

Pupil Premium Strategy: 2020-21

1. Summary information					
School	Broad Oak Primary School				
Academic Year	2020-21	Total PP budget	£121,050 PP £18,760 Post LAC £302.10 EYPP Total: £140,112.10	Date of most recent PP Review	Autumn 2020 Updated - Spring 2021
Total number of pupils	on roll Sept 2020 not including nursery	Number of pupils eligible for PP	99	Date for next internal review of this strategy	Summer 2021

2. Current attainment based on 2019 data (most current available following Lockdown 03/2020)		
	Pupils eligible for PP (your school)	National
% achieving expected standard or above in reading, writing & maths, Year 6	72%	70%
Progress in reading	3.5	0.31
Progress in writing	-3.6	0.24
Progress in mathematics	1.7	0.31
% achieving expected standard or above in reading, Year 2	54%	78%
% achieving expected standard or above in writing, Year 2	39%	72%
% achieving expected standard or above in maths, Year 2	46%	79%
% achieving expected standard in Phonics Screening Check, Year 1	82%	84%
% achieving Good Level of Development, Reception	72%	72%

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (issues to be addressed in school)	
A	Fewer enriching life experiences (as a stimulus for other learning, and making links in learning)- limited experiences which impact on children reaching ARE.
B	Weaker basic skills on entry into school – communication Low Language levels (SALT ,EAL). This is also impacted on by the effects of the national lockdown and lack of access to technology and resources to support learning at home
C	Social and emotional development and managing relationships with peers in class

D	Requirement of additional pastoral support and intervention to access the curriculum in order to achieve in line with peers. PP children to achieve ARE in reading, maths and writing Low academic achievement
Additional barriers (including issues which also require action outside school, such as low attendance rates)	
E	Socio –economic disadvantages- i.e poverty / housing issues
F	Lower attendance rates compared to all pupils (often as a result of poor punctuality); higher risk of persistent absence

4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A	Limited Life Skills Children will receive an enriched curriculum including experiential learning in the form of residential trips, educational visits, visitors, cultural and community weeks, forest school as well as access to high quality classical literature and models for reading and writing, theatre, music and sport. Children will also benefit from an enriched curriculum pertinent to the identified needs of our context and community, Investment in cultural capital will impact on children’s overall summative academic attainment. Measured through attainment and progress data and pupil voice.	At least half the children on Club registers are PP. Half the children attending residentials are PP children. Teachers planning 1 trip/ Visitor for each topic covered.
B	Weaker Basic skills on entry into school – Communication and low language levels. Children in receipt of PP will be identified and targeted support will be implemented in EYFS. SALT to work with children and set targets for Staff to implement. EAL team will support in the EYFS and intervention /Basic English groups will be set up. CPD opportunities will be in place for support staff and teaching staff.	% of pupils achieving ARE in communication and language to increase to be in line with national
C	Requirement of additional pastoral support and intervention to access the curriculum in order to achieve in line with peers. Children in receipt of PP to perform in line with their peers. Attainment to be measured through rigorous pupil progress meetings on a termly basis; pupils will be identified and provision put into place by class teacher and SLT. Attainment will be measured during pupil progress meetings and actions for further progression identified and implemented.	Through the tiered system of support in place in school children will be able to access interventions that will maximise their academic achievement and improve mental health and well being
D	Disadvantaged pupils to achieve at least in line with other pupils nationally.	The % of PP pupils achieving combined ARE in each year group increases (comparing to Summer 2019 data)
E	All PP pupils making excellent progress from their own starting points, to meeting personal targets. Measured and monitored and discussed in all termly Pupil Progress Meetings (PPMs).	All PP pupils making at least expected progress and increasing proportions of PP pupils making better than expected progress, closing the PP gap across their time in school.
F	All PP pupils are regularly attending school on time each day. As a result the gap between PP pupils and all pupils is eliminated and there is a reduction in the number of PP pupils becoming persistently absent.	All PP pupils attend school regularly and the proportion of PP pupils who are persistently absent reduces.

