



Pupil Premium Strategy 2020-21



Objectives of spending PPG

In addition to the key principles of Buglawton Primary School we intend to do the following:

- Reduce the in-school attainment gap between PPG and non-PPG in reading, writing and maths
- Ensure stretch and challenge opportunities for the high ability PPG pupils
- Ensure pupils are fully engaged in school life and enrichment opportunities
- Ensure that parents understand their role in supporting their child's learning
- Ensure that pupils have the resources and support to aid home learning
- Increase targeted extended school opportunities for PPG pupils
- Increase the range of services available to support the wellbeing of PPG pupils particularly in 'recovery'
- Increase the aspirations of pupils for future education and career paths
- Increase the punctuality and attendance of PPG pupils through increased monitoring and engagement with families.



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1. Summary information					
School	Buglawton Primary School				
Academic Year	2020-21	Total PP budget	£ 79,630	Date of most recent PP Review	September 19
Total number of pupils	207	Number of pupils eligible for PP	57 (@£1345)	Date for next internal review of this strategy	March 2021
Adopted (1 pupil)	£2345	Military (2 pupil)	£620	PP	£76,665

	Pupils eligible for PP (2018/19) Attainment Expected	Pupils eligible for PP (2018/19) Attainment Greater Depth	Pupils eligible for PP (2019/20) Attainment Expected	Pupils eligible for PP (2019/20) Attainment Greater Depth
EYFS	50%	N/A	N/A	N/A
KS1 Phonics	60%	N/A	N/A	N/A
KS1 Reading	57%	0%	N/A	N/A
KS1 Writing	57%	0%	N/A	N/A
KS1 Maths	71%	0%	N/A	N/A
KS2 Reading	75%	25%	N/A	N/A
KS2 Writing	76%	13%	N/A	N/A
KS2 Maths	76%	38%	N/A	N/A

Surplus monies from 2019-20 PPG

Due to the enforced COVID-19 lockdown and closing of school to pupils in March 2020, there was a surplus amount of £4250 that was unspent. This amount was budgeted for the purpose of paying for 50% of pupils' costs towards residential.

It is proposed that this surplus money is put towards the Catch-up funding that is due to be released to schools to further support pupils after a long period of lost learning.

Please see the final page for confirmation of this.



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2. Barriers to future attainment / progress	
In-school barriers	
1	Reading ages being below and in some cases significantly below their chronological age.
2	Low aspirations / low learner self-regard/ Emotional difficulties
3	Lower Levels of attainment in reading writing, maths, grammar and spelling
4	Low self-esteem
5	Accessing extra-curricular activities
6	Additional Needs support to meet the individual's needs
7	Difficulty making friendships
External barriers	
8	Lower attendance rates
9	Limited access to a wide range of life experiences due to limited social mobility
10	Provision of equipment for school
11	Parental support/engagement/aspirations
12	Personal, Social, Behavioural and Emotional issues, which are likely to be heightened through the long period of lockdown.
13	Gaps in knowledge from prior stages of education from other education providers and/or lack of education through lockdown
14	In year transfer pupils from other schools. Gaps in knowledge
15	The ability or desire to access to peripatetic music lessons
16	Lower numeracy and literacy levels at home on arrival from other education providers
17	Support at home with homework tasks
18	Not having a breakfast/healthy breakfast in the morning
19	Poor punctuality record



