

Broad Square Primary School – Pupil Premium Statement 2020-2021

1. Summary Information					
School	Broad Square Primary School				
Academic Year	2020-2021	Total PP Budget	£229,995	Date of most recent PP review	
Total Number of Pupils	421	Number of pupils eligible for PP	153	Date for next internal review of this strategy	Monitored Termly

2. Current attainment		
	Pupils eligible for PP (19)	Pupils not eligible for PP
% achieving in reading, writing and maths	Unable to report due to Covid 19 lockdown measures in schools 19-20	Unable to report due to Covid 19 lockdown measures in schools 19-20
Reading progress measure	/	/
Writing progress measure	/	/
Mathematics progress measure	/	/

3. Barriers to future attainment (for pupils eligible for PP)	
In-School barriers (issues to be addressed in school, such as poor oral language skills)	
A	• Specific learning/health needs which are limiting pupil progress.
B	• Poor language/communication skills from early starting points due to Limited life experiences outside school impact upon communication, learning, reading and writing – children require real life experiences.
C	• Emotional wellbeing impacts on their progress e.g. due to poor self-esteem/lack of confidence (children and parents) resulting in low expectations and aspirations.
External barriers (issues which also require action outside of school, such as low attendance rates)	
D	• Poor attendance, punctuality rates and high persistent absence rates impact on progress and attainment.

E	<ul style="list-style-type: none"> Families in need of support through pastoral care
F	<ul style="list-style-type: none"> Covid 19 pandemic has impacted on mental health and wellbeing and also catch up is required, particularly for those already lower than 'expected'. Blended learning poses challenges for some families that do not have access to electronic devices.

4. Desired Outcomes		Success criteria
A	Accelerated progress made for pupils in order to begin to close the attainment gap in R, W and M	The attainment gap between PP and Non PP is narrowed in R, W and M. Pupils make accelerated progress from their relative starting points in R, W and M.
B	Improved pupil progress and attainment for EYFS pupils, particularly in CLL and PSED	PP Pupils make at least good progress and an increasing percentage achieve a GLD at the end of Reception. A higher proportion of EYFS pupils exceed expectations by the end of Reception.
C	Improved behaviour and emotional wellbeing for challenging and vulnerable pupils.	Pupils with PP attain in line with non PP over time, narrowing the attainment gap in R, W and M. The % of PP pupils attaining GDS increases. Behaviour is outstanding and pupils take responsibility for their own actions, reflecting on their behaviour and taking responsibility for it.
D	Improved attendance and punctuality for PP and all pupils Reduction in PA for PP group	All children that are well enough to do so, attend school. All parents understand the importance of their child attending school and are held to account where there are underlying patterns and issues. Attendance is in line with national where possible Reduced number of lates recorded Reduced number of persistent absentees (not linked to COVID) Support in place or signposted to for parents' wellbeing where this is a barrier to attendance of their children.
E	Parental involvement is improved with more parental learning opportunities. Pupils see their parents as a vital part of their schooling.	Parents of PP pupils attend parent workshops, open mornings and parents' evenings via Zoom/Teams Parents of PP pupils are more able to support their children effectively at home
F	Families are supported to talk through any issues that have arisen due to the pandemic. All children have access to blended learning opportunities in the event of self or bubble isolation.	School is aware of issues and has offered support or signposted to support so that pupils are in school and learning wherever possible. Blended learning is accessible to all through a range of approaches that have been reviewed and evaluated by staff.

4. Planned expenditure

Academic Year

2020-2021

The three headings below enable schools to demonstrate they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and develop whole school strategies

i) Quality of teaching for all

Desired Outcome	Chosen Action/Approach	What is the evidence and rationale for this approach?	How will you measure the impact?	Staff Lead and cost	How/When will you review implementation?
<p>EYFS Improve the % of PP pupils attaining GLD by the end of EYFS.</p> <p>Narrow the gap between boys' and girls' attainment by the end of EYFS</p>	<p>The use of Evidence Me to ensure effective observations of learning are taking place for all children across all areas of learning. Staff will be able to identify where children are excelling and where they need to provide extra support and will have an evidence base to show progress. This will be shared with parents and carers to further enhance their involvement in pupils' progress. Evidence me is also effective in setting home learning for children who are self-isolating.</p>	<p>Effective assessment of pupils enables staff to plan for their needs precisely. Evidence in terms of outstanding settings using systems like Evidence Me highly effectively to raise standards.</p>	<p>Observations of pupils over time and comparisons of analysed data in pupil progress meetings. Lesson observations/learning walks and work scrutiny shows consistency in approach, improved use of language and a growing repertoire of vocabulary for different contexts.</p>	<p>AT (DHT) VC (HT) English, Maths and SENCO leads Assessment Leaders</p> <p>Evidence me - £500</p>	<p>Termly</p>
	<p>Continue to improve and develop continuous provision for all pupils through CPD for EYFS and Y1 staff. Improve transition to Y1 as a result.</p>	<p>Continuous provision is necessary to ensure that all children benefit from the full EYFS curriculum in an enabling environment, both inside and outside. To</p>	<p>Analysis of attainment and progress over time. The use of observations showing children's progress alongside lesson observations and learning walks.</p>	<p>AT (DHT) VC (HT) English, Maths and SENCO leads</p> <p>CPD and cover for teachers and</p>	<p>Middle leader and Senior leader training to strengthen advice given to the EYFS team. (From Autumn 1)</p>

