

Pupil premium strategy / self-evaluation (primary)

1. Summary information					
School	Badbury Park Primary				
Academic Year	2020/21	Total PP budget		Date of most recent PP Review	
Total number of pupils	68	Number of pupils eligible for PP	2	Date for next internal review of this strategy	

2. Current attainment		
Not Validated due to CoVid	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving expected standard or above in reading, writing & maths	50%	40% met GLD
% making expected progress in reading (as measured in the school)	100%	100%
% making expected progress in writing (as measured in the school)	100%	100%
% making expected progress in mathematics (as measured in the school)	100%	100%

3. Barriers to future attainment (for pupils eligible for PP) *(including issues which also require action outside school, such as low attendance rates)* COVID-19: The barriers to future attainment for PPG pupils are similar to previous years however with COVID 19, the gap between PPG and non-PPG pupils may have grown wider due to the lockdown during 2020. During 2020-2021, Badbury Park Primary School will embed our Curriculum Recovery Plan in order to close the gaps in curriculum for all pupils so Non PPG and PPG have no gap. Identified areas of priority within the curriculum will be planned for, taught and evaluated during this academic year. Please read this Pupil Premium Strategy alongside our Catch-Up Strategic Plan 2020-21 - a plan for all pupils at Badbury Park Primary School in response to time and education missed due to COVID19. Research and evidence about tackling educational disadvantage means that we must first identify barriers to learning. Badbury Park Primary School has identified the following barriers.

Academic barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Emotional wellbeing - which can impact on behaviour for learning. More support will be needed for pupils on their return to school after a significant absence due to lockdown. Some children did not attend a Nursery setting and those that did it was for only a term All children will have experienced time away from school due to COVID-19 which may have created more barriers e.g. unsettled on returning to the school after a prolonged absence. Experiences at home and home support will also have varied eg. Emotional wellbeing impacts the children’s ability to learn and make progress. Additional circle times, wellbeing session and play will be needed to ensure children are ‘ready to learn’. The lack of face to face transitions and building of parental relationships in the normal ways will lead to anxiety for both parents and children.	
B.	Parental Engagement – parents/carers find it difficult to support their children’s learning, either through lack of time or lack of understanding	
C.		
Additional barriers		
D.		
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	To improve the emotional wellbeing of all children eligible for PPG funding	Children are ready to learn and making good progress

B.	To increase the parental engagement of all children eligible for PPG funding so that they regularly hear their children read and support with homework and engage with school activities.	<p>Increased parental support so children make at least good progress. Eg reading 5 times a week at home.</p> <p>Going forward no gaps between PPG and non PPG children in reading, writing and maths</p> <p>Children consistently arrive on time into school and are in school everyday.</p> <p>Parents attend parents evenings</p>
C.		
D.		

5. Review of expenditure

Previous Academic Year 2019

i. Quality of teaching for all

Action	Intended outcome	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
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Consistently good teaching for all children with clear modelling and targeted vocabulary	Good progress in C&L and reading, writing and phonics	Yes- all children made at least good progress in reading and writing	Good or better teaching led to good or better progress	0
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ii. Targeted support

Action	Intended outcome	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
Daily targeted intervention for	To know all phase 2 phonics sounds	Yes, all children could say all phase 2 and most could say and apply all phase 2,3	Worked really well. Regularly revisiting on phase 2 sounds but still learning phase 3. Lots of opportunities to practice	£10 per hr
X3 per week communication for all intervention within	Increase word knowledge	Yes, children could speak and be understood by the end of term 3.	Worked well and led to referrals for SALT where needed. In larger classes going forward this would need to happen out of class due to distractions so would need TA hours. Need	£20.00 for book.

iii. Other approaches

Action	Intended outcome	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
Provide a daily taxi	To get child to school to improve	Child was in school everyday and was not too tired to learn	It is not sustainable and was only for a few months due to special circumstance.	£200
Set up Early help and attend TACS and CHIN meetings. Liaise with social services and school nurse. Ensure	To improve outcomes for child including attendance and medical care	Improved relationships with parents, set targets for child and support meeting them, improved attendance. Improved progress for child. All medical and speech and language appointment attended.	Early help essential. TACs essential. Need to increase staff capacity for this. There is now a need for nurture support of key children within the school and as we build capacity this role will vital	£20.00 per hr. 2 hrs pe wk.

