



Bayards Hill Primary School Pupil Premium Strategy 2020-2021



1. Summary information					
School	Bayards Hill Primary School				
Academic Year	2020-2021	Total PP budget	£200,340	Date of most recent PP Review	July 2020
Total number of pupils	Whole school YR - Y6: 135/311 = 46%	Number of pupils eligible for PP	YR - 1/31 = 3% Y1 - 22/47 = 47% Y2 - 19/43 = 44% Y3 - 18/33 = 55% Y4 - 28/56 = 50% Y5 - 23/55 = 42% Y6 - 16/48 = 33%	Date for next internal review of this strategy	Spring 2021

2. Current attainment								
<i>No summer data available for PP pupils (COVID-19). There is no National Average data available for non-PP pupils.</i>					<i>Pupils eligible for PP (your school)</i>		<i>Pupils not eligible for PP (national average)</i>	
% achieving expected standard or above in reading, writing & maths <i>Spring 2020</i>	Y1	71%	Y2	13%	Y1		Y2	
	Y3	38%	Y4	25%	Y3		Y4	
	Y5	30%	Y6	24%	Y5		Y6	

% making expected progress in reading (as measured in the school) <i>Spring 2020</i>	Y1	27%	Y2	67%	Y1		Y2	
	Y3	13%	Y4	38%	Y3		Y4	
	Y5	93%	Y6	48%	Y5		Y6	
% making expected progress in writing (as measured in the school) <i>Spring 2020</i>	Y1	27%	Y2	27%	Y1		Y2	
	Y3	21%	Y4	33%	Y3		Y4	
	Y5	73%	Y6	55%	Y5		Y6	
% making expected progress in mathematics (as measured in the school) <i>Spring 2020</i>	Y1	43%	Y2	60%	Y1		Y2	
	Y3	0%	Y4	14%	Y3		Y4	
	Y5	100%	Y6	66%	Y5		Y6	

3. Barriers to future attainment (for pupils eligible for PP)

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

A.	Disadvantaged children do not make the same rates of progress as their peers, with similar starting points in Reading, Writing and Maths by the end of KS2.
B.	Behaviour, mental health and wellbeing issues for pupils (mostly eligible for PP) and low aspirations are having detrimental effects on their academic progress and that of their peers.
C.	Disadvantaged children with SEND are underachieving (compared to the rest of the cohort) in all core subjects - 51% of pupils with SEND are disadvantaged.
D.	Social and emotional skills: group dynamics, engagement in learning, emotional resilience, the ability to be able to resolve conflicts, anxiety levels and sensory processing, the ability to form and sustain positive relationships.
E.	Speaking, listening and understanding skills in Reception are lower for pupils eligible for PP than for other pupils. This slows reading and writing progress in subsequent years.

Additional barriers *(including issues which also require action outside school, such as low attendance rates)*

F.	Attendance rates for some pupils eligible for PP are below the national percentage. This reduces their school hours, causes gaps in their learning and causes them to fall behind on average.
G.	Some disadvantaged families need encouragement to engage with the school or in supporting learning as much as their peers.
H.	Reduced financial capacity for some PP pupils can limit opportunities to experience a broad range of extracurricular opportunities or access a wide range of resources, including uniform/PE kit in comparison to some of their peers.

