

Burton Joyce Primary School Pupil Premium Strategy Statement

September 2020 - July 2021

School overview (as of September 2020)

Metric	Data
Burton Joyce Primary School	Primary School (4-11 yrs.)
Pupils in school	304
Proportion of disadvantaged pupils	15/304 5%
Pupil premium allocation this academic year	£19,800
Academic year or years covered by statement	New academic year: 2020-2021 Reviewed: September 2019 - July 2020
Publish date	September 2020
Review date	October 2021
Statement authorised by	Mrs J. Cook
Pupil premium lead	Miss L. Hunter
Governor lead	Mr Wyn Williams

Review of last year 2019-2020

Disadvantaged pupil attainment and progress scores for last academic year (2019-2020) based on Year 6 DP on track for EXS+ in Spring 19/20 at lockdown point (using 2019 KS2 DfE SATs paper).

#Note: as can be seen from the School Overview above we are a small school with low numbers of Disadvantaged Pupils. We are also based in a close-knit community where people know each other well and know most other people in the school community. Additionally, we recognise that in order to provide confidentiality the Department for Education (DfE) suppress any public data for schools where the cohort/group size is less than 6 pupils. With these elements in mind we have not published (in this public version of our strategy) any pupil outcome data within this document because all of our cohorts have less than 6 disadvantaged pupils. A version of this document that contains analysis of the performance of all disadvantaged pupils is held within school and is also provided to both Equals Trust and our School's Governing Body. This is used by us to evaluate the impact of Pupil Premium funding spend in our school.

Due to Covid-19 and schools closing on the 20th March 2020, the data analysed has not been taken from end of year SATs results due to them not being taken. Therefore, the data is taken from Otrack based on SATs tests taken after February half term under test conditions and marked against the DfE criteria using scaled scores for Reading and Maths. Writing results were based on teacher assessments and were moderated to ensure judgements were accurate.

The data shows that DP on track to achieve the expected standard at KS1 was well below national average. However, DP achieved above national average at year 6 and this demonstrates extremely strong progress.

Due to the very small numbers of disadvantaged children in each year group, each disadvantaged child represents a high percentage number and therefore comparisons with non pp are not purposeful.

There are no significant patterns or trends present regarding the overview of pupil performance and the overview of performance is pupil specific and children are tracked on an individual basis.

Disadvantaged pupil absence rates (2019-2020)-

(2019/2020 academic year → up until lockdown (20/3/20)).

- Overall absence of **all pupils** = 3.25%
- Overall absence of **disadvantaged pupils** = 3.66% (below national for all pupils 4.2%).
- Persistent absence of disadvantaged pupils = 9.52% (typical to (0child different) national for all pupils 8.7% and below disadvantaged national 16.5%)

This shows we do not currently have an issue with absence rates of disadvantaged children. This will continue to be monitored.

Priorities from last academic year (2019-2020)

Aim	Target	Target date	Links to Strategy Aims
To raise attainment for all disadvantaged pupils including the percentage achieving the Higher Standard in reading.	Percentage derived on individual progress due to small numbers of disadvantaged pupils.	Sep 2020	Strategy Aim 1 and 2
To raise attainment for all disadvantaged pupils including the percentage achieving the Higher Standard in maths.	Percentage derived on individual progress due to small numbers of disadvantaged pupils.	Sep 2020	Strategy Aim 1 and 2
To raise attainment of PP children reaching expected standard in writing by the end of key stage.	To narrow the gap between current attainment and expected standard. All pupils to move a band within cohort tracking grid.	Sep 2020	Strategy Aim 1 and 2
To continue to remove barriers to learning	More disadvantaged pupils are engaged with all areas of the curriculum and make greater use of extra-curricular activities.	Sep 2020	Strategy Aim 3

Targeted academic support for last academic year (2019-2020)

Measure	Activity
Raise attainment at Higher Standard in maths using mastery approach	<ul style="list-style-type: none"> Maths lead to work with Maths Hub and embed teaching for mastery approach across all year groups. To track progress of higher achieving disadvantaged pupils in Year 6 maths groups and booster groups.
Raise attainment of PP children reaching expected standard in writing	<ul style="list-style-type: none"> To continue to develop writing in line with whole school curriculum development and promote rich, meaningful writing across the curriculum. Use of knowledge organisers and a specific focus on topic-related vocabulary. To continue small group provision for disadvantaged pupils and pupils nearing expected standard in focus teaching groups in English by specialist teachers.
To further raise attainment of PP children reaching expected standard in reading	<ul style="list-style-type: none"> Whole school, research-based approach to increase vocabulary range and comprehension (UNITs).

