

Pupil Premium Strategy Statement – 2020 – 2023

What is Pupil Premium?

Pupil premium funding is a national initiative, launched in 2011, designed to raise attainment for all disadvantaged pupils.

‘Closing the attainment gap between disadvantaged children and their peers is the greatest challenge facing English schools. The gap is stubborn because its causes are entrenched and complex, and most lie beyond the control of schools and educators. However, it is clear that schools can make a difference.

In England, the gap has closed in both primary and secondary schools since the introduction of the Pupil Premium, and in every part of the country schools have demonstrated how great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children.’

Education Endowment Foundation – The EEF Guide to Pupil Premium funding

For further details visit:

https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf

Strategy – A Tiered 3 – Year Approach

At Bures CEVC Primary School we have followed the advice within the EEF Guide and adopted a tiered approach to Pupil Premium spending to secure the greatest impact on achievement.

1. Teaching - Spending on improving teaching including highly effective professional development, training and support which is crucial to improving achievement for all pupils. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and is therefore an important priority for Pupil Premium spending.
2. Targeted Academic Support - Evidence consistently shows the positive impact that targeted academic support can have. Providing targeted academic support as one to one or group interventions which link closely to classroom teaching also forms part of our overall improvement strategy.
3. Wider Strategies – Finally, we will provide strong support to remove the most significant non-academic barriers to learning, including attendance, behaviour and social and emotional difficulties.

Teaching	Targeted Academic Support	Wider Strategies
<ul style="list-style-type: none"> • Increased pupil to teacher ratio in one year group with significant learning needs to support increased progress towards achieving expected levels. (Increased need for this following time lost as a result of Covid-19 outbreak) • Targeted training for all teachers to adopt a more inclusive 	<ul style="list-style-type: none"> • Implementation of a broad programme of intervention to include support through National Tuition programme. • Continued development of the use of ‘Pupil Passports’ to provide improved targeted 	<ul style="list-style-type: none"> • Part-time Family Support Practitioner to engage and support parents and pupils. • Emotional Literacy Support Assistant for all pupils needing emotional and mental health support

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<p>approach to teaching enabling all pupils to access learning more effectively</p> <ul style="list-style-type: none"> • ‘Success for All’ approach to literacy • High quality professional development opportunities for all teaching staff closely linked to School Improvement Plan and Performance Management targets • Continued development of the ‘Pivotal’ behaviour approach to secure good behaviours for learning and inclusive approach to teaching • Tailored mentoring and coaching support for newly qualified and early career teachers • Improved vocabulary focus across all areas of the curriculum • Strong support and training for subject leaders to ensure all pupils remember more, know more and can do more across all subjects 	<p>support for disadvantaged pupils</p> <ul style="list-style-type: none"> • Booster sessions for KS2 children in English and maths • ‘Success @ Arithmetic’ – Maths Mastery linked intervention • Focussed phonics booster sessions for KS1 pupils • Extra 1:1 reading support for disadvantaged pupils (including trained parent volunteers) • Nuffield Early Language Intervention (NELI) to be implemented in Reception 	<ul style="list-style-type: none"> • Free Breakfast Club Sessions for disadvantaged pupils • Subsidised trips and experiences through grant fund for disadvantaged pupils • Swift targeted intervention where attendance begins to drop towards 90% or lower.
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Barriers to Educational Achievement

- **For a number of our pupils who are in receipt of Pupil Premium funding the closure of school over the past year has served to exacerbate the barriers already being faced. Despite the provision of devices and our best effort to ensure all pupils were learning, it was noticeable that some of our pupils eligible for Pupil Premium struggled to engage with our remote learning offer.**
- Inconsistencies in the quality of teaching over time have led to low expectations and achievement for some pupils. This impacts in particular on pupils with low prior attainment or SEND who are sometimes not supported to access learning opportunities effectively.
- A significant percentage of pupils who are in receipt of Pupil Premium are also on the SEN register for cognition and learning.
- A small number of pupils have specific social and emotional needs which negatively affect their learning
- Speech, language and communication difficulties contribute to children struggling across all areas of the curriculum
- Some pupils’ learning behaviours and attitudes prevent them from accessing the curriculum to the best of their ability (e.g. concentration, resilience, self-confidence, self-belief)
- Attendance rates for a significant number of pupils eligible for the pupil premium have improved dramatically but we are conscious of the need to continue our work with families to ensure that standards in this area are not allowed to slip.
- Lack of parental engagement in school communication and activities can lead to children having low expectations of themselves and limited aspirations
- Pupils eligible for pupil premium are not always encouraged to engage in extra-curricular activities - educational experiences such as trips, clubs and participation in physical activities

