



Broadclyst Community Primary School

Pupil Premium Report

2019 - 20



Pupil premium strategy statement – Broadclyst Community Primary School

1. Summary information					
School	Broadclyst Community Primary School				
Academic Year	2019 – 20	Total PP budget	£52928	Date of most recent PP Review	June 2020
	2020 - 21		£45245		
Total number of pupils 2019 - 20 2020 - 21	436	Number of pupils eligible for PP 2019 - 20 2020 - 21	34	Date for next internal review of this strategy	June 2021
	437		34 estimate		

1. Current attainment		
Note –there is no data available this year due to the Covid 19 pandemic.	<i>School average PP Pupils / non-PP Pupils</i>	<i>National average PP Pupils / non-PP pupils</i>
% achieving in reading, writing and maths	N/A	N/A
% achieving reading	N/A	N/A
% achieving writing	N/A	N/A
% achieving maths	N/A	N/A
% making progress in reading	N/A	N/A
% making progress in writing	N/A	N/A
% making progress in maths	N/A	N/A

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Social & emotional needs including anxiety
B.	Speech and Language needs on entry to school that impact on literacy progress
C.	Lack of engagement and focus on learning due to parenting needs
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Low attendance due to young carer

3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children to be able to self-regulate with positive engagement in learning	Use of PASS assessment to identify and track positive engagement in school
B.	Early identification and implementation of target intervention programmes to support speech development, language and understanding and phonics / reading progress	Use of Speech & Language Assessments, phonics screening assessments and reading test data to ensure good progress.
C.	Parental engagement with school support services and increased engagement by children in their learning.	Attendance by parents in parenting courses / meetings with evidence of increased aspiration and engagement by parent and child with use of PASS assessments to monitor attitudes.
D.	Increased attendance by targeted children.	Good attendance

Planned expenditure						
Academic year	2020-21					
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.						
Quality of teaching for all						
Desired outcome	Chosen action / approach	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
Access to the breadth of the curriculum and enrichment opportunities	<ul style="list-style-type: none"> • Use of Forest school & Outdoors • Range of school trips and residentials to enrich the wider curriculum • Access to music opportunities • Use of the art specialist and art studio 	<ul style="list-style-type: none"> • Increased engagement with a relevant curriculum • Opportunities for reading and writing in the wider curriculum to extend the child. 	<ul style="list-style-type: none"> • Regular curriculum review by Subject Leaders • Shared planning across schools • Leadership by Head of Curriculum 	Head of Curriculum	Termly	

Access to digital resources to support teaching & learning	<ul style="list-style-type: none"> • Use of Teams and OneNote resources to access the curriculum • 1:1 Access to digital devices to support learning • Use of video as tool to support communication and access to wider curriculum • Access to learning support tools and software • Use of Home Learning Opportunities 	<ul style="list-style-type: none"> • Increased independence and self-directed learning • Pre-learning and Home learning • Personalisation of learning through assignments set for individual needs 	<ul style="list-style-type: none"> • Digital drive team who champion use of digital technologies in teaching and learning. • Modelling of best practice by lead practitioners • Staff CPD 	Lead Practitioner / SLE	Weekly	
Staff training days, and weekly CPD opportunities for all teaching staff to develop quality teaching	<ul style="list-style-type: none"> • Staff professional development programme to develop strategies to support those with additional needs. • Develop teachers in delivering the wider curriculum • All CPD sessions accessible from home • CPD for online resources delivered to staff, annually • Develop teachers through the Enhancing Teaching Programme (ETP) and Lead Practitioner (LP) • Improving teacher performance through Classroom Observation 	<ul style="list-style-type: none"> • More confident and skilled teachers to raise expectations for all children • Maximises use of resources to target individual needs 	<ul style="list-style-type: none"> • Programme of staff training targeted to SIP priorities and staff needs • Regularity of training to embed practice 	Head of Schools Head of Curriculum	Weekly	
Total budgeted cost						£24,331
Targeted support						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	