4. Review of expenditure

**Previous Academic Year
2019-2020**

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
Regular teaching staff CPD/Inset and sharing of best practice.	High quality first teaching for all, in particular reading, writing and maths. PP pupils > expected in year progress.	Weekly CPD was in place throughout the year, including school closure months; led by Quality of Education Lead and Subject Leaders. Teaching assistants deployed based on the needs of the pupils in line with EEF Guidance Report: Making best use of Teaching Assistants.	Staff positively commented on the quality of CPD this year and recognised that this was helping to improve their subject knowledge. Continue to embed effective subject CPD that focuses on theory behind the quality of education and learning styles of all pupils, including the mastery maths approach.	
Weekly programme of quality of education monitoring and evaluation by senior leaders.	Staff receive regular feedback which improves their performance by developing their teaching skills. PP pupils > expected in year progress.	Monitor and evaluation cycle established and evident through the school calendar. Senior leaders and subject leaders able to provide teachers with feedback that was beginning to improve the quality of education.	Need to continue to embed a robust monitoring cycle, involving subject leaders to ensure staff improve their teaching skills and the overall quality of education.	
Half termly data monitoring and evaluation by teachers and senior leaders	Teachers use data to identify pupils learning needs, review progress and address underperformance quality.	Teachers are beginning to use termly data to identify pupils who needed support to improve their rate of progress and performance or who were below Age Related Expectation.	Need to continue to implement and embed as a natural part of school life. Senior Leaders/Subject Leads to work with individual staff that need additional support and targeted CPD within this aspect of the Quality of Education.	
Monthly EYFS staff CPD and sharing of best practice.	High quality first teaching for all in particular communication, language and literacy. PP pupils attain as well as their peers in communication language and literacy.	When EYFS CPD was effectively carried out by the EYFS Lead or external consultants practice improved.	Ensure regular and additional EYFS CPD continues in line with EYFS RIP. Involve dedicated subject leaders in subject focused CPD sessions.	
Implement, monitor and evaluate new behaviour policy.	Ensure effective behaviour strategies are in place, respond quality to poor behaviour through effective partnership working with families. PP pupils have less behaviour incidents and make at least expected in year progress.	Specialist Behaviour CPD carried out and staff beginning to use the strategies and approaches to managing behaviour widely across the school. Golden Rules established throughout the school and pupils able to recall these during Pupil Panels.	Targeted work with individual staff to be carried out by Pastoral Lead and Inclusion Lead. Behaviour Policy to be reviewed in line with changes to staffing model.	

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
Implemented Talk Boost intervention programme using specialist TA.	Provide support for pupils with similar needs. PP pupils attain as well as their peers in communication and language.	x3 Talk Boost interventions were implemented by the Specialist TA for pupils in Reception in line with the assessment data from the EYFS teachers. GLD data unavailable due to COVID19 in order to compare PP to non-PP results for the Communication & Language Early Learning Goals.	Targeted EYFS Speech & Language assessment and therapy is required within the Autumn term to inform intervention groups. TAs in KS1 need Talk Boost training to be able to continue leading the intervention for pupils that have not made expected progress within the programme or met the age related 'expected' within the Communication & Language early learning goals.	
Align family support workers roles to meet the processes within the new Behaviour Policy.	Ensure effective behaviour strategies are in place and provide strong social and emotional support. PP pupils have less behaviour incidents.	Effective behaviour strategies within the policy and its appendices were beginning to be used by all staff, including the Golden Rules Targeted work was carried out by Pastoral Lead to ensure PP pupils had Individual Behaviour Plans when additional approaches were needed that sat outside of the Behaviour Policy.	Revise the Flow Chart within the Behaviour Policy to reflect the levels of support pupils needs with managing their feelings and developing skills to improve their interactions/communication with peers and staff. Continue to embed the strategies across the whole school to ensure there are less behavioural incidents, particularly at break and lunch time.	
Termly quality of provision for PP and SEND monitoring and evaluation by senior leaders.	Teaching assistants are well trained to support pupils learning.	Termly review meetings for teachers with the SENCo were carried out and evidenced. Teachers were beginning to understand the meaning of the 3 tiers of support (universal, targeted and specialist) and using guidance on how to implement appropriate strategies for each. Specific TA CPD was delivered and teachers and TAs were starting to improve their knowledge and understanding of aspects within SEND, reflected in lesson observations.	An Assistant SENCo role is required to ensure capacity within the SEND team is created and targeted work to improve the quality of provision for PP is prioritised. Need to continue to implement a comprehensive CPD calendar that features specialist SEND training for teachers and TAs.	
Align teaching assistant time to the identified needs of pupils.	Provide individual support for specific learning needs. PP pupils with SEND make at least similar in your progress to their peers.	Teaching Assistants deployed based on the needs of the pupils in line with EEF Guidance Report: Making best use of Teaching Assistants. Pupils were better supported in class to learn alongside their peers, some benefiting from a specific scaffolded approach (individual and group).	Develop and improve staff knowledge and understanding of pupils with identified needs through specialist CPD that is separate for TAs.	
Align office/ administration and family support workers roles to meet the processes within the attendance systems/processes. See SIP 3A & 3B	Ensure effective and robust attendance and persistent absence strategies and in place, respond quickly to poor attendance and provide strong social and emotional support including through working with families. PP pupils attendance is >National % PP pupils persistent absence is <National %	Systems and processes are more aligned, which has meant attendance has had a greater focus and push. Families have been supported and challenged in the most extreme cases.	A dedicated Attendance Officer is required to ensure systems and processes are embedded, and individual cases are followed up, supported and challenged. Early identification work needs to be stronger. A focus on persistent absentee's needs to be present next year - supported by all staff and overseen by the Attendance Officer.	
Create opportunities for parents to engage with	PP pupils to attend parental opportunities.	Parents/carers attend events, particularly those that are not formal. Parents/carers enjoyed engaging with their child/ren through craft activities.	Create opportunities for parents/carers that are non threatening or intimidating to their educational background, skills or experiences.	

