**Pupil Premium Strategy Baines Endowed VC Primary School**

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| 1. **Summary information**
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| **School** | Baines Endowed VC Primary School |
| **Academic Year** | 2020-2021 | **Total PPG budget** | £44,570 | **Date of most recent PPG Review** | Sept 2020 |
| **Total number of pupils** | 208 | **Number of pupils eligible for PPG** | 27 PP | **Date for next internal review of this strategy** | Sept 2021 |

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| 1. **Current attainment**
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|  | *Pupils eligible for PPG*  | *Pupils not eligible for PPG*  |
| **% achieving expected standard or above in reading, writing & maths** | 50% | 77% |
| **% making expected progress in reading (Average Scaled Score)** | 75% | 85% |
| **% making expected progress in writing (Average Scaled Score)** | 75% | 85% |
| **% making expected progress in mathematics (Average Scaled Score)** | 100% | 77% |

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| 1. **Barriers to future attainment (for pupils eligible for PPG, including high ability)**
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|  **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* |
|  | Low attainment of some children on entry to school  |
|  |  High percentage of children with additional needs – 5EHCP and 23 SEN Support in school  |
| **External Barriers** |
| **C.**  |  13 currently on TAF Plan and 7 are on the SEND register from PPG children |
| **D** | 3 children with attachment disorder |
| 1. **Desired outcomes**
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|  | *Desired outcomes and how they will be measured* | *Success criteria*  |
|  | Pupils eligible for PPG will have timely intervention put in place supported by Teaching Assistants in school to ensure that these children achieve all they are capable of.Teaching assistants will use a baseline to assess where the children are before the intervention and then again afterwards. | The needs will be met and children will be monitored through appropriate interventions and support. |
|  | Pupils with additional needs such as SEND and eligible for PPG will be given specific interventions to ensure that they have the appropriate support they require to make progress. This may be that this is one to one support or small group support and the interventions may focus on specific needs such as Jimbo Fun and Lego Therapy.Baselines will be taken before intervention and progress measured form this at the end of the intervention programme. | Areas of need will be swiftly identified and suitable interventions will be put in place. Outside agencies will be used appropriately to support this. Targets will be set and reviewed termly during Pupil Progress Meetings, Keeping in Touch Meetings, IEP meetings and EHCP reviews. Data will show that children eligible for PPG are making at least expected progress in reading, writing and maths, according to their individual starting points. |
|  | Pupils eligible for PPG and involved with the CAF/TAF process are given social and emotional support from school and other agencies. | By supporting families, school will build healthy relationships with parents and children will gain positive attitudes for learning. |

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| 1. **Planned expenditure**
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| **Academic year** | **2020/2021** |
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| 1. **Quality of teaching for all**
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| **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?** |
| Pupils eligible for PPG will have timely intervention put in place supported by Teaching Assistants in school to ensure that these children achieve all they are capable of. | Teaching Assistants timetabled to deliver focussed interventions to ensure progress is made across English and Maths for all abilities. | Timely support and small intervention work has been proven to support the children in this school. The use of external agencies such as The Language Tree help to identify any areas of concern.Interventions are in place for 100% of PPG children. | Intervention groups will be chosen carefully and specific objectives and targets set for these groups by the class teacher.Regular progress meetings will focus on the PPG children.Monitoring and evaluation of the PPG work. | Head SENCOTeamAssessment Lead | Half termly |
| **Total budgeted cost** | £21,850 |
| 1. **Targeted support**
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| **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?** |
| Pupils with additional needs and eligible for PPG will be given specific targeted programmes to ensure progress. | Teaching Assistants have been placed around school to make use of their expertise so that SEND children make progress.  | SEND children need specific and timely support to ensure access to the curriculum is enhanced. There are varied interventions that take place. | The specific use of experienced Teaching Assistants.Timely and specific support for the children.Targeted and specific intervention group and 1:1 work. | SENCOLead | Half termly |
| **Total budgeted cost** | £18,024 |
| 1. **Other approaches**
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| **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?** |
| Pupils eligible for PPG and involved with the CAF/TAF process are given social and emotional support from school and other agencies. | Children and families will have support from additional Teaching Assistants in school and from the Pastoral Lead. | A number of our families require additional support from school over the year.All children have access to the Pastoral Lead. | The CAF/TAF process involves several members of staff and they support each other and the families to ensure progress is made. | SENCO TeamPastoral LeadHead | Half termly |
| **Total budgeted cost** | £ 18,380 |
| **Total Planned Expenditure** | £ 58,254 |
| **Estimated Budget** | £44,570 |

