

# Pupil Premium Strategy Statement: Bourne Elsea Park Church of England Primary Academy

1. Summary information					
<b>School</b>	Bourne Elsea Park Church of England Primary Academy				
<b>Academic Year</b>	2020/21	<b>Total PP budget</b> Based on January 2020 census	£56,520	<b>Date of most recent PP Review</b>	July 2020
<b>Total number of pupils</b>	260 on roll Sep 2020	<b>Number of pupils eligible for PP including Service pupils</b> Based on January 2020 census	45 (12 of these children transferred to Y7 in September 2020)	<b>Date for next internal review of this strategy</b>	July 2021

2. Barriers to future attainment (for pupils eligible for PP )	
High mobility for KS2 pupils has affected attainment. For example our Academy was asked by the Local Authority to take in additional Year 5 pupils throughout 2019-2020 as a new classroom was built for the local 'bulge' in this year group.	
In-school barriers	
<b>A.</b>	Attainment and, in some cohorts, progress of PP pupils falls behind non PP pupils in school.
<b>B.</b>	For those pupils on the SEND register, their special needs including emotional and behaviour can affect their attainment and progress.
<b>C.</b>	Lower self-esteem amongst the group. Less confident with their oral skills which can affect their writing in particular (not service pupils).
<b>C.</b>	Lack of confidence compared to many others in school (not service pupils).
External barriers	
	Attendance for pupils eligible for PP (95%) is below the whole school average of 97% (2019-2020 - up to 20.3.20 when schools closed due to COVID-19). This reduces their school hours and causes them to fall behind.
	A number of PP pupils (2019-2020 – up to 20.3.20 when schools closed due to COVID-19) are persistent absentees.

<b>3. Outcomes</b>		
	<b>Desired outcomes and how they will be measured</b>	<b>Success criteria</b>
	<p>Overarching desired outcome:            No Pupil Premium child will have been adversely affected by school closure due to COVID-19.            Provision in place will enable all to 'Catch-Up' as necessary and support their mental health and wellbeing and attendance.            See also Abbey Academies Trust's 'Catch-up'/'Flying High' plan of provision.</p>	
<b>1</b>	<p>Improved oral language skills for pupils eligible for Pupil Premium (especially in Reception and Year 1) which impacts on their reading and writing ability.</p>	<p>At least 80% of pupils eligible for PP achieve GLD. PP pupils in Year 1 pass the phonics test. Pupils are more articulate, are involved in discussions in lessons. More PP children (at least 80%) meet the expected standards in reading, writing and maths.</p>
<b>2</b>	<p>Higher rates of attainment and achievement for ALL of the Pupil Premium pupils, including those that are more able.</p>	<p>The difference is diminished or closed between pupils eligible for PP and other pupils in school and nationally. All PP pupils make at least good and better progress.</p>
<b>3</b>	<p>Increased confidence of Pupil Premium pupils within their class and around school.            Increased involvement in wider school activities and responsibilities e.g. Mini Police, Student Council, UNICEF Ambassadors, Peer Mediators, clubs and visits</p>	<p>Self-esteem has improved for all PP pupils and their individual profile in school is more visible. Increased participation by individuals in after school activities and wider school activities, some taking on key roles in school.</p>
<b>4</b>	<p>Ensure all Pupil Premium pupils attend well. Increase attendance of persistent absentees to be more in line with whole school average.</p>	<p>All Pupil Premium pupils attend school well. Improve overall PP attendance to be more in line with the whole school attendance figure. Reduce the number of persistent absentees among pupils eligible for PP.</p>
<b>5</b>	<p>Be vigilant with PP, including more vulnerable PP pupils who are absent due to self-isolating, class 'bubble' or local lockdown during COVID-19 times. Ensure they can access online learning and that this, and their wellbeing, is monitored closely.</p>	<p>Provision in place will enable all PP children to access online learning and support their mental health and wellbeing and attendance.</p>

