BATCHLEY FIRST SCHOOL

3 Year Pupil Premium strategy plan

Pupil Premium Strategy Plan			
CURRENT PUPIL INFORMATION 2020			
Total number of pupils:	299 (inc. nursery)	Total pupil premium budget:	£165,915
Number of pupils eligible for pupil premium:	129 (45.5%)	Amount of pupil premium received per child:	Ever 6- 115 x £1,345 (£154,675) Service children x6- £310 (£1,860) Post Lac- 4 x £2,345 (£9,380)

COHORT INFORMATION (2020-21)				
CHARACTERISTIC	NUMBER IN GROUP		PERCENTAGE OF GROUP	
EYFS: Nursery- 17 R-58 (74) children KS1: 114 children. KS2: 111 children				
Boys	Whole school EYFS: N-5 R-31 = 36 KS1: 63 KS2: 63 Total: 162	Pupil premium: EYFS: N- 0 YR-11 KS1: 25 KS2: 39 Total: 75	Whole school: EYFS: N- 29.41% R= 53.44% KS1: 55.26% KS2: 56.76% Total: 54.18%	Pupil premium: EYFS: R= 35.48% KS1: 39.68% KS2: 61.90% Total: 46.29%

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COHORT INFORMATION (2020-21)				
Girls	Whole school EYFS: N-12 R-26 = 38 KS1: 51 KS2: 48 Total: 137	Pupil premium: EYFS: N- 0 YR-11 KS1: 20 KS2: 23 Total: 54	Whole school: EYFS: N=70.59% R= 42.31% KS1: 44.73% KS2: 42.32% Total: 44.7%	Pupil premium: EYFS: R= 42.30% KS1: 39.21% KS2: 47.91% Total: 39.41%
SEN support	Whole school: EYFS: 1 KS1: Y1=3 Y2= 9 KS2: Y3= 6. Y4= 7	Pupil premium: EYFS: 1 KS1: Y1=3 Y2= 9 KS2: Y3= 6. Y4= 7	Whole school: EYFS: 1.35% KS1: 10.5% KS2: 11.40	Pupil premium: EYFS: 1.35% KS1: 10.5% KS2: 11.40
EHC plan	Whole school: 7 EYFS: 0 KS1: Y1 (58)= 1 Y2 (56)= 2 KS2: Y3 (51)= 2 Y4 (61)=2	Pupil premium: EYFS: 0 KS1: Y1=1 Y2=2 KS2: Y3= 2 Y4= 1	Whole school: EYFS: 0% KS1: Y1= 1.72% Y2= 3.57% KS2: Y3= 3.92% Y4=3.27%	Pupil premium: EYFS: 0% KS1: Y1= 1.72% Y2=3.57% KS2: Y3= 3.92% Y4= 1.63%

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Assessment data

EYFS						
2020 predicted due to Covid 19	Pupils eligible for PP	All pupils	National average	Data from previous 3 years		
				2017	2018	2019
Reading				**Girls** (25)- 60% **Boys** (35) 62.9% **NA-** Girls- 82.4% Boys- 71.9%	**Girls** (23)- 78.3% **Boys** (30) 56.7% **NA-** Girls- 82.4% Boys- 71.9%	**Girls** (23)- 69.6% **Boys** (28) 67.9% **NA-** Girls- 82.1% Boys- 72%
Writing		30 -55 %		**Girls** (25)- 64% **Boys** (35) 60% **NA-** Girls- 79.9% Boys- 66.9%	**Girls** (23)- 78.3% **Boys** (30) 56.7% **NA-** Girls- 80.2% Boys- 67.4%	**Girls** (23)- 69.6% **Boys** (28) 75% **NA-** Girls- 80% Boys- 67.8%
Number		31 -56%		**Girls** (25)- 64% **Boys** (35) 77.1% **NA-** Girls- 82.9% Boys- 75.7%	**Girls** (23)- 82.6% **Boys** (30) 73.3% **NA-** Girls- 83.3% Boys- 76.1%	**Girls** (23)- 73.9% **Boys** (28) 82.1% **NA-** Girls- 83.2% Boys- %76.5