pupils learning both at school and at home.		Higher engagement from parents/carers at parents evening through a better admin management system. Positive informal feedback from parents/carers during the event as the system made the event run smoothly.	Compare attendance results for annual events including parents evening.	
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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 financial assistance for pupils where it is recognised that financial support is needed to enable pupils to partake.	PP pupils to attend all curriculum experiences and a variety of extracurricular opportunities. All pupils have an adequate/appropriate school uniform/PE kit.	PP pupils have been able to participate however a number of opportunities were missed.	Enrichment Lead to gain clearer understanding of available opportunities within the school and the wider community, which are purposeful and well coordinated. Enrichment Lead to gauge the income expectations for all pupils. Reduce the costs of enrichment opportunities for PP pupils to encourage engagement and participation.	

5. Planned expenditure

Academic year	2020-21
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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

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?
Staff have improved subject knowledge and better understanding of classroom pedagogy and theories of teaching & learning.	Quality of Education to lead focused CPD session during INSET day and throughout Autumn Term (metacognition, long term memory).	Highly trained staff are better able to enrich curriculum and plan for mastery and depth. Quality of teaching directly linked to quality of ongoing CPD. EEF Teaching & Learning Toolkit: Metacognition and self regulation +7 months progress	Improve progress and raise attainment for pp pupils - <i>Barrier A</i> Quality of Education Lead to monitor implementation of theory and mastery approach to teaching & learning Weekly focused subject specific CPD led by Subject Leads. Performance management.	SLT Quality of Education Lead & Subject Leads	Weekly Half termly Half termly planned staff reflections Annual performance management reviews.