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Planned expenditure						
Academic year	2020-21					
Barrier to Learning	Chosen action / approach (Implementation)	What is the evidence and rationale for this choice?	Intended outcomes and action (Intent) Monitoring	Staff Lead	Cost	Impact
Reading ages being below and in some cases significantly below their chronological age.(1)	Development of Guided Reading activities across the school through a range of new texts.	Reading Comprehension Strategies: additional 6 months progress https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/	Improve the reading of all pupils specifically disadvantaged pupils and those pupils whose chronological reading age is below their actual age. To develop pupil's ability not only to read but to comprehend text and allow them to access materials in other subjects e.g. maths. To improve reading of pupils who are below their chronological reading age using small group guided reading, and one-to-one Better Reading Support Partnership led by Tas so that reading progress improves by at least 6 months during the programme.	RJ	£3500	Pupils will have specific time dedicated to reading comprehension in small groups/individually with the teacher. RJ to monitor and track reading comprehension data.
Whole school teaching staff awareness and development of techniques to address individual and general barriers to learning (6)	<ul style="list-style-type: none"> Staff CPD Pupil Pursuit by staff from different subject areas 	Aspiration Interventions: knowing our pupils as individuals and tailoring support to meet this, additional 3 months progress when successful https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/aspiration-interventions/	Seating plans and improvement of pupil attainment, progress, attendance and behaviour data as per monitoring cycle Progress from Termly data analysed Pupil voice feedback Staff CPD being linked to evidence in pupil books, in pupil voice, and Progress Check Data so that there is an improved approach to delivering and organising learning for our disadvantaged pupils. Seating plans and teachers/teaching assistants planning support for specific learners Lesson observation feedback, learning walk analysis, book scrutiny information	RJ RJ	£8000	RJ to host half-termly meetings with pupils; termly meetings with teachers to monitor and review the impact.



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<p>Access to trips, music lessons and the access to a wide range of life experiences (6)</p> <p>The ability or desire to access to peripatetic music lessons (15)</p>	<p>Provide, where appropriate, the funding for pupils to take part in trips and receive peripatetic music lessons</p>	<p><i>Outdoor Learning: 4 months additional progress when successful</i></p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/</p> <p><i>Arts Participation: 2 months additional progress when successful</i></p>	<p>Pupil voice on experiences and self-esteem questionnaires before and after will demonstrate the positive impact that it has had.</p> <p>Affiliated Boards of Music certification, where appropriate with a higher participation rate in music lessons (at least 3 disadvantaged pupils will continue with music tuition).</p>	<p>RJ</p> <p>RJ</p>	<p>£5000</p> <p>£1000</p>	<p>Pupils will have a fully enriched curriculum through a wide range of experiences.</p> <p>Rosenburg style Self-esteem questionnaire to be used alongside the academic achievement of music grades.</p>
<p>Lower levels of attendance to school (8)</p> <p>Lower levels of attendance to school (8)</p> <p>Personal, social, emotional and behavioural issues (12) which are likely to be heightened through the long period of lockdown.</p>	<p>Attendance Policy enforced with specific attendance clinics dedicated to disadvantaged parents to find solutions.</p> <p>Regular attendance at Preschool encouraged</p> <p>Additional Nurture groups and outside services made available</p>	<p>Parental Engagement Strategies: 3 Months additional progress</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/</p> <p>Early Years improvement of provision including the environment: 5 months additional progress</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/extending-school-time/</p> <p>Behaviour Interventions: 3 months additional progress when successful</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/</p>	<p>Attendance and Pastoral data reviewed, weekly, half termly, termly and annually demonstrating attendance that is in line with both national and school statistics.</p> <p>Implementing a love of school from joining Buglawton Preschool/Reception through the provision provided and the learning environment. Staff trained appropriately for engaging learning; resources purchased to enhance the provision for youngest learners so that attendance is in line with both school and national statistics.</p> <p>Diminish the differences between PP pupils and all other pupils against key pastoral national measures national averages.</p>	<p>AK/RJ</p> <p>EY Staff</p> <p>RJ Class Teacher</p>	<p>£3000</p> <p>£3000</p>	<p>Weekly/Monthly/Termly Session Attendance Summary used alongside a call list of specific families.</p> <p>Parent voice, monitoring of pupil attendance.</p> <p>Monitoring of CPOMS for incidents arising; regular liaising with staff to identify needs of the pupils.</p>