5. Review of expenditure – Previous Academic Year : 2019-20

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	IMPACT	Cost
Focus on Writing for vulnerable learners through staff CPD and to diminish the difference between PP pupils and all learners (particularly at KS2)	<ul style="list-style-type: none"> Improved Staff subject knowledge through CPD to: Develop pupils' language capability to support writing. Teach writing composition strategies through modelling and supported practice. <p>Opportunities provided for writers to write for pleasure.</p>	2018/19 outcomes	<p>Pupil Progress meetings – ½ termly</p> <p>Vocabulary activities visible in toolkit books</p> <p>External evaluation NLE</p>	£2500
Focus on Maths Mastery through NW1 Maths Hub to provide staff CPD to diminish the difference between PP pupils and all learners.	<ul style="list-style-type: none"> Improved Staff subject knowledge through CPD Diminish the difference between vulnerable learners and all learners. Develop pupil confidence in Mathematics <p>Ensure deep learning of Mathematical concepts.</p>	2018/19 outcomes	<p>Pupil Progress meetings – ½ termly</p> <p>Book monitoring – standards and progress</p> <p>External evaluation NLE</p>	£2500
Implement the WellComm screen in EYFS to feed into QFT in Early Years and provide focus for intervention groups. Additionally, buying in home / school support through Speech & Language workshops to parents.	<ul style="list-style-type: none"> Specific learning tasks to close gaps in understanding. Consolidation of learning Pre-teaching to prepare pupils for future learning in order to give confidence. <p>Improved pupil outcomes in CLL.</p>	Increased proportion of pupils entering EYFS with S&L needs	One to one summary meetings with each practitioner each half term.	£2121

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	IMPACT	Cost
Employment of Play Therapist to work with identified pupils with emotional, social, behavioural and attendance barriers to learning.	<ul style="list-style-type: none"> Provide dedicated time and support, either 1:1 or in a small group, to help build emotional development Improve self-esteem and social skills of identified tier 3 pupils <p>Raise attendance data with key focus on</p>	Increased number of pupils identifying with anxiety and mental health needs.	<p>Half termly attendance data – target 96.5% and above</p> <p>Reduction in total difficulties score on SDQ</p> <p>Feedback reports to parents termly</p>	£7800

	reducing persistent absence of vulnerable groups			
1-1 mentoring provided by One Goal coach to develop confidence and resilience in-line with our core values – essential skills for learning.	<ul style="list-style-type: none"> Provide dedicated time and support, either 1:1 or in a small group, to help build emotional development. <p>Improve self-esteem and social skills of identified tier 2 pupils.</p>	Increased number of pupils identifying with anxiety and mental health needs.	<p>Feedback reports from BR termly</p> <p>Accelerated outcomes at ½ termly Pupil Progress meetings.*</p>	£9600
Targeted support provided by phase HLTA's to diminish the difference through targeted intervention to fill identified gaps in learning across core curriculum subjects. (focus and group membership reviewed as part of Pupil Progress meetings each half term).	<ul style="list-style-type: none"> Consolidation of learning. Improved pupil outcomes in reading, writing, EGPS and maths. Improved confidence for pupils in specified areas. <p>Specific learning tasks to close gaps in understanding.</p>	Pupils identified where progress is below that expected and needs to be accelerated in order to narrow the gap to 'all' pupils.	<p>Pupil Progress meetings – ½ termly</p> <p>Book monitoring – standards and progress</p> <p>External evaluation QA</p>	£63312.40
Dedicated TA who has received specialist training to work with identified pupils from Y1 to Y3 on First Class Number programme to diminish the difference in attainment and accelerate progress in Maths.	<ul style="list-style-type: none"> Specific learning tasks to close gaps in understanding. Consolidation of learning, Pre-teaching to prepare pupils for future learning in order to give confidence. Improved pupil outcomes in Maths. Improved confidence for pupils in specified areas. Entry and exit data show accelerated progress. 	Pupils identified where progress is below that expected and needs to be accelerated in order to narrow the gap to 'all' pupils.	<p>Pupil Progress meetings – ½ termly</p> <p>Book monitoring – standards and progress</p> <p>External evaluation QA</p>	£28000.00
Dedicated TA who has received specialist training to work with identified pupils from Y1 to Y3 on reading programme to diminish the difference in attainment and accelerate progress in reading. (Provide training and additional support to teachers in maximising progress for all pupils)	<ul style="list-style-type: none"> Specific learning tasks to close gaps in understanding. Consolidation of learning, Pre-teaching to prepare pupils for future learning in order to give confidence. Improved pupil outcomes in reading, Improved confidence for pupils in specified areas. <p>Entry and exit data demonstrates accelerated progress.</p>	Pupils identified where progress is below that expected and needs to be accelerated in order to narrow the gap to 'all' pupils.	<p>Pupil Progress meetings – ½ termly</p> <p>Book monitoring – standards and progress</p> <p>External evaluation QA</p>	£23500.00

