

# Shotley Bridge Primary School. Pupil Premium Strategy and Statement.

Updated September 2020.

Includes outcomes for PP children in academic year 2019 2020 within the PP financial years April 2019 to end March 2020 and April 2020 end March 2021.

Includes plans for academic year Sept 2020 to end July 2021 within the PP financial year April 2020 to end March 2021. Funding allocation for final 4 months of this academic year are determined in January 2021 and allocated from April 2021.

## 1. Rationale, Academic Year 2020 2021 Including impact of School Closure March 2020 to Summer 2020.

At Shotley Bridge Primary School our practice is developed to ensure the individual needs of all our pupils are met, including those of our most vulnerable pupils and our pupils classed as Disadvantaged (Pupil Premium). As a result of our work, Pupil Premium Funding is allocated based upon our understanding of the needs of the individual pupils, ensuring that they benefit from individualised programmes based on accurate understanding of what support best suits each pupil. Through this we aim to; take account of and endeavour to overcome any barriers to learning. We also will attempt to take account of/mitigate early experiences that may lead to disparity between the achievement of PP children and non PP.

We will endeavour to accelerate progress so that these pupils achieve similar outcomes to non PP peers and diminish the difference between those pupils entitled to Pupil Premium and those who are not.

**From September 2020** all SBPS children will return after Lockdown.

Of the children classed as PP during Lockdown, only 4/50 (8% of PP) attended as children of critical workers/vulnerable children. Had the other 46 PP children attended, school would have had to turn away 46 critical worker children as we were at capacity with staffing and room sizes. At this time the govt priority/directive was to provide on-site childcare for critical workers.

Of the children classed as PP during Lockdown, 14/50 (28% of PP) received weekly welfare check phone calls from school. The other 36 were not classed as vulnerable re. LA definitions or classed as vulnerable due to our in-school definitions.

PP funds will continue to be directed towards closing the gaps between PP children and others Nationally and in SBPS.

In addition, **Catch Up Funding** of approximately £31,000 will be dedicated to the needs of school arising from Coronavirus. Some of these funds may be directed specifically to PP children but will also be allocated to Whole School priorities arising from the impact of Coronavirus.

See information below from LA.

*Though funding has been calculated on a per pupil basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need.*

*As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.*

### **Use of funds**

*Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](#). (See also [EEF - School Planning Guide 2020-21](#) )*

*Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.*

### **Accountability and monitoring**

*As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.*

*Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents. (DfE guidance - Coronavirus (COVID-19) catch-up premium - updated 24/08/2020)*

## **2. Reception – Y6 Pupil Premium Funding for Financial Year April 2020 to end March 2021.**

\*Looked After Children receive £2,300 with £600 being retained centrally by the Local Authority.

<b>Pupils Eligible for PP Funding in January Census 2020</b>	<b>Number of FSM children</b>	<b>Number of Looked After Children</b>	<b>Number of Service Children</b>	<b>Number of Post Looked After Children</b>
56 (£89,840) estimated	Per Pupil £1,320 45 (£59,400)	Per Pupil £1,700 3 (£5,100)	Per Pupil £300 1 (£300)	Per Pupil £2,300 7 (£16,100)

### 3. Early Year Pupil Premium Funding for Nurseries.

NA

### 4. Pupil Premium Summary Information at Jan 2020

Total Number of Pupils ( Inc. FTE )	389	Number of Pupils Eligible	56
Total Pupil Premium Budget	£89,840	% of Pupils Eligible	14.3%

### 5. 2020 Outcomes There is no data for 2020 outcomes.

Sept 2020. SBPS will endeavour to enable all children to: return safely, return happily, return with motivation and excitement, form relationships, reintegrate, relearn how to be at school, learn how to be at school under Coronavirus changes, celebrate successes from past 6 months, restart education etc...

September to October 2020. Teachers will endeavour to assess the impact of School closure and the ongoing Pandemic on all children's learning. Teachers will endeavour to ascertain the level of impact of the last 6 months and the ongoing pandemic on each child's learning/ability to learn. Teachers will endeavour to make curricular and attainment judgements for all children to steer their planning and teaching and to inform whole school priorities and plans.

Once this is known PP spending priorities for Sept 2020 onwards will be known. Data for PP in September 2020 cohorts will be added once teachers have reintegrated their children and made judgements on impact.

### For reference here are 2019 - Outcomes

The data below shows the attainment at the end of YR, Y2 and Y6 and the Y1 Phonics attainment.