6. Planned expenditure

Academic year **2020 £1655.00**

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

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?
To train all staff in TALK BOOST so it can be used within quality first teaching when the need arises. Linked to catch up fund	Improve C&L outcomes To target S&L within quality first teaching. Use of vocab in all teaching	Baseline shows low C&L Lack of SALT support since lockdown High EAL Lack of experience and social interaction particularly since lock down	Whole school approach, T D day, SENDco to monitor termly, entry and exit data. Further training if needed. Vocab and pre learning highlighted on planning and monitored	AM	Term 5 train Term 6 review
Pupil Premium passports written for PPG children that are shared with staff. This will highlight needs, list of strategies and children's learning styles and daily MUSTS eg reading in school. Any pre learning/ experiences will take place prior to new	PPG children are continually supported in lesson times and through provision. T and TA observed regularly and play regularly with child to ensure they are ready to learn	Passports give children a voice All staff will know who the PPG children are and this gives them a high profile PPG strategies will help focus and support the children	Written and monitored termly. PPG children to have tie with PPG lead termly to discuss progress and reflect on learning	LD	Begin term 5 and review term 6
Monitor the use of the Teaching and Learning Policy so all teachers are following it so that teaching is consistent across the school.	All children will experience teaching that is 'at least' good and therefore make good progress	Evidence- Expert teaching – Every lesson Counts	Drops in's to lessons Learning Walks Formal lesson observations Book looks to see progress Bi Termly data drops and pupil progress meetings. Staff meeting to address any areas. Appraisal target related to good teaching and teachers standards.	LD	Termly review

To train a member of staff in ELSA so session can run from September 2021	To provide regular ELSA sessions to help children with their emotional literacy	The main need for our PPG children is the need for nurture and support when life is unsettled. These sessions will help children understand their feelings and be ready to learn. Evidence comes from observations of children and support needed throughout the Covid pandemic.			
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Total budgeted cost
Talk Boost £1000
ELSA £695.00

i. 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?
To train a TA to be able to deliver ELSA groups within provision. February 2021 (£695) Course cost (£100) hours	TA will be trained to deliver sessions of ELSA to support children emotionally	Evidence and research suggests a positive impact on children with emotional difficulties leading to improve progress in class. Evaluation Reports – ELSA Network- see link	The SENDo will monitor the Tas training and course content.	Aly Mazzotta SENDco	After the 10 sessions have been completed by the TA
To carry out sessions during the afternoon provision in EYFS once training is complete	Children will learn tools to help them deal with their emotions	As above	The SENDco will monitor the sessions by observation and through supervision.	Aly Mazzotta SENDco	End of each term