Planned expenditure					
Academic year		2020/21			
How we will use the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<b>Quality of teaching for all</b> The chosen actions and approaches listed below take into account the overarching desired outcome above regarding COVID-19 and are also part of our typical provision for Pupil Premium children.					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
Continued higher rates of progress for all of the Pupil Premium pupils	<p>Staff CPD on high quality feedback and metacognition. Staff release and training costs <b>(£2,000)</b></p> <p>Assistant SENCo undertaking training and promoted to support those pupils who are PP but also SEN, co-ordinate and monitor interventions <b>(£3,945)</b></p> <p>Investment in high level of teaching assistant support in Year 6 to ensure quality interventions can take place <b>(£16,144)</b></p> <p>Purchase of additional iPads and laptops to ensure PP pupils can access remote learning in the event of self-isolation due to COVID-19 <b>(approx. £2,500)</b></p> <p>RWI Scheme</p>	<p>We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF (Education Endowment Fund) Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.</p> <p>We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'.</p> <p>Whilst the attainment and achievement of PP pupils is a collective responsibility, having an additional SENCo will support further those pupils who are PP and SEN and they can consider how strategic decisions impact positively on PP pupils.</p> <p>High quality TA support will continue to ensure rigorous monitoring of standards of all groups of pupils. Weekly SLT and Year 6 meetings to discuss impact of provision to ensure PP children are monitored carefully.</p> <p>It is important that our PP pupils have access to our high quality remote learning through Seesaw if isolating at home (individually or if a class 'bubble' is closed). Additional iPads and laptops will be loaned to PP pupils who do not have remote access at home.</p>	<p>CPD selected using evidence of effectiveness. Staff twilight sessions to deliver training and monitor progress.</p> <p>Monitoring, by SENCos, of interventions for all pupils to ensure pupils who fall behind are diminishing the difference and making accelerated progress.</p> <p>Meetings will explore research based interventions and practice which will be used in the school. CPD attended and training provided for staff involved in interventions. Key messages from CPD included in staff meetings.</p> <p>Interventions evaluated regularly and strategy constantly revisited to ensure that PP provision is constantly evolving to the needs of the children.</p> <p>Continued liaison between SLT, SENCo and class teachers regarding emotional and social needs of PP children. Impact of this monitored and shared with parents/carers. All leaders and teachers to ensure that target setting for Pupil Premium children, as well as all children, is aspirational.</p> <p>PP pupils working remotely can keep up with the work being set on Seesaw which reflects learning in school. Teachers will mark and provide feedback to this work.</p>	SLT	At assessment points throughout the year.

<p>Improved oral language skills for pupils eligible for Pupil Premium which impacts on their writing ability.</p>	<p>Staff training on RWI development. Staff Training on reading and vocabulary (<b>£2,000</b>)</p> <p>Family Learning for Reception aged pupils. Release for key reception staff to lead Family Learning. This is scheduled to take place term 4 onwards due to COVID-19 restrictions. (<b>£2,000</b>)</p> <p>CD half a day per week (SLE for Literacy and KS1 Moderator for NCC) (<b>£6,024</b>)</p> <p>Additional teacher employed for the whole academic year one day a week to provide interventions for PP pupils and those requiring 'Catch-Up' due to COVID-19 school closures and to release teachers to provide interventions. (<b>£9,143 - part funded by 'Catch-Up funding'</b>)</p> <p>Additional teacher employed for a morning each week for the whole academic year to focus on language and phonics skills in KS1. (<b>£5,518 part funded by 'Catch-Up funding'</b>)</p> <p>Planning, resourcing and delivering high quality first hand experiences for pupils to build on their cultural capital (eg. visits</p>	<p>Early literacy approaches have been consistently found to have a positive effect on early learning outcomes, with the most effective approaches improving learning by as much as six months.</p> <p>We want increase our expertise in practices to provide challenge and encouragement for these pupils.</p> <p>Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months additional progress over the course of a year.</p> <p>We want to increase our expertise in practices to provide challenge and encouragement for these pupils.</p> <p>Improved oral skills will have a direct impact on children's progress in writing</p>	<p>Lesson Study to focus on Pupil premium children's active involvement in their learning.</p> <p>PP oral language monitoring. SLT (including SENCos) to monitor specifically impact of the oral language interventions.</p> <p>Regular learning discussion with staff.</p> <p>Regular observation of pupils at work. Termly book scrutiny.</p> <p>Pupil progress meetings.</p>		
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	out, visitors into school, theme days in school etc) <b>(£2,000)</b>	It is proven that there is high value to providing children inspirational activities, building on their cultural capital, in engaging pupils and improving the quality of writing and associated work.			
Increased confidence of Pupil Premium pupils within their class and around school	Roles within class include PP children. Zippy's Friends and PSHE programme <b>(£600)</b>  Support families with purchasing uniform, school shoes, PE Kits etc. <b>(£2,000 approx.)</b>	Meta cognition has highly consistent levels of impact according to the EEF. Focussed questioning regularly directed to PP children. Opportunities for the children to explain their thinking and their best ways of learning should enhance their progress.  Ensuring PP children have correct uniform and access to their own PE kit will increase confidence and enjoyment of school.	Regular learning discussion with staff. Regular observation of pupils at work. Termly book scrutiny. Pupil questionnaires Pupil interviews	SLT and all staff	Termly
Improved engagement and behaviour for pupils eligible for Pupil Premium, which impacts on progress and attainment	Peter Bellamy (Acting Head of School) half day per week at in Year 6 to focus on this aspect for the challenging Y6 PP pupils. <b>(£7,127)</b>	Small group and 1:1 work is beneficial to children, allowing sharing of ideas and scaffolding of learning.	Regular discussion with SLT. Class teacher to discuss 1:1 work completed regularly.	Class teacher and HoS	Ongoing
Involvement in wider school activities e.g. Student Council, other responsibilities, clubs and visits. Improved Cultural Capital.	Appointment of outside providers to provide longer and a wider variety of after school activities eg Inspire+ Prioritisation of pupils selected for roles. Funding after school clubs, visits, residential visits for PP children <b>(£4,000 approx.)</b> .	Involvement in sports and arts participation (clubs) are seen to have wider benefits on attitudes and well-being as reported be EEF.	Tracking of participation of pupils in wider school activities. Discussions with pupils and class teaching team.	SLT and all staff	Termly