<p>Teaching Assistant to work with identified pupils throughout KS1 to diminish differences between the progress of disadvantaged pupils when compared to non-disadvantaged pupils in reading through additional 1-1 reading sessions.</p>	<ul style="list-style-type: none"> • Specific learning tasks to close gaps in understanding. • Consolidation of learning, Pre-teaching to prepare pupils for future learning in order to give confidence. • Improved pupil outcomes in reading, • Improved confidence for pupils in specified areas. <p>Entry and exit data demonstrates accelerated progress.</p>	<p>Pupils identified where progress is below that expected and needs to be accelerated in order to narrow the gap to 'all' pupils.</p>	<p>Pupil Progress meetings – ½ termly Book monitoring – standards and progress External evaluation QA</p>	<p>£1500.00</p>
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iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	IMPACT	Cost
<p>Attendance lead and Early Help coordinator working to support all vulnerable pupils and their families to ensure good attendance and remove identified barriers to learning. (50% of salary).</p>	<ul style="list-style-type: none"> • Provide dedicated time and support to help build parental and pupil engagement. • Increase signposting to external agencies to self-esteem and social skills of identified tier 2 pupils and families. <p>Increase percentage attendance with key focus on reducing persistent absence of vulnerable groups.</p>	<p>Identified families where attendance has been below that expected across more than one academic year.</p>	<p>Accelerated outcomes at half termly Pupil Progress meetings.</p> <p>Half termly attendance data – target 96.5% and above</p>	<p>£14694.00</p>
<p>Funding for 'Breakfast Club' Places to ensure that pupil premium pupils are not disadvantaged by lateness.</p>	<ul style="list-style-type: none"> • Pupils enjoy social activities with their peers. <p>Promote good attendance and punctuality.</p>	<p>Ensuring that children are in school on time and well fed in order to maximise their engagement and learning potential.</p>	<p>Half termly attendance data checks – target 96% and above</p>	<p>£2000.00</p>
<p>Subsidy of the Y6 residential visit to enable fair access for disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Develop pupils' social skills, independence, perseverance and team- work are developed through participation in group activities and overnight stays on residential. <p>Enable pupils to participate fully in school and residential visits.</p>	<p>To ensure that qualifying pupils have access to a wide range of life experiences to draw upon and are able to fully participate in school life.</p>	<p>Half termly attendance data checks – target 96% and above</p> <p>Pupil surveys termly</p>	<p>£2000.00</p>
<p>Funding for school visits and visitors into school, to enable all pupils to access enrichment activities.</p>	<ul style="list-style-type: none"> • Develop pupils' social skills, independence, perseverance and team- work are developed through participation in group activities and overnight stays on residential. <p>Enable pupils to participate fully in school and residential visits.</p>	<p>To ensure that qualifying pupils have access to a wide range of life experiences to draw upon and are able to fully participate in school life.</p>	<p>Half termly attendance data checks – target 96% and above</p> <p>Pupil surveys termly</p>	<p>£6000.00</p>