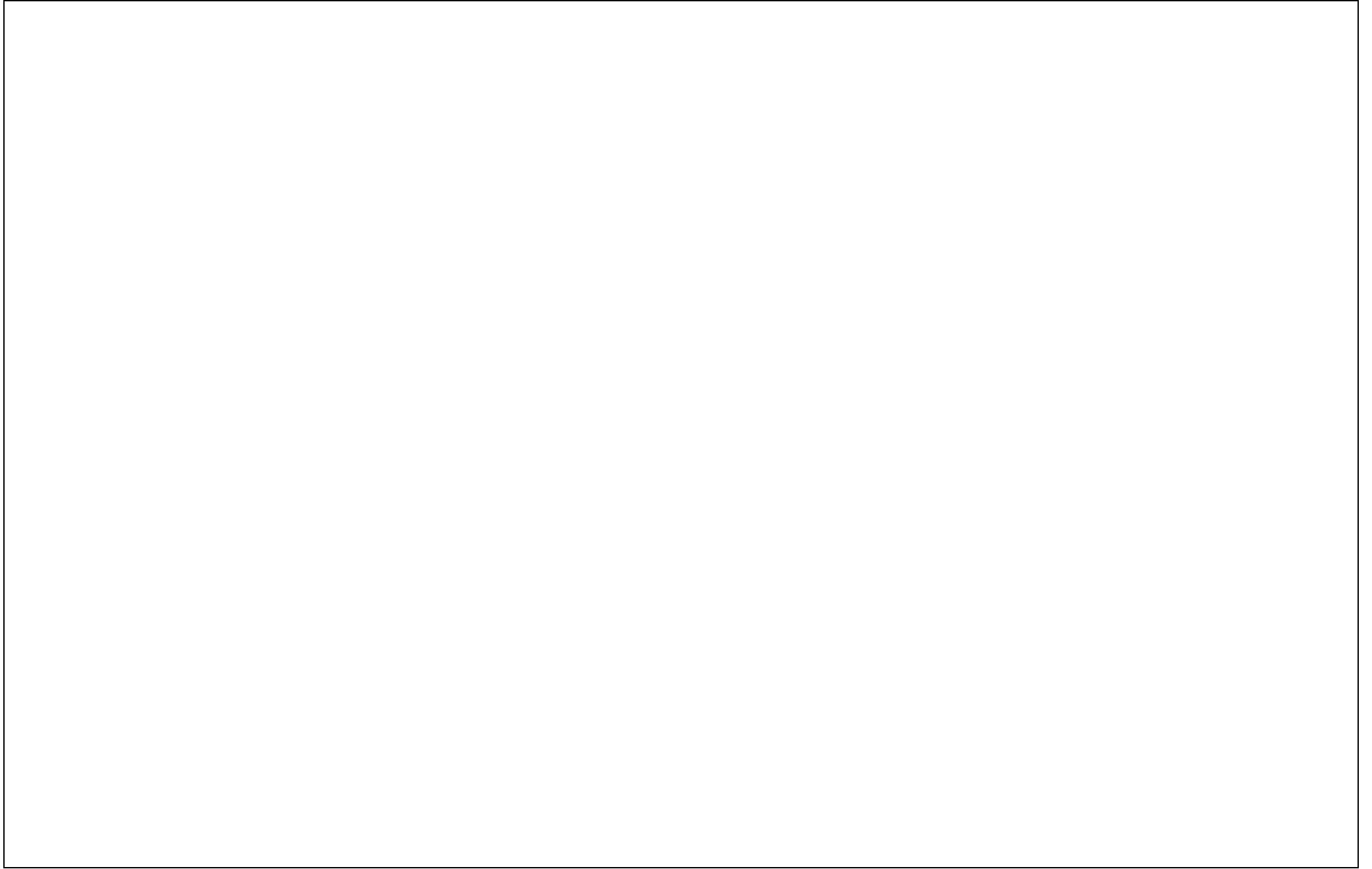
<p>Carry out PSHE/Jigsaw session weekly in all classes</p> <p>New cost from January (£860 left in budget to go towards it)</p>	<p>Children will learn tools to help them deal with their emotions</p> <p>And have a set session each week to talk about feelings</p>	<p>How does Jigsaw PSHE support evidencing intent, implementation and impact Jigsaw PSHE- see link for impact</p>	<p>Careful planning and implementation of the new scheme from January 2020.</p> <p>Lesson drop ins and assessment at the end of each until to show progress and impact.</p> <p>Training</p> <p>Whole School approach</p> <p>Monitored by coordinator eventually</p> <p>Data</p> <p>Case studies</p>	<p>Louise Dance Head of School</p>	<p>Term 5</p>
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Total budgeted cost £1795

ii. 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?

					Total budgeted cost	
7. Additional detail						



Pupil premium strategy / self- evaluation (secondary)

1. Summary information				
School				
Academic Year		Total PP budget		Date of most recent PP Review
Total number of pupils		Number of pupils eligible for PP		Date for next internal review of this strategy
2. Current attainment				
		Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
Progress 8 score average				
Attainment 8 score average				
3. Barriers to future attainment (for pupils eligible for PP)				
Academic barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>				
A.				
B.				
C.				
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>				
D.				
4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>				Success criteria
A.				
B.				
C.				
D.				

5. Planned expenditure

Academic year

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

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?
Total budgeted cost					

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?
Total budgeted cost					

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?
Total budgeted cost					

6. Review of expenditure

Previous Academic Year

iv. Quality of teaching for all

Action	Intended outcome	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

v. Targeted support

Action	Intended outcome	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

vi. Other approaches

Action	Intended outcome	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

7. Additional detail

Pupil premium strategy / self-evaluation (SEN schools)

1. Summary information				
School			Type of SEN (eg.PMLD/SLD/MLD etc.)	
Academic Year		Total PP budget	Date of most recent PP Review	
Total number of pupils		Number of pupils eligible for PP	Date for next internal review of this strategy	
2. Current attainment				
		Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
% achieving UQ targets in communication				
% achieving UQ targets in maths				
% progress specific to school setting				
3. Barriers to future attainment (for pupils eligible for PP)				
In-school barriers				
A.				
B.				
C.				
External barriers				
D.				
4. Intended outcomes (specific outcomes and how they will be measured)			Success criteria	
A.				
B.				
C.				
D.				

5. Planned expenditure					
Academic year					
The headings enable you to show how you are using pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
iii. Quality of teaching for all					
Action	Intended outcome	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Total budgeted cost					
iv. Targeted support					
Action	Intended outcome	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Total budgeted cost					
v. Other approaches (including links to personal, social and emotional wellbeing)					
Action	Intended outcome	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Total budgeted cost					

6. Review of expenditure

Previous Academic Year

vii. Quality of teaching for all

Action	Intended outcome	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

viii. Targeted support

Action	Intended outcome	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

ix. Other approaches (including links to personal, social and emotional wellbeing)

Action	Intended outcome	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

7. Additional detail