<p>Staff implement approaches and strategies effective for high quality first teaching. Progress of pupil premium children to be at least equal to and preferably greater than progress of non-pupil premium children in all year groups for reading, writing and maths.</p>	<p>Specialist CPD, including SEND Cognition & Learning, PACE training, Attachment awareness and Trauma informed training. Continued teaching & learning CPD for teachers and all TAs, including T&L Policy and Feedback Policy.</p> <p>Subject leads to work with SLE's for English and Maths, as well as a dedicated Phonics Leader.</p>	<p>Guidance from Ofsted identifies that pupil premium children must not have a reduced curriculum offer so as to improve social mobility.</p> <p>NFER effective ways to support disadvantaged pupils' achievement – building blocks 1, 3 and 6.</p> <p>EEF Teaching & Learning Toolkit: +8 months progress associated with timely and appropriate feedback. +5 months for mastery learning. +4 months progress for phonics approach.</p> <p>EEF Guidance Report – Making best use of Teaching Assistants.</p>	<p>Improve progress and raise attainment for pp pupils - <i>Barrier A</i></p> <p>Subject Leads to monitor implementation of new curriculum & schemes of work including mastery maths approach. Subject Lead action plans and identified milestones.</p> <p>Termly data. Progress of Reading, Writing & Maths PP compared to Non-PP for all years and national data for Y2 and Y6. All pupils meet the required standard in the Phonics Screening Check in line with or higher than the National Average. % of PP pupils meet the required standard in the Phonics Screening Check compared to Non-PP pupils.</p>	<p>SLT Quality of Education Lead & Subject Leads</p>	<p>Termly assessment points and data analysis for: Autumn Spring Summer</p> <p>National assessment data: EYFS GLD Year 1 Phonics Screening Check data & Year 2 Resit - June 2021 Year 2 SATs Year 4 Times table data Year 6 SATs</p>
<p>High quality first teaching for all pupils in EYFS in particular Communication & Language and literacy. PP pupils attain at least as well as their peers in communication language and literacy.</p>	<p>Additional Monthly EYFS staff CPD and sharing of best practice.</p> <p>EYFS TA time increased (0.5) to support targeted teaching, adult led activities and child initiated learning opportunities.</p> <p>Dedicated Speech & Language TA to work with EYFS pupils. Sp&I TA to run group Talk Boost Interventions in line with NHS & Private Therapists (Owl Centre x6 a year).</p>	<p>Many different evidence sources suggest that poverty of language is a key barrier to achievement at all levels, particularly for children who are disadvantaged. Early diagnosis of sp&I needs has proved beneficial from the entry into EYFS. Further benefit due to liaison with NHS therapists at the earliest point. NFER effective ways to support disadvantaged pupils' achievement – building blocks 4.</p> <p>Pupils in EYFS are benefiting from being swiftly moved onto the intervention in order to achieve the desired impact and if appropriate work 1:1 with the NHS & Private Therapists.</p> <p>EEF Teaching & Learning Toolkit: +5 months progress EEF Guidance Report – Preparing for Literacy EEF Guidance Report – Making best use of Teaching Assistants.</p>	<p>Develop the communication, language and literacy skills of the EYFS pupils – <i>Barrier E</i>.</p> <p>EYFS Lead & SLT monitor the teaching & learning throughout the continuous provision and adult directed activities/group times.</p> <p>Termly data. Progress of Communication & Language PP compared to NonPP and National EYFS data.</p>	<p>EYFS Lead SENCo</p>	<p>Weekly against the EYFS RIP.</p> <p>Termly monitoring with the PP Lead & SLT.</p> <p>Termly review meetings with SENCo.</p>
Total budgeted cost					<p>17% of funding £33,220</p>
<p>ii. Targeted academic support</p>					