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Contextual Information

Pupils in school	193
Proportion of disadvantaged pupils	15%
Pupil premium allocation this academic year	£38,900
Academic year or years covered by statement	2020-23
Publish date	April 2021
Review date	April 2022
Statement authorised by	Full Governing Body
Pupil premium lead	Ms Ruth Slater
Governor lead	Mrs Sam Baker

Disadvantaged pupil progress scores KS1 - 2

Measure	2017	2018	2019	Three Year Average
Reading	0.06	-1.6	5.92	1.46
Writing	0.56	-3.6	-0.81	-1.28
Maths	5.65	2.58	0.43	2.79

NB - No data for 2020 due to COVID-19

Disadvantaged pupil performance overview

	2017	2018	2019	3 Year Average
Meeting expected standard at KS2	25%	0%	100%	42%
Achieving high standard at KS2	0%	0%	0%	0%

NB - No data for 2020 due to COVID-19

Teaching priorities for next academic year

Aim	Target	Target date
Phonics	Achieve national average expected standard in Phonics Screening Check	July 2022
KS1 - Maths	Raise percentage of pupils achieving expected standard in Maths to above the national average	July 2022

KS2 Combined – Expected Standard (EXS)	Achieve combined EXS for Pupil Premium Y6 pupils (without SEN)	July 2022
Progress in Reading	Achieve national average or above progress scores in KS2 Reading (0) for Pupil Premium Y6 pupils	July 2022
Progress in Writing	Achieve national average or above progress scores in KS2 Writing (0) for Pupil Premium Y6 pupils	July 2022
Progress in Mathematics	Achieve national average or above progress scores in KS2 Maths (0) for Pupil Premium Y6 pupils	July 2022
Other	Improve attendance of disadvantaged pupils to LA average (98.5%)	July 2022

Quality of Education – Teaching Priorities for Next Academic Year

Priority	Activity	Desired Outcome
To improve outcomes for pupils through increased ratio of teacher to pupil support	<ul style="list-style-type: none"> Provide extra teacher support for mornings for class with significant learning needs Employ Trainee Teacher in class with high level of need to increase quality of targeted support Additional LSA support in classroom with high proportion of pupils eligible for pupil premium to allow extra time for teacher to work directly with disadvantaged pupils 	<ul style="list-style-type: none"> Increased teacher support for pupils will ensure more effective access to learning and improved outcomes for all pupils (but especially disadvantaged) Less disruption to learning through poor behaviour and attention seeking. Increased support for pupils with Special Educational Needs and low prior attainment.
To implement a range of effective CPD strategies to secure high quality teaching in all classrooms	<ul style="list-style-type: none"> Implement improved Performance Management system linked to targeted individual CPD HT to undertake coaching course to offer improved support to teachers Targeted support provided to Early Career Teachers making use of DfE support materials from September 2021 	<ul style="list-style-type: none"> Improved outcomes for pupils across all areas of the curriculum High quality teaching observed across the school Teachers accessing and implementing research-led approaches to improving the quality of teaching. Coaching techniques are effective in improving the quality of teaching
To improve behaviour across the	<ul style="list-style-type: none"> See Wider Strategies below 	

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school through continued embedding of the Pivotal approach.		
Barriers to learning these priorities address	<p>Addressing inconsistencies in the quality of teaching which have sometimes led to low expectations and achievement for disadvantaged pupils.</p> <p>Improving readiness to learn for the most disadvantaged pupils</p> <p>Ensuring that pupils' learning behaviours and attitudes do not prevent them from accessing the curriculum to the best of their ability (e.g., concentration, resilience, self-confidence, self-belief)</p>	
Projected spending		£31,110