	Further Develop the senior and middle leaders knowledge of the EYFS curriculum and continuous provision.	narrow the gap between boys and girls, effective outdoor provision is absolutely crucial. Y1 to be seen as a continuation from EYFS, using outdoors as a learning space.		support staff – £2000 Resources £6000	
KS1 and KS2 Improved progress in English and Mathematics in KS1 and KS2; a higher % of pupils classed as disadvantaged to achieve GDS at KS1 and KS2.	Access training from Jane Consadine (The Write Stuff) and Read to Write. Release teachers to attend CPD at Writing On The Wall. Provide in house CPD for staff to begin to embed approaches to writing. Use Grammasaurus and SPAG.Com for teachers to provide model texts and grammar activities. Use National writing moderation practices through No More Marking to benchmark writing in every year group with other schools nationally and to externally validate our staff judgements on writing.	Experts in their field inspire staff to research and trial approaches to teaching English and mathematics in order to continually improve provision for all children. The use of resources such as Testbase and Grammasaurus help adults to provide children with a wide range of question formats that will help them reason and develop resilience, skills and knowledge in each subject area. The use of national writing benchmarking tool 'No More Marking' is used by outstanding schools to inform their judgements, ensure our judgements are valid	Writing in books across the curriculum Analysis of attainment and progress over time. The use of observations showing children's progress alongside lesson observations and learning walks.	Training for staff The key CPD package: £573.75 Read to Write Training and resources £1422 Grammasaurus £350 Spag.com £295 Testbase subscription £240 No More Marking Subscription (National Writing Moderation) £600	

		and accurate and provide guidance to improving writing in every year group.			
	Continue to develop and expand the library provision so that children can regularly borrow and change books.			Yearly cost of Junior Librarian: £310	
	<p>Daily phonics intervention from TAs for pupils in Y1, Y2 and Y3 that missed the majority of the phonics programme last year.</p> <p>Daily phonics and speech and language support in small group for children working way below expected standard with a qualified teacher and TA.</p> <p>Talk Boost programme to be delivered to Y1 pupils 3x per</p>		<p>Phonics tracking across the year.</p> <p>Pupil Progress Meetings</p> <p>Application of phonics in writing across the curriculum</p> <p>Analysis of speech and language development through Talk Boost programme.</p> <p>Evaluation of interventions</p>	TA Intervention time: (included in cost of one TA per class)	

	<p>week x 30 mins per session by two trained teaching assistants</p>				
	<p>Progress to the Embedding Mastery stage with North West 3 Maths Hub Teacher Research Group to ensure that teachers' subject knowledge on the mastery approach to teaching mathematics is sound. Teachers to engage in research with other professionals to consider what makes the difference to progress in terms of lesson design within a maths mastery model across all key stages. Teachers to access a range of Greater Depth resources and aspire to enabling all children to access these in every lesson where knowledge is advanced as a result of their teaching. Renew SLA for Times Tables Rock Stars for KS2 for daily practise of x tables in order to underpin fluency. Number stacks delivered to children as an intervention White Rose Hub bought into to support long term planning, teacher CPD and home learning resources.</p>	<p>At KS2 69.2% pupils achieved EXS at KS2 in mathematics. Girls outperform boys by 8.7%. 63% disadvantaged pupils reached EXS, 7.2% below all pupils.</p>	<p>Observations of teaching and learning and progress in books. % of pupils making accelerated progress to reach GDS where appropriate. Narrowing of gaps in attainment</p>	<p>Release time for teachers and training £1000 Times Table Rockstars £120 Number Stacks: £210</p>	