<p>Individual tutoring to support phonics and reading in younger years and mentoring in older years.</p>	<ul style="list-style-type: none"> • Weekly individual mentor session for KS2 • Weekly group mentoring for EYFS and KS1 • Identify target children that need individual tutoring in KS1 • Mentor meetings to be delivered as Teams calls • Track progress through regular phonics screening • Employ a phonic/reading specialist 0.4 • Excellent teaching of phonics by in-house Literacy Specialists 	<ul style="list-style-type: none"> • Increased engagement and rapid progress in core subjects • Greater depth challenge • Rapid improvement and impact of progress in phonics • Supporting pupils' emotional wellbeing • 98% pass on Phonics Screener 	<ul style="list-style-type: none"> • Mentor training • Phonics training of staff • Observation of phonics and reading lessons • Whole school development days to coach and mentor staff • Experienced Literacy Specialists from Trust English Hub 	<p>Head of Education & Phonics and reading leader</p>	<p>Half termly</p>	
<p>1:1 Targeted support for children with anxiety and mental health issues</p>	<ul style="list-style-type: none"> • Use of school nurse / therapist to support identified children • Regular meetings with children identified • Weekly mentor meetings • Weekly calls to vulnerable families including some virtual 1:1 support sessions 	<ul style="list-style-type: none"> • Removal of anxiety increases academic engagement and focus on learning 	<ul style="list-style-type: none"> • Use of PASS assessment and regular feedback by children and parents • Use of School Nurse and Educational Psychologist • Staff CPD Emotional Support • Increased information for parents 	<p>Head of Children's Services</p>	<p>Monthly</p>	
Total budgeted cost					<p>£11,317</p>	
Other approaches						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	
<p>Early identification of poor attitude and barriers to learning</p>	<ul style="list-style-type: none"> • Use of standardised assessments to identify attitudes to self as a learner and to school. • Use of Educational Psychologist to train and support staff in meeting individual pupil needs. • On entry CAT assessments for children in Year3 and above 	<ul style="list-style-type: none"> • To ensure all children have positive engagement in their learning and are positive about themselves as a learner • Increased levels of stress and anxiety are common barriers with current pressures on children 	<ul style="list-style-type: none"> • Regular review of assessment outcomes to prioritise children who need support in developing their self esteem 	<p>Head of Children's Services</p>	<p>Termly</p>	

Class based Communication and Language support	<ul style="list-style-type: none"> • Use of teaching strategies to develop oracy and language • Use of language assessments to identify need • Small group communication/social skills • All children to use the TV Studio, and produce an outcome 	<ul style="list-style-type: none"> • Development of language enables good communication and problem solvers. • Overcome barriers to learning • Support for phonics and reading progress • Increased confidence when presenting and speaking to adults 	<ul style="list-style-type: none"> • Training of staff • Analysis of need based on assessment outcomes • Tracking of reading progress • S&L training • Communication In Print 	Head of Children's Services	Termly	
Delivery of parenting courses 'Timid to Tiger' and PEEP. Parent sessions to provide support for mental health and wellbeing	<ul style="list-style-type: none"> • Use of Head of Children's Services and School Nurse to deliver parent courses for identified families in need of support • Use of trained Early Year's staff to deliver support through parent course 	<ul style="list-style-type: none"> • To enable parents to support children at home better both emotionally, behaviourally and academically 	<ul style="list-style-type: none"> • Training of staff • Adequate time for preparation and follow up • Feedback forms from parents 	Head of Children's Services	At end of each session / course	
Total budgeted cost						£10,461

4. Review of expenditure				
Previous Academic Year		2019-20		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost: £29,000
Access to the breadth of the curriculum and enrichment opportunities	<ul style="list-style-type: none"> • Use of Forest school & Outdoors • Range of school trips to enrich the wider curriculum • Access to music opportunities • Use of the art specialist and art studio 	<ul style="list-style-type: none"> • Good impact. High engagement by children in learning and excellent progress on reading and literacy skills across the wider curriculum. 	<p>Approach will be continued and extended. Outdoor education continued throughout lockdown and partial opening by:</p> <ul style="list-style-type: none"> • Teachers filming lessons off site • Competitions within class to encourage children to work outside (eg. find the largest leaf) <p>Due to the success of continuing to deliver these activities during a lockdown, we have decided to still provide these opportunities through a blended approach, when the children return to school fully.</p> <p>School trips continued by having virtual school trips. Virtual tours of a variety of establishments, eg. Space Station, Western Front Museum (Liverpool).</p> <p>Whole class music opportunities provided through a progressive programme through the school. The teachers were able to continue with the virtual approach throughout partial opening and will continue to teach trust wide when the school is fully open.</p> <p>Art studio put in use everyday, ensuring every child in the school has an art lesson, delivered by art specialist. Will continue this next year. Virtual art lessons were delivered by art specialist during school closure. Very well received and very popular amongst children, and parents helping their children.</p>	