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| 1. **Review of expenditure**
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| **Previous Academic Year** | **2019-20** |
| 1. **Quality of teaching for all**
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| **Desired outcome** | **Chosen action/approach** | **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** |
| Develop pupils vocabulary and skills so that the EYFS curriculum can be assessed. | The purchase of The Language Tree (a private Speech and Language Company)Quality TA time to assess the children and work on the speech targets set by The Language Tree. | This was a really effective use of the resources as we were able to identify very early on the children who required additional speech and language.The accurate report and timely targets ensured that the TAs were able to work on this throughout the year to improve language in the EYFS.  | This is something that we will continue into the coming year and it was very successful for the time we were in school due to Covid-19.Our one concern are the children who do not attend school regularly as they are not yet five and we are unable to enforce their attendance. Home visits and regular chats with parents take place about this but the Attendance Team are specific on this advice. | £ 6,584 |
| 1. **Targeted support**
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| **Desired outcome** | **Chosen action/approach** | **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** |
| Children with SEN and PPG will make expected progress in reading, writing and maths, according to their individual starting points. End of unit tests and teacher assessments will be used to measure and track progress.Pupils with PPG to achieve higher level attainment. | The school reviewed TA hours and additional hours were given to specific classes where there were children with SEN ad PPG.The interventions used were timely and specific with progress being measured by TAs collecting baseline assessment and then assessing the children in the same/a similar way at the end of the intervention period. | The SEN and PPG children certainly benefitted from this additional support. They were targeted throughout the day (with other children too) to receive additional support in areas where they felt, or the teacher had assessed they were not making the progress required.Often the intervention was immediate – eg they were not understanding a Maths concept therefore they received additional help straight away or that afternoon to ensure they could access the Maths lesson the following day. | This worked very well and will continue this next year. The Governors are well aware of the work that the TAs complete in school and the results that they achieve with the children.We need to ensure this year though that some of these children are not the ones arriving late. Some can arrive five minutes late twice a week but this has a ‘knock on’ effect to the work they have already missed in this period of time. The Pastoral Lead will be closely monitoring this and will be putting things in place after several weeks of lost time. | £ 18,380 |
| 1. **Other approaches**
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| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PPG, if appropriate. | **Lessons learned** (and whether you will continue with this approach) | **Cost** |
| To address any unmet needs in the family and identify put interventions in place either at home or school. | The Pastoral Lead has supported children and families- e.g. 1:1 and small group sessions to support emotional wellbeing/friendships/resilience etc; and has organised Early Help support. | Interventions to support emotional wellbeing, friendship and resilience have been delivered successfully. All the interventions used have been reported to have had a positive impact on the children attending.Many of the families we have in school who have needs are grateful for the support they are provided with and we are pro-active in trying to organise help early so that the home situation has very little impact on the child in school.This will continue into the following year. | Pastoral Lead, the Headteacher and our families could see the impact these sessions had on children in a positive way. These sessions to continue next year.Working with families allows the school to assess their needs accurately. We are finding that many families are grateful for the help and because of this, there is a high success rate. However, we do have families who do not open up in CAF/TAF meetings and we ae still trying to support these as best we can, without knowing the full extent of their needs at home. This is something we are continuing to work on and find a solution to this following year. | £ 18, 380 |
| All children to fully participate in all aspects of school like, including extra-curricular activities. | All trips have been subsidised this year as have extra-curricular activities that the children have been interested in or the school have felt they would benefit form. | Many of the PPG children are included in and are fully participating in sessions in school at lunchtime and after school and in private music lessons.This has meant that more children who may not have stayed for clubs have as the fee has been paid for by school. | This will continue next year. | £ 4,000 |
| All families to be supported in times of crisis. | Emergency wrap-around care when required. | Incidences where Emergency wrap-around care were less frequent then expected in 2019-2020, which resulted in places not being used. However, there was always the option for this.  | We will reduce the number of places set aside for emergency wrap-around care moving forward. However, we will review this if a growing need arises and increase the places if necessary. | £ 1.365 |
| **Total Expenditure** | £ 48,709 |
| **Total PPG Budget** | £ 41,480 |

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| 1. **Additional detail**
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