					Total Budgeted Cost	£13,620.75
ii) Targeted support						
Desired Outcome	Chosen Action/Approach	What is the evidence and rationale for this approach?	How will you measure the impact?	Staff Lead and cost	How/When will you review implementation?	
Disadvantaged Pupils working below EXS make accelerated progress through targeted provision.	Each class to have a full time teaching assistant	TA support enables additional support for individuals or groups at the point of QFT or immediately following on from QFT in the classroom. Pupils know the adult and the adult is consistent, enabling them to have a clear understanding of their children and the next steps they need to take.	Analysis of attainment and progress over time. The use of observations showing children's progress alongside lesson observations and learning walks. Pupil Progress Meeting analysis alongside book scrutiny	DJ (SENCO) Staffing £150,261 (50% of cost of Classroom Teaching Assistants)	From Autumn 1	
	Purchase Y6 revision guides for Y6 pupils with PP to use at home and within the classroom for English and Mathematics		Progression in books Pupil voice analysis Pupil progress meeting analysis	£900	From Autumn 2	
	Booster sessions in small groups for Y6 pupils with an experienced teacher (before/after school)	Targeted, small groups sessions to support pupils to close gaps in learning and understanding in reading, writing and maths	Progression in books Pupil voice analysis Pupil progress meeting analysis Termly data analysis	Booster sessions Oct – May £3500		
	Split Y6 into 3 smaller groups of 20 x2 days per week to support	Immediate feedback enables pupils to improve their work at	Pupil progress in books Pupil progress meetings Target Tracker records	Cost x1 teacher over 2 ½ days: £19,074		

	them to catch up and access immediate feedback.	the point of learning. Teaching is smaller groups gives each child more opportunity for feedback.			
				Total Budgeted Cost	£173,735
iii) Parental involvement					
Parental involvement is improved with more parental learning opportunities. Pupils see their parents as a vital part of their schooling.	Provide writing, reading and maths cafés for parents. Provide virtual curriculum events for parents to experience how to support their child in a non-threatening environment	Parents working in partnership with the school supports children to have positive attitudes towards learning.	Parents of PP pupils attend parent workshops, open mornings and parents' evenings Parents of PP pupils are more able to support their children effectively at home	Subject Leader release time £1000	
Provide online parental learning opportunities alongside Clubmoor Surestart e.g. Incredible Years/Financial/Computing/Cooking etc	Bringing parents into school for learning opportunities improves the relationship they have with school as well as improving their knowledge and skills as appropriate to the course attended. Whilst this is not possible, online learning is an option for keeping the momentum.	Incredible Years courses have been well attended and those that completed the course were extremely positive. We want to offer courses that will not just improve parenting skills but develop knowledge and understanding of a range of areas that could be beneficial for family home life.	Registers of attendees Evaluations following events	National Online Safety Membership (advice for parents) £995	
				Total Budgeted Cost	£1995
iv) Other approaches					

<p>To refine and improve the curriculum enrichment map to ensure key knowledge, skills and understanding of the curriculum areas is underpinned by real experiences alongside experts where possible.</p>	<p>Subsidised school field studies alongside expert speakers. Subsidised residential visits.</p> <p>Additional bought in support from consultants to support the careful implementation of the curriculum alongside the curriculum leader and additional leadership time to monitor and ensure equality of access for all pupils</p>	<p>All pupils learn best from prior experience and research shows that knowledge and skills can be developed further when there is a real life experience on which to base their understanding.</p>	<p>Curriculum lead and subject leaders to quality assure the field trips and visitors to ensure that they are having an impact on pupils' understanding and recall of information related to their topic.</p>	<p>£2,000</p>	<p>From Autumn 1</p>
<p>Emotional and mental health support for vulnerable pupils</p>	<p>For a learning mentor to work alongside pupils and parents and make referrals to Seedlings, YPAS, provide drawing and talking therapy and support from the Trailblazer project. Access Mental Health First Aid training for staff. Access materials from Positive Footprints and from The Happy Centred School Programme</p>	<p>Many of our pupils need support with their mental health and emotional wellbeing. This is a barrier to learning and can cause low level disruptive behaviour which impacts on their learning and that of the class.</p>	<p>Monitor and keep behaviour logs through CPOMS</p>	<p>£20,000 Part of the salary for the learning mentor</p> <p>£900 training – Happy Centred School Programme</p> <p>£650 to buy into the HCS Programme resources</p>	

To refine reporting and recording procedures for all pupils but with a particular emphasis on understanding the wider picture for vulnerable pupils	Continue to use and manage CPOMS	Having worked with CPOMS in the past, the headteacher understands how effective this tool can be in making early referrals based on comprehensive evidence that build a picture of a child's situation.	Safeguarding supervision meetings	£895 yearly subscription	From Autumn 2
Improve attendance and lower PA Using brought in attendance officer and learning mentor	Carefully monitor and analyse attendance and punctuality, make home visits, ensure safeguarding procedures are followed daily. Issue fines to parents. Attend parents' evening meetings and hold coffee mornings to educate parents. Provide and publicise incentives for excellent attendance to parents and pupils.	Reduce the number of pupils with low attendance as disadvantaged pupils have the highest % of persistent absenteeism compared to other groups. Highest attendance equals better learning opportunities and progress	Monthly attendance meetings Weekly attendance figures Case studies to show progress	2x weekly visits from attendance officer £16,200	From Autumn 1
				Total Budgeted Cost	£40,645 TOTAL: 229,995.75