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Shape, space and measure.		**Girls** (25)- 80% **Boys (**35) 82.9% **NA-** Girls- 85.3% Boys- 78.1%	**Girls** (23)- 87% **Boys** (30) 76.7% **NA-** Girls- 85.4% Boys- 78.1%	**Girls** (23)- 82.6% **Boys** (28) 78.6% **NA-** Girls- 85.2% Boys- 78.1%

YEAR 1 PHONICS SCRENING CHECK					
All pupils	Pupils eligible for PP	National average	Data from previous 3 years		
			2017	2018	2019
Monitoring and data shows that's **66%** of all pupils in year one would have passed the phonics check.	49% Phonics checks were completed during the Autumn term following lockdown.		School: 51 ch- 76.5% Boys: (31) 74.2% Girls: (20) 80% LA- ch- 80.7**%** Boys: 77.0% Girls: 84.7% National average: 84.8% Boys: 77.6% Girls: 84.8%	School: 60 ch- **63.3%** Boys: (35) 62.9% Girls: (25) 64.0% LA- ch- 82.4**%** Boys: 79.8% Girls: 86.0% National average: 82.5% Boys: 79.8% Girls: 86.0%	School: 51 ch- **72.5%** Boys: (30) 70% Girls: (21) 76.2% LA- ch- 82**%** Boys: 78.3% Girls: (21) 85.4% National average: 81.8% Boys: 78.5% Girls: 85.4%

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END OF KS1					
Predicted end of year data due to Covid 19.			Data from previous 3 years (all pupils).		
		School average	2017	2018	2019
% achieving expected standard or above in reading, writing and maths			53.4%	56.0%	All -**36.6%** % of PP-22.2% % of NPP= 37.5%
% making expected progress in reading	**Predicted end of year data due to Covid 19.**	65%	62.1%	70%	All- **68%** % of PP-(18) 66% % of NPP 21/ 32= 65%
% making expected progress in writing	**Predicted end of year data due to Covid 19.**	69%	70.8%	72%	All- **41%** % of PP-(11) 40.7% % of NPP-12 /32= 37.5 %
% making expected progress in maths	**Predicted end of year data due to Covid 19.**	69%	76.3%	70&	All- **67%** % of PP-(17) 62.9% % of NPP 24/32 = 75%

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STRATEGY STATEMENT:

What has worked well?

Magic breakfast-We continued to provide our breakfast provision in line with research, promoting a positive impact upon learning, punctuality and family support. This has temporarily been withdrawn due to the current pandemic and logistics. However, whilst we were providing breakfast, we obtained data analysis which aligned the provision within our school to the research.

Teaching Assistant Development- Following research linked to the impact of teaching assistants, we completed a whole school audit and meticulously analysed results to formulate an action plan.

Future Targets

Teaching Assistant Development-) Focus will continue to be placed upon factors that promote quality first teaching support within EVERY classroom.

LONG-TERM PLAN (3 YEAR TIMESCALE):

1) Quality first teaching and the effectiveness of learning support staff.

2) To engage a greater proportion of pupils and their families supporting learning at home, including utilizing online learning.

3) To ensure hunger is not a barrier to learning within our school.

PRIORITY 1

Member of staff responsible:

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Quality first teaching and the effectiveness of learning support staff.	•Initial learning walk, pupil voice. •Change of title from TA to Learning support (LS). •Update LS's on new assessment procedures to ensure they are aware of age-related expectations. •Use the guidance from the Education Endowment Fund for staff development. •Utilise Webbs Wheel of Knowledge	SLT	March 2021	Release time	•New job description •Feedback to children that reflects expectations and targets.	•Improvement between children and staff in terms of learning interactions. •A shift in the quality of learning language.

PRIORITY 2						
Member of staff responsible:						
Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria
To engage a greater proportion of pupils and their families supporting learning at home, including utilizing online learning. To research the psychology and practicalities of parental engagement (FD). Research project.	•Support the introduction of accessing and using 'class dojo' at home. •Research the barriers to supporting learning within the home environment. •Questionnaires linked to home learning, with the aim of the response from 'all' parents. •Tackle and support these barriers to learning at home	FD & KF	October 2021	Electronic Survey Release time Research Journals	•Survey responses •Identifying barriers to learning •Children making greater amounts of progress	•Greater proportion of children's learning supported at home. •Understanding the barriers to parental engagement linked to evidence, data and literature. •Proactively tackling barriers to learning. •Positive feedback from parents. •Increased conversations linked to children's learning.