<p>Access to digital resources to support teaching & learning</p>	<ul style="list-style-type: none"> • Use of Teams and OneNote resources to access the curriculum • 1:1 Access to digital devices to support learning • Use of video as tool to support communication and access to wider curriculum • Access to learning support tools and software • Use of Home Learning Opportunities 	<ul style="list-style-type: none"> • Excellent impact on providing learning tools to support individual needs, personalisation of activities to support individual needs, assignment of targets and providing feedback to children. Allows extension of work before and after school for pre-teach and catch up. Extension of more able child. 	<p>Approach will be continued and developed to maximise use of digital tools. The 1:1 access in school provided the opportunity to send devices home with children, before lockdown. This enabled children who would usually not have access, to be able to work from home, using the resources teachers had created. Even when the school partially opened, teachers were able to still deliver remote teaching to children in class and at home. Use of video was integral to the success of virtual schooling. Teachers were able to see children daily supporting them in work, but also enabling monitoring attendance, wellbeing and safeguarding. Children were also able to see their teachers throughout the lockdown, which was reassuring and retained some normality for children.</p>	
<p>Weekly CPD opportunities for all teaching staff to develop quality teaching</p>	<ul style="list-style-type: none"> • Staff professional development programme to develop strategies to support those with additional needs. • Develop teachers in delivering the wider curriculum 	<ul style="list-style-type: none"> • Quality of teaching is consistently high with good outcomes above national averages for PP and non-PP children. Enabling breadth and depth of curriculum as teachers are confident in their knowledge of subjects and good pedagogy. 	<p>Continued investment in teachers and support staff to maintain high expectations.</p> <p>The annual plan for weekly CPD will be improved by delivering several simultaneous sessions, providing relevant CPD to specific staff. This will reduce repetition and encourage progression.</p>	
<p>ii. Targeted support</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost: £12,000</p>
<p>Individual tutoring to support phonics and reading in younger years and mentoring in older years.</p>	<ul style="list-style-type: none"> • Weekly individual mentor session for KS2 • Identify target children that need individual tutoring in KS1 • Track progress through regular phonics screening 	<ul style="list-style-type: none"> • Significant impact on pupil progress through quality feedback that provides challenge and support and identifies need early. 	<p>Programme will be developed and refined to ensure maximum benefit.</p> <p>The mentoring process continued throughout lockdown, by virtual meetings. Staff were able to monitor progress, track reading, and continue to set targets. Staff were also able to monitor wellbeing offer pastoral support during school closure.</p>	

1:1 Targeted support for children with anxiety and mental health issues	<ul style="list-style-type: none"> • Use of school nurse / therapist to support identified children • Regular meetings with children identified 	<ul style="list-style-type: none"> • For children with anxiety about school or home life, which is impacting on school knowing that they have the support to confidentially discuss their concerns with a trusted member of staff has ensured good attendance and engagement in learning by those children supported. 	<p>Support will continue for identified children</p> <p>During school closure, staff from the extended services team phoned identified children's families, as regularly as needed. This was used to monitor attendance to remote school and wellbeing of the child and family support unit. If there is another school closure, or if identified children are isolating or home ill, these checks will continue.</p>	
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost: £12,000
Early identification of poor attitude and barriers to learning	<ul style="list-style-type: none"> • Use of standardised assessments to identify attitudes to self as a learner and to school. • Use of Educational Psychologist to train and support staff in meeting individual pupil needs. 	<ul style="list-style-type: none"> • Use of targeted data to track attitudes towards self and school has empowered teachers to make accurate and informed assessments 	<p>Proven method of success and progress. Initiative will continue</p> <p>Our GL testing for assessment proved difficult during school closure. This was due to the reliability of the how the tests were taken, testing conditions and if any parental support would be provided. We will consider how we can ensure reliability of testing if we are faced with another school closure.</p>	
Class based Communication and Language support	<ul style="list-style-type: none"> • Use of teaching strategies to develop oracy and language • Use of language assessments to identify need 	<ul style="list-style-type: none"> • Increased attainment in phonics • Increased attainment in Reading 	Continued deployment of speech and language therapist	
Deliver of parenting courses 'Timid to Tiger' and PEEP. Parent sessions to provide support for mental health and wellbeing	<ul style="list-style-type: none"> • Use of Head of Children's Services and School Nurse to deliver parent courses for identified families in need of support • Use of trained Early Year's staff to deliver support through parent course 	<ul style="list-style-type: none"> • Increased engagement with parents and carers • Increased attendance and engagement in learning 	<p>Support will continue for identified children</p> <p>Timid to Tiger unfortunately could not continue due to the social distancing issues. It is not feasible to run via video calls, due to the sensitive and personal nature of the course.</p>	