



## Pupil Premium Expenditure for 2020-21

### **Principles**

At BWA:

- We have high expectations for all our pupils so that everyone achieves
- We work collaboratively with the pupil's initial teacher (parents) to ensure they share in the partnership approach to making their child successful.
- We believe in early, targeted support for behaviour and attendance to establish solid foundations for a successful school experience
- As part of the Q1E, quality first education is at the core of all we do, so that teaching and learning opportunities meet the needs of all of the pupils.
- We seek to overcome the underperformance of pupils from disadvantaged backgrounds so that they make progress according to their ability and not because of their family's economic situation.
- We review our provision continuously and will implement processes, practices and strategies that are aimed at making a difference for individuals and groups of pupils.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals; therefore we aim to provide an inclusive provision for all our pupils ensuring that their needs are adequately assessed and addressed.
- We will allocate pupil premium funding following a needs analysis which will identify priority classes, groups or individuals.

### **Provision**

All our work, funded by the pupil premium, is aimed at reducing educational inequality by narrowing the gap in attainment and progress between disadvantaged pupils and their peers. To do this we may need to accelerate the progress in English and Maths to ensure more pupils eligible for PPG are working at ARE or in line with their peers or to target our more able pupils to make more than expected progress. We will

publish information, yearly, on how we have used our Pupil Premium Grant to address the issue of 'narrowing the gap', for socially disadvantaged pupils.

To ensure we meet the needs of the individual pupil, a planning session will take place with the Headteacher, Senior Leaders and class teacher, to identify barriers to learning so we can tailor the provision to meet their needs. Some of the provision we may consider include:

- Tailored support for individual pupils or groups
- Acquiring effective materials aimed at raising standards, particularly in reading, writing and mathematics.
- Providing additional support to improve attendance and home support.
- Encouraging participation in clubs and removing barriers.

The [Sutton Trust](#) Report (2011) summarises research evidence on improving learning and we have used this to make more informed choices about the type of interventions to put in place in order to be most effective. Additional funded support enables us to have additional capacity to improve teacher pedagogy and provide interventions which predominantly focus on improving feedback, developing meta-cognition and self-regulation.

### How the 2020-21 Pupil Premium Grant will be spent.

In 2020-2021 the premium for a pupil known to be eligible for the PPG is £1345.

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Number of Primary pupils on roll (9)	Number of Primary pupils eligible for the Deprivation Pupil Premium	Percentage of Primary pupils eligible for the Deprivation Pupil Premium	Deprivation Pupil Premium Allocation (11)
289	60	20.8%	£80,700

This year we will receive £80,700 for Pupil Premium, based on the January 2020 census. Additional funding from the school budget will be allocated to provide the provision offered, as outlined below.

**Key aims for the support funded by the PPG are:**

- Remove barriers to learning for any pupil
- Narrow the attainment gap between disadvantaged pupils and their peers.
- Ensure the progress pupils eligible for the PPG make is closely in line with other pupils, with similar starting points.
- Increase % of children, eligible for the PPG, working at Age Related Expectations (ARE) in Reading, Writing, Maths and combined.

**Identified barriers to educational achievement**

We have identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

- Speech, language and communication development is lower than peers when starting school.
- Access to language – especially from books.
- Inconsistent attendance and punctuality issues.
- Parental engagement with school - especially regarding attendance at information sessions and workshops as well as completion of homework.
- Pupils who are in receipt of Pupil Premium and also on the SEND register for cognition and learning difficulties.
- Behaviour – pupils with specific social and emotional needs, which affect their learning.
- Fewer opportunities outside school for enrichment and wider personal development.

**PPG Numbers per cohort**

Cohort	EYFS	Yr1	Yr2	Yr3	Yr4	Yr5	Yr 6
% eligible for the PPG	22% 16 pupils	25% 6 pupils	43% 12 pupils	21% 6 pupils	45% 13 pupils	15% 5 pupils	23% 8 pupils

## Strategies

During this academic year staff did all they could to remove any barriers to learning as a result of the COVID19 pandemic.