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<p>Gaps in knowledge from prior entry to stage of education from other education providers (13)</p> <p>In year transfer pupils from other schools</p> <p>Lower Levels of attainment in reading writing and maths of more able, disadvantaged learners on entry (14)</p> <p>Parental support/engagement/aspirations (11)</p> <p>Low aspirations / low learner self-regard/ Emotional difficulties (2)</p>	<p>Booster small group tuition in both KS1 and KS2</p> <p>Career discussion group</p> <p>Family learning sessions</p>	<p>Small Group Tuition in English and Maths: 4 Months additional progress</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</p> <p>Individualised instructions: 3months additional progress when successful</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/individualised-instruction/</p> <p>Parental Engagement Strategies: 3 Months additional progress</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/</p>	<p>Internal and external assessment data and comparisons from point of entry will demonstrate a positive impact on pupils' gaps to help them to make enhanced progress on return to the classroom.</p> <p>Such in class strategies that are expected to be provided for pupils are as follows:</p> <ul style="list-style-type: none"> • 1:1 Phonics • 1:1 Reading • 1:1 Number recognition • Homework Club • Small group support on core subjects • ELSA sessions • Teorderescu handwriting programme • Weekly Spelling sessions • 1:1 Reading; Small group support on core subjects; Weekly Spelling sessions • Speed up Handwriting • Weekly English Booster; Weekly Maths Booster • Better Reading Support Programme <p>Increased attainment and progress of identified pupils in comparison with national measures and internal school measures for all other pupils.</p> <p>Careers questionnaire after careers discussion group to reflect high aspirations and the steps to success leading up to Aspirations Week where pupils will have the opportunity to meet professionals from different industries.</p> <p>Records of attendees to family learning sessions, parent and pupil voice. Improved self-esteem, self-awareness and self-respect with praise and recognition for every child's achievements.</p>	<p>RJ</p> <p>RJ</p> <p>RJ</p>	<p>£20000</p> <p>£5000</p>	<p>Internal & External progress & attainment measures:</p> <p>Entry to exit data</p> <p>Parental engagement for SEND/PP pupils</p> <p>Number of pupils involved</p>
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<p>Limited access to a wide range of life experiences due to limited social mobility (9)</p>	<p>Funding towards school visits, trips and residential trips.</p>	<p><i>Outdoor Learning: 4 months additional progress when successful</i></p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/</p>	<p>Pupil voice to measure the impact of such experiences that would not usually be available.</p> <p>Enhancement of the school's curriculum to explore and experience existing and new learning e.g. trip to Chester to further explore Romans; Trip to RAF museum to further explore world at war.</p> <p>Swimming lessons included to ensure that every child has the opportunity to learn to swim. Progress measured through yearly assessment.</p>	<p>RJ JL</p>	<p>£6000 £3000</p>	<p>Number of pupils involved And impact on experiences</p>
<p>Low self-esteem (4) Difficulty making friendships (7)</p>	<p>Nurture Groups: Resilient Classrooms; Cool Connections; Emotional well-being; Mindfulness; Socially Speaking; Friendship Formula</p> <p>Forest School Project (weekly small group)</p>	<p>SEL 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.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</p> <p><i>Outdoor Learning: 4 months additional progress when successful</i></p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/</p>	<p>Pupils learning skills and strategies to control their feelings and to interact better with others.</p> <p>Pupil voice to measure the impact and class teachers to monitor pupils' use of strategies in the classroom.</p> <p>Play Therapy sessions – using pupil responses to measure progress of each session, when appropriate.</p> <p>Mindfulness and relaxation sessions – pupils will be able to remain calm in the classroom showing resilience showing a reduced number of behaviour incidents in school.</p> <p>Pupils learning strategies and approaches to improve resilience, teamwork and problem solving that will support them in their learning and beyond school life.</p>	<p>RJ</p>	<p>£7700 £5000 £3550</p>	<p>Improved self-confidence and self-esteem in assessments and general learning in the classroom.</p>