YR (Now in Y2 2020 2021)	% of cohort entering YR in line with Age Related Expectations	% of cohort who have achieved EYFS ARE+	National (At End 2019)	% Entering YR Above	% of cohort Who have Exceeded EYFS ARE+	National (At End 2019)
Reading	1/2 50%	2/2 100%	62%	0/2 0%	0/2 0%	9%

<b>Writing</b>	2/2 100%	2/2 100%	58%	0/2 0%	0/2 0%	5%
<b>Number</b>	1/2 50%	2/2 100%	66%	1/2 50%	1/2 50%	8%
<b>SSM</b>	1/2 50 %	2/2 100%	69%	0/2 0%	1/2 50%	7%
<b>GLD</b>		1/2 50%	56%			

<b>Y1 (Now in Y3 2020 2021)</b>	<b>School</b>	<b>National</b>
<b>Phonics Screening Test</b>	5/5 100%	71%

<b>Y2 (Now in Y4 2020 2021)</b>	<b>Expected +</b>		<b>Above</b>	
<b>Prog</b>	<b>At end YR</b>	<b>At End of Y2</b>	<b>At end YR</b>	<b>At End of Y2</b>
<b>Reading</b>	9/11 81.8%	8/11 72.7%	3/11 27.3%	4/11 36.4%
<b>Writing</b>	8/11 72.7%	8/11 72.7%	1/11 9%	2/11 18.2%
<b>Maths (In YR, Number)</b>	9/11 81.8%	8/11 72.7%	3/11 27.3%	2/11 18.2%

At KS1 2019 Disadvantaged pupils' attainment is considerably greater than national. We continue to close the gap between Disadvantaged pupils attainment and non-disadvantaged pupils. The gaps between Disadvantaged children and non-disadvantaged children in school are smaller than and considerably smaller than the gaps nationally in Reading, Writing and Maths at Expected and at Greater Depth.

<b>Y6 (Now in Y8 2020 2021)</b>	<b>Expected +</b>		<b>Above/GD/HS</b>	
<b>Attainment against National</b>	<b>At End of Y6</b>	<b>National</b>	<b>At End of Y6</b>	<b>National</b>
<b>Reading</b>	8/10 80%%	62%	2/10 20%	17%
<b>GPS</b>	8/10 80%	68%	2/10 20%	25%
<b>Writing</b>	9/10 90%	68%	1/10 10%	11%

<b>Maths</b>				
	8/10 80%	68%	2/10 20%	16%

<b>Y6 (Now in Y8 2020 2021)</b>	<b>Expected +</b>		<b>Above/GD/HS</b>	
	<b>At end KS1</b>	<b>At End of Y6</b>	<b>At end KS1</b>	<b>At End of Y6</b>
<b>Progress from KS1</b>				
<b>Reading PP</b>	8/10 80%%	8/10 80%%	2/10 20%	2/10 20%
<b>Writing PP</b>	5/10 50%	9/10 90%	1/10 10%	1/10 10%
<b>Maths PP</b>	8/10 80%	8/10 80%	2/10 20%	2/10 20%

At KS2 2019 Disadvantaged pupils attainment is considerably greater than national at Expected and equivalent to national at Greater Depth. The gaps between Disadvantaged children and non-disadvantaged children in school are smaller than and considerably smaller than the gaps nationally in Reading, Writing and Maths at Expected. The gaps between Disadvantaged children and Non-disadvantaged children in school at Greater Depth are not better than National. This will remain a school priority to raise the attainment at Greater Depth for our Disadvantaged children.

<b>6. Internal Barriers to Future Attainment</b>		
<b>In-school barriers</b>		<b>Desired Outcomes</b>
<b>A</b>	Low levels on entry of PP pupils, particularly in communication, literacy and language.	Pupils eligible for PP make progress in line with national expectations, particularly in reading and writing in Reception.
<b>B</b>	Pupils who are eligible for PP making less than expected progress.	Pupils eligible for PP make at least expected progress each year in order to meet age related expectations and close the gap further before end of Key Stage 1.