<p>Ensure all Pupil Premium children's emotional needs are met and that Pupil Premium pupils attend well. Increase attendance of persistent absentees to be more in line with whole school average</p>	<p>Use of expert Wellbeing-focused TA in order to ensure children have regular access to a 'listening ear' in order to share worries/concerns. <b>(£8,072)</b></p> <p>Continued professional development of Pastoral support TA</p> <p>Access outside agencies such as Counselling Service and Play Therapy. £40 per session <b>(£1,000 approx.)</b></p> <p>Assistant Head (LR) responsible for monitoring attendance, including PP pupils. Meeting with parents/carers, feedback to teachers, meet with pupils.</p> <p>Provide additional incentives for PP pupils who are persistent absentees to attend school regularly. <b>(£500)</b></p> <p>PP pupils invited to attend Breakfast Club from 7:30am <b>(£2000 approx.)</b></p>	<p>Specialist support in place and advice which school staff in school and parents/carers can also utilise to benefit children and their self-esteem.</p> <p>Increased emotional confidence and more positive attitudes to learning. This programme of counselling has a huge impact on children at times of difficulty. There have been marked improvements for pupils who have attended.</p> <p>Ongoing pastoral support, closely tailored to the needs of the child, has a positive impact on emotional needs and hence academic achievement.</p> <p>'So what' information ensures action is taken swiftly and changes in attendance are quickly addressed.</p> <p>The EEF Research 'Magic Breakfast' scheme found that schools who ran breakfast clubs before school made an average of +2 months additional progress for pupils.</p> <p>This research also suggested that where these clubs took place, there was also an improvement in the behaviour of pupils.</p> <p>The research also suggested benefits socially for children, as they provided children with an opportunity to mix with a new group of peers and make new friends. This can have a positive impact on their self-esteem.</p>	<p>Discussions with pupils and class teaching team. Needs to be maintained as part of our offer, prioritised to PP children.</p> <p>3 weekly monitoring of attendance of all pupils by AHT, HoS and EHT.</p> <p>PP pupils with lower attendance picked up swiftly and acted on.</p>	<p>SLT and all staff</p>	<p>Termly</p>
<p><b>Total budgeted cost including uniform</b></p>					<p><b>£76,573</b></p>

#### 4. Impact on Standards / Review of Expenditure

##### Academic year 2020-21

As last year, we cannot provide a data picture for the academic year 2020-2021 due to Covid-19 school closure between Wednesday 6<sup>th</sup> January 2021 and Monday 8<sup>th</sup> March 2021.

We have an internal data picture for 2021-21, which includes careful monitoring of those in receipt of Pupil Premium. Rigorous analysis of the data from Assessment Point 3 (July 2021) has been undertaken. From this, clear provision maps were written, identifying vulnerable groups, in preparation for the children's return in September 2021. These have been updated following detailed baseline assessment of all pupils in September 2021. During lockdown, PP pupils were provided with high quality home learning which was monitored by teachers and members of the Senior Leadership Team. When learning resumed we continued to ensure support was in place for PP children to progress academically, whilst ensuring their mental health and wellbeing needs were also met. This support will continue throughout 2021/2022.

Provision is in place for children to 'Catch-Up' and diminish any difference as a result of school closures due to COVID-19. Regular Pupil Progress Meetings will be held for any pupils not making expected progress. A key focus will be all PP pupils, including those who are more able. Please see our Pupil Premium Strategy Statement for 2021-2022 which will be on our school website after it has been agreed by the Local Governing Body and the Board of Trustees in the Autumn term. Attendance of PP pupils will also be closely monitored and children who are absent due to Covid-19, including if school goes into lock down will receive high quality online learning and pastoral support for those who are vulnerable.

Please also see Abbey Academies Trust's 'Catch-Up' or 'Flying High' plan. We refer to these strategies and approaches as encouraging children and staff to: 'Fly High.' This is in keeping with our Trust's ethos and will help ensure that our staff, children and parents/carers see such support in a positive light and as an opportunity to achieve and improve.