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Support at home with homework tasks (17)	SATs revision guides	<i>Homework support: 5 Months additional progress when successful</i> https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/homework-secondary/	Increased attainment and progress of identified pupils in comparison with national measures and internal school measures for all other pupils.	RJ	£180	SATs revision guides purchased
Support at home with homework tasks (17)	Helping your child to learn sessions/resources	Supporting parents in supporting their child's learning: general approaches which encourage parents to support their children can have up to 3 months progress: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/	The introduction of specific parent workshops / sharing of resources in different areas to help their child's learning: <ul style="list-style-type: none"> • Reception class – phonics support • All years -Maths White Rose support materials of how methods are taught in school. • Year 2 & Year 6 SATs Parent sessions to inform parents of the expectations of SATs and how they can support their child's learning and preparation for the tests. 			
Provision of equipment for school (10) Parental support/engagement/aspirations (11)	School uniform		Pupils feel a sense of belonging with the school as well as being prepared and equipped.		£300	All pupils wearing appropriate clothes for school and PE sessions feeling a sense of pride in their appearance.
Additional needs support to meet the individual's needs alongside parental support, engagement and aspirations (11) & (6)	Academic and pastorally focused visits to the homes of new starters to meet and engage with parents and pupils ahead of starting school SWANS	Aspiration Interventions: knowing our pupils as individuals and tailoring support to meet this, additional 3 months progress when successful https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/aspiration-interventions/	Pupil Voice & Parent Voice used to discuss hopes, dreams, aspirations and the learning journey. Responses before and after Aspirations Week will be gathered to show the impact on pupils' thoughts or future careers and education. SWANS pastoral care through health and wellbeing support Improved relationships and friendships will be evident alongside positive attitude to learning reflected in pupil voice responses.	AK/JA	£1000 £1500	Questionnaire for all pupils for PP Analysis Initial visits and 'stay and play' organised. (Virtual sessions, if needed)



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<p>Not having a healthy breakfast in the morning (18) Poor punctuality record (19)</p>	<p>Ensuring pupils have a healthy start to the day and are fit and ready to learn.</p>	<p>Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res/</p>	<p>Free Breakfast Club fees for PPG children to encourage attendance at school and being prepared for learning. The opportunity to participate in Catch-up sessions without interrupting the school day will be made available at this time.</p>	<p>RJ</p>	<p>£2000</p>	<p>Number of pupils using the breakfast club improved focus, readiness and academic achievement.</p>
<p>Lower Levels of attainment in reading writing, maths, grammar and spelling (3)</p>	<p>Ensuring that pupils have the resources that engage and help them to make progress in reading, writing, maths, grammar and spelling through online engaging programs/games.</p>	<p>Teaching primary pupils strategies to support their working memory and getting them to practise these by playing online games can boost their maths results by the equivalent of an additional three months, according to new research published by the Education Endowment Foundation (EEF) https://educationendowmentfoundation.org.uk/news/new-eef-trial-3-months-boost-maths-results-from-improving-working-memory/</p>	<p>Pupils' accuracy in spellings improved through the online 'game' features of 'Spelling Shed' – pupils records of improvement on spelling tests are recorded to measure progress.</p> <p>Pupils' accuracy in mental arithmetic improved through the online 'game' features of 'TT Rockstars' – pupils 'speed' times are measured to show the accuracy of recalling times table understanding.</p> <p>Pupils' accuracy in understanding and applying grammar terminology improved through the online 'game' features of 'www.spag.com'</p>	<p>RJ</p>	<p>£300 £300 £300</p>	<p>Increased attainment and progress of pupils' performance in weekly spelling tests, mental arithmetic and grammar papers.</p>
Total Spend					<p>£79,630</p>	
<p>Surplus monies from 2019-20 (£4250) to be used for additional interventions in support of Catch-up funding that is proposed to be issued to school in Autumn 2020. Catch-up funding & surplus will provide additional one-to-one support for disadvantaged pupils in 2021.</p>						



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