<b>C</b>	Low levels of resilience for some pupils (including those eligible for PP)	Levels of resilience will be improved, shown through improved attainment and progress.
<b>D</b>	Pupils have learning needs which do not directly attract funding from top-up, but need access to interventions in small groups.	Early interventions and high quality resources are available to develop reading, writing and maths.
<b>7. External Barriers to Future Attainment (issues which also require action outside school, e.g. low attendance rates)</b>		
<b>External barriers</b>		<b>Desired Outcomes</b>
<b>E</b>	Safeguarding concerns. Unsettled family arrangements leading to social and emotional difficulties affecting learning.	Addressing wellbeing concerns and support for families will lead to emotional and behavioural regulation for PP pupils, allowing them to focus on school and make progress.
<b>F</b>	Low attendance rates for some PP children	Improve overall PP attendance in line with national expectations.
<b>G</b>	Unknown impact of living in Pandemic on PP children	School staff learn how life in pandemic is impacting on PP children. School makes plans to endeavour to reverse impact. Impact on PP children is no worse than impact on non-PP children.
<b>H</b>	Unknown impact of school closure on PP children. Only 8% of PP children attended school in lockdown.	School staff learn how school closure has impacted on PP children. School makes plans to endeavour to reverse impact. Impact on PP children is no worse than impact on non-PP children.
<b>I</b>	Future school closures.	More PP children attend school alongside/in place of children of critical workers.

	<b>Desired Outcomes</b>	<b>Action</b>	<b>Evidence Source</b>	<b>Expenditure</b>	<b>Evaluation/ Impact (Autumn, Spring, Summer)</b>
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<b>A</b>	Pupils eligible for PP make progress in line with national expectations, from low starting points, particularly in reading and writing in Early Years.	PD training for Early Years teachers to ensure Quality First Teaching.	The Teacher Development Trust – Developing Great Teaching – one of the key findings in this review states that professional development opportunities that are carefully designed and have a strong focus on pupil outcomes have a significant impact on student achievement	Early Years Training support 3 hours (x2)  Cost: £20,000	
<b>A</b>		DCC Early Years Audit from Advisory Team to work with EY staff.	Findings from Advisory Team	£1000	
<b>A</b>		Staff attend internal and external moderation throughout year.	Many different evidence sources suggest that high quality feedback is an effective way to improve attainment and ensure consistency throughout school.	£2500	
<b>A</b>		Monitoring to ensure high quality feedback is given to pupils to ensure that learning is moved forward and accelerated.	Many different evidence sources suggest that high quality feedback is an effective way to improve attainment and ensure consistency throughout school.	Marking and feedback training. In house CPD. £500	
<b>A</b>		Use of Speech and Language link assessments identify pupils behind ARE. Preparation of support plans by staff ensure that	Some pupils lack opportunity to develop age appropriate speech and language skills at home. These programmes will identify needs and give discreet programmes which can be taught by teachers and TA's to improve outcomes.	Monitoring by EY leader, SENCo and Literacy leader. Outcomes improved at end of Reception. £2500	
<b>A</b>		Deployment of TA's to provide targeted support in Reception to enable PP pupils be supported.	The use of teaching assistants in classes allows teachers to support the progress of PP and narrow the gap. This has proved successful in the setting as we train our TA's to the same standard as the teachers.	£7500	
<b>A B C D</b>	Pupil progress in KS1 is accurately tracked and staff are supported and challenged to reach targets	Release time for staff to spend with SLT to discuss pupil attainment and set clear targets.	EEF toolkit identifies that correctly focussed and well planned support has an impact on pupil progress. In our school, SLT lead on assessment and lead pupil progress meetings with staff.	£2000	

<b>B</b>	Pupils eligible for PP in KS1 make at least expected progress by the end of the year in order to meet age related expectations and close the gap further before end of KS1.	Reading books linked to Letters and Sounds phonics programme.	EEF research suggests that Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.	£1000	
<b>B C</b>	Eligible pupils make expected academic progress and/or attain expected standards	Deployment of TAs to provide targeted support throughout to enable teacher to support PP pupils.	Different evidence sources e.g EEF toolkit, suggests 'TA's can have a positive impact on academic achievement.' The use of TA's will allow 1:1 or small group work to support progress and narrow the gap.	£20000	
<b>C</b>	Levels of resilience improve, shown through improved attainment and progress.	Referral to BIT Regular support sessions for individuals or groups as appropriate.	Children who are not emotionally ready to learn do not make as much academic progress. Staff are trained to deliver sessions. Children are able to work with familiar adults to develop their emotional resilience.	£3000	
<b>C</b>	To provide social, emotional, behaviour and anger management for small target group of children from trained professionals.	5 staff complete 9 week counselling course.  Use of Future Steps	Reduce incidents and improve attendance. Enable children with social and emotional difficulties to access the curriculum through their own coping strategies. Self regulation is shown to have a high impact for progression.	£1250  £3000	
<b>C</b>	To target communication skills, attention, turn taking and collaborative problem solving.	Lego Therapy	Improved social skills and communication to impact on all areas of unstructured time and the curriculum. Social and emotional learning has shown to have a moderate impact.*	4 Trained TAs, delivering numerous times per week. £9000	
<b>D</b>	Early interventions and high quality resources are available to develop skills including reading, writing and maths.	Children receive 1:1 and small group intervention sessions with intervention resources / programmes for catch up, booster, skills development.	EEF toolkit identifies that correctly focussed and well planned support has an impact on pupil progress.	£2000	