6. Planned expenditure – Academic Year : 2020-21 - Expenditure is based on a per annum basis							
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?	Cost	Impact June 2021
Greater Depth: Implementation of the Bob Cox approach (Reading /Writing)	To improve the proportion of PP pupils achieving GD. BOPS will continue to develop teacher understanding of GD and the best approaches to teaching	Results from summer 2019. EEF Evidence	Whole staff CPD. Investment in texts. Planning time with Writing leads. Pupil Progress meetings.	CD / SS	Pupil Progress Meetings Pupil Voice	£5000	
Staff professional development on the use of effective strategies for maths mastery development.	Higher rates of progress and improved attainment in maths for pupils eligible for Pupil Premium.	Staff training LBQ used to provide additional support needed to ensure pupils embed the correct concepts and challenge the more able pupils to embed skills at greater depth.	Staff CPD provided by Maths leads following NW1 Maths Hub training. Moderation within year / phase Learning walks and lesson observations.	HM / SLT Teachers	Pupil Progress Meetings Pupil Voice	£2,000	
Whole class Guided Reading approach in KS2	Higher rates of progress and improved attainment in reading for pupils eligible for Pupil Premium.	Response to EEF research.	Monitoring – lesson observation focus, data, pupil work, pupil voice. Investment in class texts.	JE	Pupil Progress Meetings Pupil Voice	£5,000	
EYFS WellComm Screening	To increase the proportion of PP pupils achieving.	Prior in-school data evidences impact.	Monitoring. 1-1 summary meetings. Moderation.	CC	Pupil progress meetings.	£0	
				Total Budget Cost:		£12,000	
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?	Cost	Impact June 2021
For targeted PP pupils to have daily reading to close gaps that exists at Key Stage 1	Pupils in KS1 will be reading with fluency and pace.	Research has shown through better reading an additional reading development of +4 months in a 12 month period.	Daily reading to close the gap on peers. Reading intervention TA to target these children.	RI TA Inclusion lead	Progress of pupils will be tracked termly.	£23,500	
For targeted PP pupils to have Love2Read daily reading to close gaps that exists on entry to Y3	Pupils in Y3 will be reading with fluency and pace.	Research has shown through better reading an additional reading development of +4 months in a 12 month period.	Daily reading to close the gap on peers. Love2Read teacher to target these children.	JE Love2Read teacher	Progress of pupils will be tracked termly.	£7,000	
Specialist TA who has received training to work with identified pupils from Y1 to Y3 on First Class Number programme.	Higher rates of progress and improved attainment in maths for pupils eligible for Pupil Premium.	Past data has shown the impact of this intervention.	Daily Maths to close the gap on peers. First Class Number TA to target these children.	FCN TA	Progress of pupils will be tracked termly.	£14,000	
Specialist S&L therapist employed directly by school to help identify SALT issues and provide individual targeted plans.	Children with SAL issues will receive a personalise programme including children diagnosed with DLD	Research and evidence	Inclusion Lead will meet with SALT on a monthly basis to review targets and caseload	SEND Team SALT leader	Progress to be tracked at PPM.	£10,000	
Social and Communication/ Nurture Groups	To enhance pupil's social skills and peer	Past data has shown the impact of EQE intervention.	Ensure targeted children receive support. These	Inclusion Lead GV	Progress to be tracked at PPM. Pupil Voice	£15,000	

	communication, plus emotional well-being.	EEF guidance – SEL and improving behaviour	children will be identified at PP meetings.				
National Tutoring Programme	Higher rates of progress and improved attainment in Maths & English for pupils eligible for Pupil Premium in Y5/6	75% of the cost of sessions is subsidised by the DfE.	Weekly tutoring in Maths & English to close the gap on peers.	RO	Weekly feedback from tutors Impact reports at the end of summer term.	4 x £225 £900	
				Total Budget Cost:		£70,400	
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?	Cost	Impact June 2021
Forest Crew	To improve the well being , behaviour, engagement of targeted children. To promote new skills and working as a team. (transferable skills)	Prior In School Evidence Base. Prior Pupil Voice responses.	½ Termly monitoring	BR CM	½ Termly at Inclusion team meetings	£25,000	
To support pupils emotional needs whose emotional needs and behaviours are impacting on their learning. Enabling them to access the curriculum. Access to therapeutic	Pupils Emotional needs are supported and they are able to access the curriculum. Improvement in child well being and mental health. A personalised approach allowing positive impact on relationships and learning.	Prior in School Evidence. EEF evidence	Teachers CPOMs issues as they arise. Filling in referral forms. Inclusion team meetings. Weekly monitoring via CPOMS	Inclusion Lead Teachers DSL	Half Termly	£15,000	

7. Additional detail

In this section you can annex or refer to additional information which you have used to support the sections above.

This plan should be read in conjunction with the Catch-Up Premium plan.