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>Strategies and provision respond to poor behaviour, mental health and wellbeing of pupils. PP pupils have less behaviour incidents and make at least expected in year progress.</p>	<p>Set up high level intervention of support for pupils (alternative provision) 100% funded through strategy and led by x2 PT (0.5) qualified teachers and a FT Specialist TA in partnership with parents/carers and professionals.</p>	<p>Identified group of pupils with complex needs that find learning difficult who are often unsettled and not ready to take part in lessons (Bayards Hill Ofsted Report December 2019).</p> <p>EEF Improving Behaviour in School: 6 recommendations.</p> <p>EEF Teaching & Learning Toolkit: Behaviour interventions +3 months progress.</p> <p>NFER effective ways to support disadvantaged pupil's achievements – building block 2.</p>	<p>Teachers will use the Early Identification process to consider whether behaviour, mental health and well-being needs are stopping individual pupils from achieving their potential - <i>Barrier B</i>.</p> <p>Flow chart for this high level intervention will be used by teachers. Regular reviews of provision for individual pupils using agreed documentation.</p> <p>Termly data. Progress of Reading, Writing & Maths PP compared to Non-PP for all years and national data for Y2 and Y6.</p>	<p>SLT SENCo & Assistant SENCo</p>	<p>Weekly inclusion meetings and half termly reviews of individual provision.</p> <p>Internal and external review of high level intervention.</p>
<p>PP pupils with SEND have their needs effectively met to make at least similar in year progress to their peers.</p>	<p>Revise SEND Policy. Dedicated SENCo & Assistant SENCo time for PP pupils with SEND.</p> <p>Specific CPD around Cognition & Learning: Specific Learning Difficulty to improve pupil engagement and progress.</p> <p>Align teaching assistant time to the identified needs of pupils.</p>	<p>Disadvantaged pupils with SEND are underachieving. 60% of pupils with SEND have PP status. Dedicated time to focus on meeting SEND needs of pupils, in line with SEND Policy and the Graduated Approach.</p> <p>Teachers need specific CPD to improve classroom strategies for meeting needs of SEND pupils, particularly those with Cognition & Learning needs and those being monitored for possible Cognition & Learning needs.</p> <p>EEF Special Educational Needs in Mainstream Schools: 5 recommendations</p> <p>NFER effective ways to support disadvantaged pupils achievement – building blocks 4 and 5.</p>	<p>SLT & SENCo to monitor implementation of SEND Policy and the Graduated Approach - <i>Barrier C</i>.</p> <p>Termly data. Progress of Reading, Writing & Maths PP compared to Non-PP for all years and national data for Y2 and Y6.</p> <p>SEND review meetings with parents/carers against pupil targets.</p>	<p>SLT SENCo & Assistant SENCo</p>	<p>Half termly.</p> <p>Termly review meetings with SENCo.</p> <p>Formal SEND review meetings: Autumn Spring Summer</p>
<p>Pupil's social and emotional skills will be developed which will result in an improvement in engagement.</p>	<p>50% of Pastoral Lead's role and 100% x2 Specialist TA roles to help understand and manage the pupil's social and emotional needs. Pastoral Lead and Specialist TAs to work with teachers to improve classroom engagement and raise pupils aspirations/ achievements.</p> <p>Identify a targeted behaviour intervention for identified pupils, including Drawing & Talking, Social Stories, ELSA and Play Therapy.</p>	<p>To raise achievement by meeting the social and emotional needs of pupils." Interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment." EEF Social and Emotional Learning.</p> <p>EEF Teaching & Learning Toolkit: Social and emotional learning +4 months progress.</p> <p>EEF Teaching & Learning Toolkit: Behaviour interventions +3 months progress.</p>	<p>Teachers will use the Early Identification process to consider whether social and/or emotional needs are stopping individual pupils from achieving their potential - <i>Barrier D</i>.</p> <p>Pastoral Lead and SENCo to monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.</p> <p>Termly data. Progress of Reading, Writing & Maths PP compared to Non-PP for all years and national data for Y2 and Y6.</p>	<p>SLT PP Lead & Pastoral Lead</p>	<p>Half termly.</p>

