus groups where needed. Additional support in the Early Years to support Continuous Provision and small group learning.	No additional adults in the class without additional TA support Facilitating flexible teaching opportunities to enable QFT in all classrooms. Large group sizes in EYFS – additional TA support enabling early intervention and speech and language support where needed.	£16,000
Emotional, social and behavioural support			
Funded item / initiative	Rationale	Barriers to overcome	Expenditure
ELSA Support (Commissioned service)	To support Emotional Literacy for pupils who require additional support in this area.	Emotional/Friendship challenges including resilience.	£4434
Education and Inclusion support (Commissioned service)	Additional support and monitoring of attendance to enable all children to be in school and learning for the maximum amount of time possible.	Ensuring attendance is good for all children.	£3000
Enrichment			
Funded item / initiative	Rationale	Barriers to overcome	Expenditure
Half price after school clubs Financial support for pupils accessing Residential trips.	To reduce the financial burden on parents, minimising the monetary barrier to accessing enrichment opportunities.	Financial barriers to being able to take part in enrichment activities.	£1500
Total Expenditure			44,935

Catch Up Premium – September 2020			
<ul style="list-style-type: none"> - Catch up planning for pupils that did not attend school in summer term: align the catch up coverage with the new year’s curriculum so that it is sequential and progressive; pupils catch up fully in the academic year 2020/21 - Recovery planning; revisit key learning from previous year’s curriculum, rapidly close the most vital ‘gaps’ in knowledge and skills, teach coverage not taught or not taught in sufficient depth. - Interventions 			
School Improvement Plan 2020/21 priorities			
Objectives	Success criteria	Actions / professional development	Monitoring
To identify gaps in learning due to Covid – 19 pandemic school closures, plan catch up priorities for each year group and use QFT along with Intervention to fill gaps	Assessments at Milestone 2 and 3 will show gaps being closed for all pupils.	<ul style="list-style-type: none"> • Previous year teachers to provide analysis of gaps in teaching to new year group teachers. • Baseline teacher assessment data completed in Autumn 1 • Milestones 1, 2 and 3 throughout the year • Book looks and data analysis to be completed to ensure coverage and gap filling by Subject leaders • Support for NQT and RQT with Data and analysis. 	<ul style="list-style-type: none"> • Data analysis by SLT presented to Governors • Subject leader monitoring • Governor Monitoring of data analysis.
To identify children who may need extra support following the Covid – 19 pandemic and school closures. Identify specific support and interventions required to support eg ELSA support)	ELSA support will show a positive impact on the behaviour and wellbeing of pupils identified.	<ul style="list-style-type: none"> • Referral process in place for teaching teams to refer children who are in need of additional support. • ELSA commissioned for work. • Regular review of support with additional pupils where needed. • School based support or referral to outside agencies through the HT where appropriate. 	<ul style="list-style-type: none"> • Analysis of strengths and difficulties to monitor progress. • At least monthly feedback from ELSA to HT.
To identify gaps in children’s wellbeing due to Covid – 19 pandemic (physical or emotional) and create a support plan where required.	Pupils identified will show improved wellbeing through meeting the targets	<ul style="list-style-type: none"> • Pupil Progress meetings to discuss children’s wellbeing along with Progress. • Meetings with parents to discuss pupil wellbeing where needed. 	<ul style="list-style-type: none"> • Monitoring by SENCO for effectiveness of strategy in place.

	set in the action plans.	<ul style="list-style-type: none"> • Plan in place by SENCO or HT in conjunction with parents and class teaching teams to identify support. • Review termly against targets for progress and improvement in wellbeing. • Referrals to outside agencies where appropriate. 	
To identify main gaps from Covid – 19 lockdown in March and impact on EYFS pupils.	Milestone data for EYFS will show gaps being closed and effective QFT in place to ensure progress towards GLD targets.	<ul style="list-style-type: none"> • Baseline teacher assessment completed in Autumn 1 • Pupil Progress meetings to discuss support required or already in place for pupils. • Additional Teaching Assistant in place to support pupils. 	<ul style="list-style-type: none"> • Pupil Progress meetings with SLT to monitor progress towards GLD targets. • Governor monitoring of data analysis.

Attainment KS2 (2020) Disadvantaged Pupils (PP / PP non SEN / PP & SEN)

There were no statutory assessments in summer 2020 due to COVID-19 pandemic. Teacher assessments were used in transition so that new teachers could effectively plan recovery curriculum plans. These were based on likely attainment based on March assessments prior to school closure / lockdown.

KS2 to KS3 transition information provided to High Schools:

Likely to exceed / likely to meet / potential meet / unlikely to meet / SEND for reading or mathematics.

An indication of curriculum areas to secure

Curriculum behaviours

Interventions

The impact of last year's pupil premium priorities and outcomes	
<ul style="list-style-type: none"> • Provide support for children and families so that parents engage and work in partnership with the school. Pupils express their feelings and emotions through emotional literacy sessions and social skills sessions. Use the new FLO/ELSA to support families and children. • Progress will improve in line with National in Reading, Writing and Maths Reading – Inference and retrieval Writing - boys writing and enthusiasm for writing Maths – Geometry and fractions, also development of reasoning skills to accelerate progress Ongoing support from Subject Leads and HIAS to support teachers CPD to accelerate progress. Ensure resources are available for teaching - including opportunities for aspirational male writers to speak to and engage the pupils. • In some cases lack of regular routine, regular reading, spellings and having the correct equipment in school • Wider Outcomes: To provide a wider range of opportunities for pupils to access learning outside the classroom 	<ul style="list-style-type: none"> • 100% of parents either identified for, or asked for support engaged with the Family Liaison Officer. • 100% of pupils accessing ELSA support made significant progress against their targets using the SDQ scoring system. • National Curriculum Statutory Assessments did not take place in the 19.20 academic year due to the Coronavirus Pandemic and subsequent lockdown. • HIAS supported English and Maths leads to support their CPD. Resources were made available for teaching and investments made impacting on the classroom opportunities for the pupils. • Support was given for Pupils requiring additional support during lockdown. This included weekly phonecalls with SLT, support to load equipment, ensuring vulnerable children had the option to attend school along with those children of Keyworkers. • Enrichment activities across the school, for example Deep Art workshops, Drama opportunities and Sports were provided in the Autumn and Spring Terms before lockdown.