	<ul style="list-style-type: none"> • Small group, targeted TA-led interventions using UNITS reading strategies in all year groups • English lead to support progression of reading for meaning skills throughout school • Focus on high quality, curriculum-linked texts as researched in curriculum areas
Projected Spending	£15,800

Wider strategies from last academic year (2019-2020)

Measure	Activity
To further improve wellbeing of disadvantaged pupils	To continue to provide support and access to key services including: Think Children, ELSA, Lego Therapy etc.
To improve access to wider extra-activities activities	To enable access to wider curriculum including topic-related trips and extra-curricular clubs through deprivation fund.
To improve wider whole school support for families	To provide parenting support and access to key services, including mental health, through contact with SENCo (CA)
Projected Spending	£4,000

Strategies for current academic year 2020-2021

3 Year Long Term Strategy aims for disadvantaged pupils (2019-2022)

Strategy Aim 1	To raise attainment for all disadvantaged pupils including the percentage achieving the Higher Standard in all subjects.
Strategy Aim 2	To continue to develop quality first teaching in reading with a focus on vocabulary and comprehension through the implementation of the 'UNITs' approach.
Strategy Aim 3	To ensure disadvantaged pupils are secondary ready with regards to their wellbeing and ensure they have the relevant skills to have a smooth transition to KS3.
Projected spending 2020-2021	£19,800

Priorities for current academic year (2020-2021)

Due to Covid-19 and school closures on 20.3.20, targets will continue into the current academic year.

Aim	Target	Target date	Links to Strategy Aims
To raise attainment for all disadvantaged pupils including the percentage achieving the Higher Standard in reading.	Percentage derived on individual progress due to small numbers of disadvantaged pupils.	Sept 2021	Strategy Aim 1 and 2
To raise attainment for all disadvantaged pupils including the percentage achieving the Higher Standard in maths.	Percentage derived on individual progress due to small numbers of disadvantaged pupils.	Sep 2021	Strategy Aim 1 and 2
To raise attainment of PP children reaching expected standard in writing by the end of key stage.	To narrow the gap between current attainment and expected standard. All pupils to move a band within cohort tracking grid.	Sep 2021	Strategy Aim 1 and 2
To continue to remove barriers to learning	More disadvantaged pupils are engaged with all areas of the curriculum and make greater use of extra-curricular activities.	Sep 2021	Strategy Aim 3

Targeted academic support for current academic year (2020-2021)

Measure	Activity
<p>Raise attainment at Higher Standard in maths using mastery approach.</p> <p>Identify and work towards closing gaps, for children working within the EXS and HS in maths (due to time off school).</p>	<ul style="list-style-type: none"> • Maths lead to continue to work with Maths Hub and embed teaching for mastery approach across all year groups. • To track progress of higher achieving disadvantaged pupils in Year 6 maths groups and booster groups. • To identify gaps in learning (post Covid) using MNP and White Rose Assessment tasks approximately 5 weeks prior to unit, to enable pre-teach/ intervention to be implemented before the unit begins.
<p>Raise attainment of PP children reaching expected standard in writing.</p>	<ul style="list-style-type: none"> • To continue to develop writing in line with whole school curriculum development and promote rich, meaningful writing across the curriculum. • Use of knowledge organisers and a specific focus on topic-related vocabulary. • To continue small group provision for disadvantaged pupils and pupils nearing expected standard in focus teaching groups in English by specialist teachers. • Early whole-school assessment of writing (autumn term) to identify next steps.
<p>To further raise attainment of PP children reaching expected standard in reading.</p>	<ul style="list-style-type: none"> • Whole school, research-based approach to increase vocabulary range and comprehension (UNITs). • Small group, targeted TA-led interventions using UNITs reading strategies in all year groups. • English lead to support progression of reading for meaning skills throughout school. • Focus on high quality, curriculum-linked texts as researched in curriculum areas. • Expectations of 1:1 and guided reading across school amended.
<p>Projected Spending</p>	<p>£15,800</p>

Wider strategies from current academic year (2020-2021)

Measure	Activity
To further improve wellbeing of disadvantaged pupils	To continue to provide support and access to key services including: Think Children, ELSA, Lego Therapy etc.
To improve access to wider extra-activities activities (Spring term onwards)	To enable access to wider curriculum including topic-related trips and extra-curricular clubs through deprivation fund.
To improve wider whole school support for families	To provide parenting support and access to key services, including mental health, through contact with SENCo (CA)
Projected Spending	£4,000

Possible barriers to successful implementation

Area	Possible obstacles	Action to overcome obstacles
Teaching	CPD programme for all staff linked to whole school priorities	Sufficient staff meeting, INSET Day and directed time to complete curriculum review
Targeted support	Ensuring enough time for Maths and English lead to implement new strategies Ensuring sufficient time for teacher/ TA interventions and small group teaching in area of need.	-Maths and English leads released using TAs/supply cover each half term to implement and monitor strategies to improve attainment at Higher Standard. -Facilitate 1:1 tuition weekly. -Timetabling to ensure facilitation of small group/1:1 weekly.
Wider strategies	Engaging the families facing most challenges	-Maintain good communication links between school and home. -Facilitate relevant support as required.

Monitoring Implementation

Area	Methods of monitoring implementation
Teaching	Work analysis Pupil interviews Lesson observations Data analysis Planning documentation

	CPD evaluation
Targeted support	Data analysis Pupil interviews Lesson observations Work analysis
Wider strategies	Pupil participation rates in extra-curricular activities Qualitative evaluation of impact of engagement with outside agencies.