Strategy	Intended Outcomes	Impact
<p><b>Providing a Quality First Education for all through high quality CPD by the QIE Directors, SLT &amp; outside agencies</b></p>	<ul style="list-style-type: none"> <li>● Pupils have access to the best educational provision we can offer them, through our commitment to them and our own professional development</li> <li>● Ensure teachers have the knowledge and skills to meet the needs of their pupils</li> <li>● Support teachers meet the needs of every pupil in their class.</li> <li>● Continuously improving the quality of teaching and learning to meet the needs of all learners.</li> <li>● Continuously improve the progress pupils make to raise attainment and narrow gaps, learning from what worked well and what didn't.</li> <li>● Ensure teachers are confident to deliver workshops for parents as a group or 1:1, to improve home support and relationships between home and school.</li> <li>● Increasing the capacity to deliver effective, live, individual feedback more regularly to pupils and support pupils in understanding how they learn (meta-cognition and self-regulation)</li> <li>● To ensure all pupils have the skills to display good behaviour for learning</li> </ul>	<ul style="list-style-type: none"> <li>● Staff read the latest guidance and research on effective remote learning. This informed our provision as we amended our offer throughout the year.</li> <li>● Staff training was based on the research available globally and from our own experience, which enabled us to be responsive to the needs of pupils and staff immediately. This resulted in teachers knowing how to narrow gaps and support the pupils effectively.</li> <li>● During bubble closures or self-isolation, the most vulnerable families received two welfare phone calls a week to establish if families needed any support to ensure the pupils could access the learning provision.</li> <li>● Staff responded to the needs of pupils by offering online parent workshops, e.g. phonics training as well as helping parents know how much support to give younger pupils when they were writing.</li> <li>● Key pupils were invited to stay on Zoom lessons for 1:1 interventions during the national lock down. The impact was pupils continued to make progress during remote learning and the majority of parents felt they knew how to support their children at home.</li> <li>● In termly pupil progress meetings we focused on the PP pupil's attainment and progress towards their personal targets and the overall gap with their peers. Resources were redeployed to meet the needs of the pupils. Pupil progress meetings included discussions around attendance. Impact was effective interventions and more pupils on track to make their target.</li> </ul>

		<ul style="list-style-type: none"> <li>• SLT have had regular contact with the most vulnerable families and offered effective support to improve attendance and worked with external agencies. Impact was the attendance improved and key pupils returned to school more regularly.</li> <li>• Learning behaviours are very strong for most pupils. Impact was children were focused in class and made progress.</li> </ul>
<b>WIT</b> (Whatever It Takes)	<ul style="list-style-type: none"> <li>• WIT(Whatever It Takes) support in place for pupils and having the desired impact</li> <li>• Improved learning outcomes in reading, writing and maths (meeting personal end of year target – at standard or Greater Depth)</li> <li>• Improved confidence for pupils in specified areas</li> <li>• Learning tasks tailored to specific needs of pupils – closing gaps in understanding</li> <li>• Consolidation of learning completed in classes – time for practise and application of skills</li> <li>• Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points to learning. Pre-teaching to include pre-reading of texts in English, research for writing units, key vocabulary, concepts in GPS and maths calculation strategies and terminology</li> <li>• Effective use of professionals to improve our provision</li> <li>• Increase the capacity to deliver individual feedback more regularly to pupils and support pupils in understanding how they learn (meta-cognition and self-regulation)</li> </ul>	<ul style="list-style-type: none"> <li>• Gaps were identified through test analysis and TA. Using this information, SLT and teachers agreed the key outcomes for WIT session, which included pre teaching using the trust Trigger and Build programme or re teaching a concept. Impact was that teachers were able to move the pupil’s learning along and pupils reached their target.</li> <li>• Deployment of staff was effective to teach small groups of pupils or 1:1 based on effective AfL. Small groups set up in lockdown also. Impact was that many pupils made their target.</li> <li>• Soft start was used effectively to address gaps in learning for many pupils. Impact was that pupils achieved their SMART target quickly and moved on to a new SMART target.</li> <li>• Training for staff on delivering effective WIT sessions (reciprocal reading, phonics, Century) was effective. The impact of Century was that most disadvantaged pupils improved their SATS and NFER scores.</li> <li>• Regular reviews of the impact of the strategy in termly pupil progress meetings ensured resources deployed effectively and pupils moved onto the next SMART target quickly.</li> <li>• Regular communication between the teaching team and directors about consolidating learning from the previous lock down and discussions with SLT about individual pupils’ needs and resources needed was essential to support key families.</li> </ul>

