

Brampton Abbotts Pupil premium strategy / self-evaluation

1. Summary information					
	Brampton Abbotts CE Primary School				
Academic Year	2020-21	Total PP budget (based upon 11 pupils)	£54,075	Date of most recent PP Review	N/A
Total number of pupils	127 (Jan '21)	Number of pupils eligible for PP	42 (+2 service)	Date for next internal review of this strategy	Jan '21

2. Current attainment (Based upon Nov/Dec '20 'Snapshot')		
	<i>Pupils eligible for PP (9 children)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	Reading: 44% (16/36) Writing: 56% (20/36) Maths: 50% (18/36)	N/A
% making expected progress in reading (as measured in the school)	N/A	
% making expected progress in writing (as measured in the school)	N/A	
% making expected progress in mathematics (as measured in the school)	N/A	

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers	
A.	Poor oral language skills upon entry
B.	Low levels of personal resilience
C.	Low levels of core skills upon entry (exposure to books, counting, mark making, etc)
Additional barriers	
D.	Low attendance rates across the school (<96% National Average for last 3+ years)

4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	Evidence in key year groups (EYFS, Y1, Y2 and Y6) that gap between PP and non-PP is closing compared to previous years in Reading, Writing and Maths (taking in to account small cohorts)	Data from EYFSP, Y1 Phonics screening (and Y2), Y2 SATs and Y6 SATs show little difference between PP and non-PP children
B.	Evidence from both statutory and internal data collection that PP children achieve as well as non-PP children across the year in all core subjects.	Data from Data snap-shots and EYFSP, Y1 Phonics screening (and Y2), Y2 SATs and Y6 SATs show little difference between PP and non-PP children.
C.	Key skills in reading, writing and maths (as evidenced from statutory annual assessments) show that PP children fair as well as non-PP children	Data from EYFSP, Y1 Phonics screening (and Y2), Y2 SATs and Y6 SATs show little difference between PP and non-PP children
D.	Attendance rates for target families will improve and be closer to National Averages.	Key target families of PP children to be supported to attend every day and evidence of improved attendance percentages (compared to previous years) are observed.

5. Review of expenditure

Previous Academic Year

2019-20

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
To further the depth of the wider curriculum offering – this will inc subject development and resource purchasing	Ensure all PP children receive a broad and well-balanced curriculum offering in all classes	Covid-19 Lockdown from March 2020 limited the impact of this target across the whole school – this will be repeated.	More work to be done on this with all subject leads to ensure clear actions are in place for further development.	£8,000
Focussed support for targeted PP children across all core subjects to ensure they can access curriculum and make progress	All children can effectively access their learning and make good progress. TA support in every class enables this to happen.	All children can access their learning and make effective progress.	Continue in 2020-21	£26,000
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
Rapid Read	Target reading and comprehension	Covid-19 Lockdown from March 2020 limited the ability to assess the impact of this intervention.	Continue in 2020-21	£4,000

123 Maths	Target the development of core maths skills for individual children	Covid-19 Lockdown from March 2020 limited the ability to assess the impact of this intervention.	Need to ensure that intervention is only for key children and targeted as often as possible over the week (3-5 times). Continue in 2020-21	£3,000
Word Wasp intervention (KS2)	1:1 work to address spelling and composition issues in writing	Targeted phonics and spelling intervention for pupils that did not pass Y2 Phonics screening retake and any other vulnerable learners.	Need to ensure that intervention is only for key children and targeted as often as possible over the week (3-5 times). Continue in 2020-21	£3,000
Y1 and Y2 Phonics Booster	1:1 and small group work to secure key blending and segmenting skills	Initial predictions for cohort were low (less than 50% pass rate at Y1 Phonics screening). Actual whole cohort outcome (Autumn 2020): 86% pass rate for phonics screening PP pupils (2) outcome 50% (1/2)	Continue with intervention and approaches adopted over 2019-20 period for 2020-21 cohort.	£5,000
Targeted maths support – FunKey Maths	1:1 and small group intervention to address embedded misconceptions at KS2	Covid-19 Lockdown from March 2020 limited the ability to assess the impact of this intervention.	Continue with intervention and approaches adopted over 2019-20 period for 2020-21 cohort.	£4,000