Total budgeted cost

75% of funding
£150,120

iii. 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>To increase attendance and punctuality % of all pupils at the school in line with or higher than the National Average.</p>	<p>PP Lead and dedicated Attendance Officer (PT - 9hrs per week) to develop systems and approaches that monitor the attendance, including those with persistent absence.</p> <p>Analyse attendance data for PP pupils and understand the individual patterns and their case (including historical data).</p> <p>PP Lead and Attendance Officer to support and liaise with staff/parents and carers to improve attendance and punctuality %.</p> <p>Work with the local authority attendance team and outside agency to draw on their services and expertise in extreme cases of poor attendance.</p>	<p>Improved attendance leads to better outcomes.</p> <p>Increased monitoring and timely intervention with attendance prevents PP pupils from failing to attend school.</p> <p>DfE: Supporting the attainment of disadvantaged pupils: articulating success and good practice.</p> <p>EEF Pupil Premium Guide - Wider strategies.</p> <p>NFER effective ways to support disadvantaged pupils achievement – building block 2.</p>	<p>Continuous monitoring of PP pupils attendance both weekly and termly.</p> <p>There will be an increase in the attendance rates for PP pupils and reduced rates of persistent absence for PP pupils -.Barrier F.</p> <p>PP pupils attendance is >National % PP pupils persistent absence is <National %</p>	<p>PP Lead & Attendance Officer</p>	<p>Weekly reports of individual/class attendance percentage.</p> <p>Termly monitoring with the PP Lead.</p>
<p>Parents/carers of PP pupils to attend wider school activities and opportunities.</p>	<p>Strategy to fund Enrichment Lead release time (once a month) to plan a minimum of 4 specific opportunities a year for parents/carers to engage with in class learning activities. These will be in addition to the weekly, half termly and annual school community events, including weekly celebration assemblies, parents evenings, performances and sports events.</p> <p>Develop parents/carers understanding of how they can help their child/ren learn at home through a range of focused workshops that feature high parental engagement. This will include subject specific workshops for reading, writing and maths.</p>	<p>Research indicates that barriers outside school can reduce some families' capacity to participate as fully as they would like in school activities.</p> <p>EEFTeaching & Learning Toolkit: Parental engagement +3 months progress.</p> <p>EEF Guidance Report – Working with parents to support children's learning.</p>	<p>Increased attendance of parents/carers of PP pupils - Barrier G.</p> <p>Pupils and parents/carers will feel supported, which will be reflected in questionnaires and in the moment feedback with SLT, Enrichment Lead and school staff.</p>	<p>SLT PP Lead & Enrichment Lead</p> <p>Subject Leads (for workshops)</p>	<p>Termly analysis for: Autumn Spring Summer</p> <p>Annual event comparisons.</p>

Provide financial assistance for pupils where it is recognised that financial support is needed to enable pupils to partake in trips, extra curricular opportunities and uniform.	<p>PP pupils to attend all curriculum experiences and a variety of extracurricular opportunities, including Music Lessons.</p> <p>Equal access to enrichment for all pupils. Offering a reduction in cost for experiences/ trips.</p> <p>All pupils have adequate/appropriate school uniform and PE kit.</p> <p>Provide additional financial support for pupils in response to potential COVID-19 issues.</p>	<p>This is a required need for some families in our school community. Without financial support PP pupils would not be able to access the full curriculum offer. Some PP pupils may struggle to have context for some aspects of the curriculum if they haven't experienced it for themselves.</p> <p>The enrichment theory of school improvement suggests that all children benefit from improved access to enrichment opportunities.</p> <p>Uniform support helps with child self esteem and encourages attendance.</p>	<p>Enable PP to access experiences and extracurricular opportunities – <i>Barrier H</i>.</p> <p>Ensure a comprehensive register is kept of those who are attending trips against trip cost and expenditure.</p> <p>SLT to monitor implementation and consistency of criteria for pupils selected for financial assistance.</p>	SLT PP Lead & Enrichment Lead	Reviewed half termly.
Total budgeted cost					8% of funding £17,000

Quality of teaching for all + Targeted support + Other approaches = Grand Total budgeted cost	100% of funding £200,340
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6. Additional detail
<p>Our 2 year plan includes the following:</p> <p>During the academic year 2021 – 2022 we are planning to use the EEF Teaching and Learning Toolkit to focus on:</p> <ul style="list-style-type: none"> ● Feedback: coaching model for senior and middle leaders +8 ● Embed Collaborative Learning: whole school approach +5, Individualised Instruction: effective use of modelling to develop independent learning +3 and Metacognition and Self-regulation +7 ● One to One Tuition: improve interventions throughout the school for pupils to make accelerated progress +5 ● Reducing Class Size: where the number of pupils with high level/complex needs in a cohort is greater than other year groups ● Outdoor Adventure Learning: Forest School opportunities for key stages (rotational basis) <p>During the academic year 2022 – 2023 we are planning to use the EEF Teaching and Learning Toolkit to consider the following:</p> <ul style="list-style-type: none"> ● Peer Tutoring: link primary pupils with secondary students within the trust +5 ● Arts Participation: embed enrichment opportunities surrounding the arts