<b>E</b>	Addressing well-being concerns and support for families will lead to emotional and behavioural regulation for PP pupils, allowing them to focus on school and make progress.	Referral to outside agencies such as Future Steps for training, strategies and guidance to support attachment issues in school.	Children who are not emotionally ready to learn do not make as much academic progress. Staff are trained to deliver sessions. Children are able to work with familiar adults to develop their emotional resilience.	£14100	
<b>E</b>	Children have 'trusted' adult to approach and are more emotionally secure.	Identified TA's greet children at the start of the day.	EEF recognise the impact of pupil premium mentors in school to ensure children have somebody to talk to about their concerns. Identified staff will provide support to key children.	£5000	
<b>E</b>	Pupils requiring support through care teams have their individual needs met.	BIT Referral SLT attend TAF/Care team meetings	Evidence suggests that when all stakeholders work together to achieve common goals with children's interests at the forefront, greater percentage of children will make progress socially and emotionally.	£10000	
<b>F</b>	Overall PP attendance improves in line with national expectations.	AHT to monitor attendance and communicate with parents. Instigating attendance assemblies and rewards as appropriate.	Government drive on improving attendance with target set at 96%. Children not attending school regularly are missing out on learning in the classroom and on additional timetabled support,	£2000	
<b>F</b>	Overall PP attendance improves in line with national expectations.	Administrators follow up on absences daily, particularly no reason absences.	Government drive on improving attendance with target set at 96%. Children not attending school regularly are missing out on learning in the classroom and on additional timetabled support,	£2000	
	<b>Desired Outcomes</b>	<b>Action</b>	<b>Evidence Source</b>	<b>Expenditure</b>	<b>Evaluation/ Impact (Autumn, Spring, Summer)</b>
<b>G</b>	School staff learn how life in pandemic is impacting on PP children. School makes plans to endeavour to reverse impact. Impact on PP children is no worse than impact on non-PP children.				

<b>H</b>	School staff learn how school closure has impacted on PP children. School makes plans to endeavour to reverse impact. Impact on PP children is no worse than impact on non-PP children.				
<b>I</b>	More PP children attend school alongside/in place of children of critical workers.				

<b>11. Budget Summary</b>		
<b>Desired Outcome</b>		<b>Cost</b>
<b>A</b>	Pupils eligible for PP make progress in line with national expectations, particularly in reading and writing in Reception. Plus: Pupil progress in KS1 is accurately tracked and staff are supported and challenged to reach targets	£36,000
<b>B</b>	Pupils eligible for PP in KS1 make at least expected progress by the end of the year in order to meet age related expectations and close the gap further.	£11,000
<b>C</b>	Levels of resilience will be improved, shown through improved attainment and progress.	£26,250
<b>D</b>	Early interventions and high quality resources are available to develop reading, writing and maths in KS1.	£2000
<b>E</b>	Addressing safeguarding concerns and support for families will lead to emotional and behavioural regulation for PP pupils, allowing them to focus on school and make progress.	£29,100
<b>F</b>	Improve overall PP attendance in line with national expectations.	£4000

<b>Total Budget</b>	£108,350
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<b>Additional Funding Supporting Provision</b>
£108,350 - £89,840 = £18,510

<b>Governance</b>			
Monitoring The Effectiveness & Impact of Pupil Premium Performance			
Pupil Premium Governor: TBC			
Pupil Premium Committee Meeting	Autumn 2020:	Spring 2021:	Summer 2021:
<p><b>Autumn Summary</b>          Discuss this plan.          Review the end of 2020 outcomes.          Discuss the academic year 2020 2021 priorities.          Discuss any progress towards priorities.</p>			

Spring Summary
Summer Summary

<b>Review Date</b>	Dec 2019 April 2020
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