Priorities for Targeted Academic Support for Current Academic Year

Priority	Activity	Desired Outcome
To develop the use of 'Pupil Passports' to provide improved targeted support for disadvantaged pupils	<ul style="list-style-type: none"> • SENCO to work with all staff to ensure that 'Pupil Passports' are regularly updated and ensure pupils can access learning activities effectively across all subjects 	<ul style="list-style-type: none"> • Pupil Passport targets are understood and reviewed by pupils, parents and teachers on a regular basis • Observations of pupils demonstrate that they are able to access and succeed in learning activities due to targeted support provided by all members of staff.
To provide booster sessions for pupils in English and maths for UKS2 pupils struggling to reach expected standard	<ul style="list-style-type: none"> • Early morning / after school English and maths booster sessions to support UKS2 pupils who are struggling to reach expected standards. SLT Team to provide support. Class teachers to provide focus for sessions. 	<ul style="list-style-type: none"> • Majority of pupils attending booster sessions achieve expected standard in reading, writing and maths in July 2022 • Pupils speak about improved confidence in areas they are receiving booster support
To implement a broad tuition programme of intervention	<ul style="list-style-type: none"> • Train two LSAs to deliver 'The Lightning Squad' – reading intervention. Provide support for paired support for children in Y1 – 4 using this intervention • Engage with the National Tuition Programme for pupils in groups of three • Create and deliver our own tuition programme based on class teachers supporting the 	<ul style="list-style-type: none"> • All pupils make good progress in reading with the majority working at expected levels or above by July 2022 • Targeted pupils are able to reach expected levels and access class teaching sessions more independently and effectively.

	<p>children from their class. Provide cover to release teachers to implement this support</p> <ul style="list-style-type: none"> Implement NELI (Nuffield Early Language Intervention) in Reception 	<ul style="list-style-type: none"> Reception children exhibit improved Early Language skills
To provide targeted intervention for pupils in need of social and emotional support	<ul style="list-style-type: none"> ELSA-trained LSAs offer intervention support to children with social and emotional needs SENCo to work with teachers to implement suitable interventions within the classroom where appropriate. 	<ul style="list-style-type: none"> Pupils demonstrate improved learning behaviours Targets set at start of intervention are achieved.
Barriers to learning these priorities address	<p>Provide targeted support to all pupils who have experienced significant disruption to learning during school closure helping them to move closer towards achieving the expected standards in English and maths Ensure that the significant percentage of pupils who are in receipt of Pupil Premium and are on the SEND register for cognition and learning receive the targeted support they need to enable them to make progress. Support the pupils who have specific social and emotional needs, to ensure that these do not negatively affect their learning Ensure that children with speech, language and communication difficulties are carefully supported across all areas of the curriculum</p>	
Projected spending		<p>£0.00 See COVID Catch Up Premium Carry Forward / School Budget</p>

Priorities for Wider Strategies for Current Academic Year

Priority	Activity	Desired Outcome
To improve behaviour across the school through the continued embedding of the Pivotal approach.	<ul style="list-style-type: none"> Review and update behaviour policy to reflect Pivotal approach. Embed the five pillars of the Pivotal approach across the school 	<ul style="list-style-type: none"> More consistent and positive approach to managing pupil behaviour will lead to fewer disruptions to learning and improved attitudes for pupils.
To work effectively with parents / carers to enable them to support children's learning and mental health and well-being	<ul style="list-style-type: none"> Part-time Family Support Worker supports families in need especially where attendance begins to decline Continue use of 'Cafes for All' to share good habits with parents. Staff supported to connect with parents quickly and effectively where necessary 	<ul style="list-style-type: none"> The percentage of pupils whose attendance drops below 90% is reduced Positive habits to reading and home learning are developed and maintained at home and at school Strong partnerships secure improvements in behaviour allowing pupils to access learning more effectively

	<ul style="list-style-type: none"> Grant fund provided to enable children to engage in extra-curricular activities 	<ul style="list-style-type: none"> Greater participation of pupil premium pupils in extra-curricular activities
Barriers to learning these priorities address	<p>Improving attendance and readiness to learn for the most disadvantaged pupils</p> <p>Raising aspirations of disadvantaged pupils</p> <p>Improving support parents and carers are able to offer pupils.</p>	
Projected spending		£10,307