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PRIORITY 3						
Member of staff responsible:						
Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria
3. To ensure hunger is not a barrier to learning within our school.	•Establish new funding source. •Plan a safe and workable solution to providing breakfast for all. •Monitor impact.	FD, KF	•March 2021	•Release time Staffing Meeting time	•Breakfast system reintroduced.	•Positive feedback in the form of data (e.g survey from parents). •Pupil Feedback. •Positive impact upon learning.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Poorer speech and language levels when entering the Early Years Foundation Stage (nursery and reception). Research is linked to poorer academic attainment amongst children with poorer language levels.
B	Cultural capital and attitudes towards learning amongst parents and then children translates to poorer effective learning characteristics within the classroom.
C	Attendance is an ongoing issue; this was a whole school issue pre-pandemic and further complicated by the current pandemic.

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ADDITIONAL BARRIERS	
External barriers	
D	Support within the home environment supporting children's learning. This includes reading, spellings, interactive online learning. This is particularly poignant because of the Covid 19 Pandemic.
E	Batchley is within the top 10% nationally for deprivation. Extensive research shows a direct correlation between socio economic status and poorer academic achievement.
F	Speech and language modelled at home: Daily levels of communication, external experiences, levels of play and activities at home, interaction, reading. The amount of use and the type of use of electronics within the home environment. (Survey at the beginning of lockdown linked to this).

INTENDED OUTCOMES		
Specific outcomes		Success criteria
A	EYFS-Screen children, plan interventions and review as necessary.	Children being monitored.
B	Using developed interventions to promote learning within the classroom e.g The Worcestershire SALT 'Teaching Children to Listen' program.	Improved speaking and listening within the classroom.
C	Continue to liaise with the school attendance officer, monitor children.	Improved levels of attendance.
D	Research project investigating parental school links. Establishing solutions to these barriers.	Improved levels of parental engagement.

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Planned expenditure for current academic year 2020- 2021

ACADEMIC YEAR 2020/21- £165,915					
Quality of teaching for all Our school aims to nurture the whole child as well as his or her academic achievements. In order to provide learning opportunities that meet the needs of all of our pupils we intend to use the funding for this academic year as follows:					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
To increase the percentage of pupils eligible for the Pupil Premium funding achieving "working at" or above. (55% or above).	Pira and Puma data indicates that our children are on track to achieve working at. Interventions are in place to accelerate progress.	"Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. " (EEF Pupil Premium guide). Teachers will use the data from these tests to specifically target areas where there are gaps in learning caused by Covid 19 lockdowns. Planning will be adapted accordingly.	Regular monitoring of children's progress via teaching assessment logs and Pira and Puma tests. Performance management and Progress meetings with SLT.	SLT	Ongoing.

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Other planned expenditure:

Giving pupils experiences throughout the curriculum	YN&R Trip	£250.00
	KS2 Trip	£250.00
Change for life club		£599.04
	Ks1- Trip	£250.00
Susidising after school groups for pupils.		£1,000.00
TLR- managing The Pupil Premium.		£1800
The following online software to aid learning and teaching:		
Classroom Monitor services		£1,000.00
Education City		£3,460,20
Bug Club		£1,848.00
Tapestry		£1,000.00

Targeted support					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Identified pupils access Bumble Bee nurture group provision.	Children who are growing in confidence and are able to be integrated back into the classroom.	Assessments of pupils identify those who need extra provision to support their social and emotional wellbeing as well as their academic progress.	Regular data analysis and successful integration within class. Learning walks. Pupil Progress meetings.	SLT ET- Nurture group teacher SW- SENCO KF, FD	On-going Spend: Bumble Bees £12,500.00

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Provide breakfast for every child.	To ensure that every child has access to breakfast and hot meal each day.	The Education Endowment Foundation research states: **"Our evaluation found that … universal breakfast club(s) before school delivered an average of 2 months' additional progress for pupils. Interestingly, it appears that it was not whether more pupils ate breakfast at all that made the difference, but whether more were going to the school breakfast club." "Breakfast club schools also saw an improvement in pupil behaviour. This suggests that breakfast clubs provide an opportunity to improve outcomes for all children, not just those who attend breakfast club, through better classroom environments"** **Evaluation Conclusions:** -Year 2 children in breakfast club schools experienced around two months' additional progress compared to Year 2 children in the other schools in the trial. - This is interesting because it shows that breakfast clubs may improve outcomes for children who do not even attend breakfast club, by improving classroom environments. Source: Education Endowment Foundation 2019.	Monitored via breakfast uptake and feedback from pupils, parents and staff.	KF, FD and SLT	On-going (predicted cost now the funding has finished- £4,000). Current contribution from Pupil Premium funding - £1,000