		<ul style="list-style-type: none"> <li>• Discussions around ways to involve families in children’s learning was highly effective, e.g. phonics workshops online and ‘trigger and build’ maths learning. Impact of ‘trigger and build’ maths work to be sent home was that most disadvantaged pupils made their expected target in end of year SATS and NFER tests.</li> <li>• Outside agencies were actively sought to improve our provision for pupils who had barriers we are unable to address without further training. Impact - more effective support was put in place and some pupils attended school more regularly.</li> <li>• Wake Up Shake Up ran throughout lock down and when the wider school returned to onsite learning, individual pupils were invited. Impact – pupils were ready for school during remote learning and had a sense of belonging at BWA.</li> </ul>
<p><b>TA support in classes daily and for focused WIT sessions</b></p>	<ul style="list-style-type: none"> <li>• Secure additional TA capacity for all classes</li> <li>• TA’s have the skills necessary to support pupils</li> <li>• Support within lessons results in improved understanding of learning in reading, writing and maths</li> <li>• Consolidation of learning completed in classes – time for practise and application of skills</li> <li>• Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points to learning. Pre-teaching to include pre-reading of texts in English, research for writing units, key vocabulary, concepts in GPS and maths calculation strategies and terminology</li> <li>• 1:1 and/or small group interventions planned to cater for individual needs (Standard and GD) before, during and after school</li> </ul>	<ul style="list-style-type: none"> <li>• Deployment of TA was effective to support pupils. This was evaluated and changed throughout the year based on the needs of the pupils. Impact was an increased number of pupils on track to make their target.</li> <li>• TA CPD on reciprocal reading, phonics and Century tech enabled TAs to run effective interventions. Impact - gaps were narrowed and TAs were able to support pupils to make expected progress.</li> <li>• Teachers regularly reviewed the impact of WIT interventions and discussed with TAs. Clear communication between teachers and TAs – expectations within lessons ensured pupils were supported in lessons more effectively. Impact was that all adults in the class knew the targets for key pupils resulting in more pupils achieving their target.</li> </ul>

	<ul style="list-style-type: none"> <li>• Careful tracking of homework to include reading journals – ensure regular reading takes place</li> <li>• Priority reading with TAs if pupils are unable to read at home</li> <li>• Effective tracking of pupils who are also on SEND register – teaching tailored to needs of pupils in specific domains</li> <li>• Pupils who are on SEND register and in receipt of PPG have their individual targets reviewed regularly and aspirational targets are set for their progress</li> <li>• Increase the capacity to deliver individual feedback more regularly to pupils and support pupils in understanding how they learn (meta-cognition and self-regulation)</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers, SLT and SENDCO careful planned interventions every half term and evaluated the effectiveness. During the lockdown, TAs were involved in these interventions. Impact - TAs were able to read with key pupils and support them with their learning on the phone, so they continued to make progress whilst at home.</li> <li>• All staff were aware of the attendance and punctuality of key pupils and worked together to address concerns. Impact - most children who had poor attendance attended school more regularly.</li> </ul>
<b>Funding for Extracurricular clubs</b>	<ul style="list-style-type: none"> <li>• Provide pupils with enrichment opportunities</li> <li>• Social skills are developed through participation in a range of clubs provided by the school or external providers</li> <li>• Pupils enjoy the experience of being at school and are keen to come before/stay later to participate in chosen activities</li> <li>• Talent, skills and efforts in non-academic subjects are celebrated and develop self-confidence</li> </ul>	<ul style="list-style-type: none"> <li>• SLT and teachers liaised with parents, carers and outside agencies to discuss the support needed for individual pupils. Due to lockdown extracurricular clubs were not organised in school.</li> <li>• SLT signposted clubs in the local areas. Impact - key pupils were able to attend free outside agency clubs during the holidays.</li> </ul>
<b>Emergency Fund – breakfast club / ASC/ Booster snacks</b>	<ul style="list-style-type: none"> <li>• Throughout the year, there are times when a pupil, eligible for the PPG, may need additional support due to unforeseen circumstances or when other interventions have not had the desired effect. This may be through attending an ASC or Breakfast Club. It may be the cost is funded through the PPG or part funded through the PPG.</li> </ul>	<ul style="list-style-type: none"> <li>• SLT liaised with parents, carers and outside agencies to discuss the support needed for individual pupils. Impact - key pupils attended breakfast club and were in on time and ready to learn.</li> </ul>

<b>Funding for essential trips</b>	<ul style="list-style-type: none"> <li>● Pupils are able to participate fully in school trips and residential trips</li> <li>● Learning is supported by trips that are carefully planned to enhance the school's curriculum</li> <li>● Social skills, independence, perseverance and team-work are developed through participation in group activities and residential trips</li> </ul>	<ul style="list-style-type: none"> <li>● In light of the pandemic restrictions, trips were either local or virtual. Impact - all pupils were able to attend the local and virtual trips.</li> </ul>
<b>Family support for attendance and punctuality</b>	<ul style="list-style-type: none"> <li>● Improve attendance of key pupils</li> <li>● Improve punctuality of key pupils</li> <li>● Support key families to engage more with school staff to lead to improved outcomes</li> </ul>	<ul style="list-style-type: none"> <li>● SLT monitored attendance and punctuality effectively to identify key pupils/families who needed support and called parents/carers. Impact - attendance improved for some key children.</li> <li>● SLT worked with outside agencies effectively to support families. Impact - families were offered support.</li> <li>● Good relationships were a focus in the classroom and outside of it. SLT and teachers called individual families as noted before. Impact – support in place for key pupils and families signposted to additional support as necessary.</li> </ul>