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Selecting strong professional to support parallel class</p> <p>Reorganisation of the groups to create manageable and balanced classes</p> <p>Ensuring all staff are engaged and active in PM process – accepting and welcoming responsibility for their own CPD</p>	<p>SLT to spend time discussing benefits of staff placement</p> <p>SLT to look closely at performance data and need to plan teaching groups.</p> <p>Provide opportunities for open discussion and sharing of good practice and improvements during staff meetings</p>
Targeted support	<p>SENCO gaining support from staff and securing time to work on passports</p> <p>Selecting the best intervention route for different children.</p> <p>Finding physical space and ‘space’ within the timetable for interventions to take place</p>	<p>Continued investment in morning of professional development and subject leadership time.</p> <p>Pupil Progress meetings will be used to target support. SENCo and SLT to determine the most effective providers for tuition</p> <p>Reorganisation of the computer suite and resighting of laptop trolleys to release computer suite as an intervention space.</p> <p>Teachers and SLT to work together to decide priorities for pupils’ time – balancing the need to access a broad curriculum with the need to develop robust basic skills.</p>
Wider strategies	<p>Whole staff team taking on board ‘Pivotal Approach’ and working with it consistently</p>	<p>Support from Pivotal Team</p> <p>Strong support from SLT where pupils exhibit ongoing behaviour challenges.</p>

	Attendance issues linked to COVID-19.	Ensure robust systems in place to provide clear guidance to parents where attendance slips below 90%
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Review: Last Year's Priorities and Outcomes

Priority	Outcome
To improve outcomes for Y6 pupils through increased teacher to pupil support	<ul style="list-style-type: none"> • Due to Covid-19 and the cancellation of statutory assessment there is no statutory data to support improved pupil outcomes. However in-house assessment demonstrated that significant progress was made for most pupils in both maths and English. The January to March school closure forced the children into a remote learning situation. The ability for the two members of staff to work together to support both Critical Workers' children in school and those who were learning at home has led to high quality outcomes with high levels of engagement for the majority of pupils including those eligible for Pupil Premium. • The main impact seen through this strategy has been the improvement in learning behaviours for pupils across the two groups. Disruption due to poor behaviour has been reduced to a minimum with all children completing tasks with greater independence and confidence
To improve behaviour across the school through implementation of the Pivotal approach.	<ul style="list-style-type: none"> • The implementation of the Pivotal Approach to behaviour was beginning to be embedded across the school during the autumn term. • A review was carried out by a member of the Pivotal Team shortly after our training and it was noted that all teachers were paying attention to best conduct first and using the scripts outlined in the approach. Few disruptions to learning were observed and high levels of consistency in managing behaviour were observed across the school. • We will continue to develop this approach as children return to school when we will hopefully be able to measure more accurately the impact of this strategy.
To develop the use of 'Pupil Passports' to provide improved targeted support for disadvantaged pupils	<ul style="list-style-type: none"> • The use of Pupil Passports as a means to offer pupils improved targeted support was reviewed at the end of the summer term as the impact for the majority of pupils involved was difficult to see. It was concluded that this was due to the two weekly system which was proving unmanageable for teachers. From the autumn term we made the decision to review the passports half termly giving children, teachers and parents more time to work on targets and achieve them. We began to see the impact of this change in the autumn term. • School closure in the spring term did not call a complete halt to provision for our SEND pupils but did mean we had to work in different ways with them. The passports were therefore suspended for this this period of time
To work more effectively with parents / carers to enable them to support children's learning	<ul style="list-style-type: none"> • Parents have made use of bursaries in a variety of ways to enable pupils to engage in a range of activities – one family used the LAC bursary to purchase an iPad which greatly improved access to remote learning for this pupil for a time when they were not in school. Another pupil was provided with a 'zookeeper' experience at Colchester Zoo as

	<p>a way of supporting and developing his aspiration to work as a zookeeper when he leaves school.</p> <ul style="list-style-type: none"> • The percentage of pupil premium pupils engaging in extracurricular activities remains a focus as we have been unable to make progress with this due to school closures and COVID restrictions. • Attendance figures have obviously been severely impacted by the pandemic. However, many of our Pupil Premium children were offered the opportunity to be in school and have benefitted from the support they have received as a result. • Throughout school closures our Family Support Practitioner has worked hard to maintain connections with pupils eligible for the Pupil Premium grant. This ensured that we were able to keep in touch with vulnerable families; offering them support and exploring ways to encourage them engage with our remote learning offer. • Pupils targeted for support are showing increased confidence and improved learning behaviours. • Staff continue to access support from FSP; implementing ideas and suggestions to support pupils' emotional and mental health
<p>To provide booster sessions for pupils in English and maths for Y6 pupils struggling to reach expected standard</p>	<ul style="list-style-type: none"> • Data from autumn term tests demonstrated that pupils provided with booster support throughout the autumn term had made increased progress and were beginning to get closer to working towards expected levels in both maths and reading.