Other expenditure: Providing support for our pupils beyond what is "ordinary available". For example: skilled learning support staff in every classroom and for interventions. Funding towards a KS2 nurture group. Total budgeted cost: **£70,000.00**					
Other approaches					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
To provide school uniform Vouchers for each eligible child.	To support our families and ensure that every child has a suitable school uniform.	We have provided a voucher to each eligible child entitling them to a school jumper/ cardigan and a school polo top from our allocated school uniform shop for some years now. Parent feedback indicates that this support has helped to provide suitable uniform for their child. In many cases, it has help financially meaning that families have been able to put the money saved towards food and rent.	Monitor uptake of vouchers. Parent feedback.	FD, KF, LM	Summer 2021 (£2,500)

Review of expenditure from previous academic year

It is important to note that our pupil premium initiatives and wider school strategies were halted due to the ongoing pandemic and lockdown restrictions. Developing the effectiveness of teaching, learning and the impact of learning support was unfeasible. The majority of pupil premium funding is spent on staff wages and thus, staff and key workers continued to be paid. Key members of staff were also isolating, however we strived to provide as much support as we could for our pupils and their families. By March, it was impossible to assess the impact of our interventions since some initiatives had long term aims. Our plans were only marginally adapted in some instances, such our nurture group. The children were classed as vulnerable, therefore, were invited into school during the pandemic. In most instances, parental support was limited during the pandemic and consequently, this inhibited accelerated progress.

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PREVIOUS ACADEMIC YEAR				
Total amount: £155, 971				
Quality of teaching for all				
Action	Intended outcome	Impact	Evaluation	Cost
To increase the % of pupils eligible for PP who ARE. - Training - Targeted interventions	Percentage of eligible pupils achieving ARE increased.	Unfortunately, due to Coronavirus we are unable to say whether the percentage had increased. However, early assessments since our return to school have been completed and areas to close any gaps will be targeted.	This action will continue this academic year.	£2,728.00
Learning support in addition to ordinarily available.	•Improvement between children and staff in terms of learning interactions. •A shift in the quality of learning language.	Unfortunately, we have not been able to meet these aims due to lockdown restrictions. Our team of support staff worked hard during lockdown to provide support and care in school for our vulnerable and keyworker children.	This action will continue this academic year.	£103,624.00
Targeted support				
Action	Intended outcome	Impact	Evaluation	Cost
Training	Teaching support staff who consistently have a high impact on learning.	During the autumn term observations of our support staff were completed and an action plan was created. These aims and targets will be ongoing throughout this academic year. Areas identified will be address via performance management meetings.	Ongoing for this academic year.	£103,624.00 (Costing linked to Learning support in addition to ordinarily available)

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Rapid Reading intervention.	Confident readers who make rapid progress.	Unfortunately, we have not been able to meet these aims due to lockdown restrictions. We did ensure that children had access to our online learning platform where they can read via Bug Club.	We hope to continue this intervention during this academic year as it has always been good value for money.	£8,500
Identified pupils access Bumble Bee nurture group provision.	Children who are growing in confidence and are able to be integrated back into the classroom.	From September to February our nurture group proved to be an effective spend. The children identified for nurture group were selected from a Boxall profile assessment. From September through to lockdown the updated profiles showed good progress with their social and emotional needs. 100 % of those identified as needing this provision were eligible for the pupil premium funding. During lockdown these children were contacted regularly and were offered support where needed.	This intervention will continue for this academic year as it continues to be successful.	£12,500.00
Other approaches				
Action	Intended outcome	Impact	Evaluation	Cost
To provide school uniform Vouchers for each eligible child.	To support our families and ensure that every child has a suitable school uniform.	We have provided a voucher for each eligible child entitling them to a school jumper/ cardigan and a school polo top. Parent feedback has been very positive.	Positive feedback from parents. Many families have informed us that this has helped them to put a meal on the table for their family.	£2,500

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