TimesTables RockStars (TTRS)	Improve core times tables skills to improve overall maths outcomes	Times table outcomes have improved for all children across KS2. This has been tracked using the TTRS software. Soft data suggests impact upon general maths working abilities too.	Continue with intervention and approaches adopted over 2019-20 period for 2020-21 cohort.	£1,000
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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
Targeted support for low attendance families	Ensure PP children achieve NA for attendance	Covid 19 pandemic skewed attendance data so as comparisons and impact impossible to assess.	Continuing target	£500

6. 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

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?
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<p>To further the depth of the wider curriculum offering – this will inc subject development and resource purchasing</p>	<p>Ensure all PP children receive a broad and well-balanced curriculum offering in all classes</p>	<p>To ensure an enriching, broad and balanced curriculum is available for all (inc extra-curricular experiences etc) regardless of starting point or socio-economic background</p>	<p>Governor monitoring Termly review cycle with all teachers External review from SIO</p>	<p>DB/SH & subject leaders</p>	<p>Summer 2021</p>
<p>To develop personal resilience levels for target pupils</p>	<p>A clear whole school approach to supporting and challenging pupils to develop growth mindset</p>	<p>Education Endowment Foundation (EEF) evidence that meta-cognition and self-regulation have high learning impact for a relative low cost</p>	<p>Governor monitoring Termly review cycle with all teachers External review from SIO</p>	<p>DB/SH</p>	<p>Summer 2021</p>
<p>Focused support for targeted PP children across all core subjects to ensure they can access curriculum and make progress</p>	<p>All children can effectively access their learning and make good progress. TA support in every class enables this to happen.</p>	<p>With the proportion of PP children we have, additional adult support in the form of TAs and HLTAs enables teachers to get the most from the learners in their classes.</p>	<p>Governor monitoring Termly review cycle with all teachers External review from SIO</p>	<p>DB/SH</p>	<p>Part of annual review</p>

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?
Rapid Read	Target reading and comprehension	Low levels of reading upon entry (baseline EYFS data). Scheme allows children to read every day and answer key questions with TA support	Governor monitoring Termly review cycle with all teachers External review from SIO	SH DB	End of each Snap-shot period (Nov 20 & June 21)
123 Maths	Target the development of core maths skills for individual children	Improving core maths skills will aid maths learning across the whole maths curriculum and ultimately improve understanding.	Governor monitoring Termly review cycle with all teachers External review from SIO	HCO DB	End of each Snap-shot period (Nov 20 & June 21)
Word Wasp intervention (KS2)	1:1 work to address spelling and composition issues in writing	EEF Toolkit evidence about impact of phonics upon overall learning outcomes	Governor monitoring Termly review cycle with all teachers External review from SIO	SH	End of each Snap-shot period (Nov 20 & June 21)
Y1 and Y2 Phonics Booster	1:1 and small group work to secure key blending and segmenting skills	EEF Toolkit evidence about impact of phonics upon overall learning outcomes	Governor monitoring Termly review cycle with all teachers External review from SIO	SH/CL	End of each Snap-shot period (Nov 20 & June 21)

Targeted maths support – FunKey Maths	1:1 and small group intervention to address embedded misconceptions at KS2	Addressing specific misconceptions can help close the gap in learning in maths to address maths learning.	Governor monitoring Termly review cycle with all teachers External review from SIO	HCO/DB	End of each Snap-shot period (Nov 20 & June 21)
TimesTables RockStars (TTRS)	Improve core times tables skills to improve overall maths outcomes	Times tables is an underlying core skill to support effective learning in the subject across the primary maths curriculum.	Governor monitoring Termly review cycle with all teachers External review from SIO	HCO/DB	End of each Snap-shot period (Nov 20 & June 21)
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?
Targeted support for low attendance families	Ensure PP children achieve NA for attendance	Higher attendance in school supports improved opportunities to learn across the whole curriculum ensuring key skills are not missed.	Governor monitoring Termly review cycle with all teachers External review from SIO	DB	Termly review with Governor and committees
Total budgeted cost					£50,000