

Pupil premium strategy / self-evaluation

1. Summary information					
School	South Baddesley CE Primary School				
Academic Year	2020-21	Total PP budget	£17,120	Date of most recent PP Review	20.07.20
Total number of pupils	139	Number of pupils eligible for PP	11	Date for next internal review of this strategy	14.01.21

2. Current attainment:	
<p>During school lockdown a further four pupils became eligible for FSM due to changes in circumstances. We supported all of our FSM children with weekly food hampers, alongside food parcels from the Lymington Food Bank. Teachers and support staff stayed in contact with pupils who were not in school via weekly phone calls and/ or live lessons. Some of our pupil premium children also received books and bespoke learning packs through the post or hand delivery.</p> <p>We did not measure pupil achievement in the way we normally would. However, we ensured that though remote school and our provision for keyworker children that we kept in contact with our pupil premium children. We were able to summarise their strengths in their end of year results and maintain the children's engagement in school.</p> <p>Since returning to school, we have completed on-entry assessments for writing, reading and/or phonics and mathematics. This has enabled us to plan next steps in learning and adjust interventions in place.</p> <p>Through a tiered approach, that addresses teaching, targeted support and wider community (as recommended by the EEF), this plan and other SBS catch-up plans 2020-21, will provide the mechanisms to close the gap between all pupils and pupil premium children.</p>	
3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	For some pupil premium children limited vocabularies and lower achievement in reading presents a barrier to their learning.
B.	For some pupil premium children difficulties with transcription limit their progress in learning.
C.	For some pupil premium children there appear to be difficulties with their working memories and/ or metacognition.
D.	For some pupil premium children limited experiences outside school present a barrier to learning.

D.	For some pupil premium children social and emotional difficulties present a barrier to their learning.	
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>		
D.	Some of pupil premium children have limited resources at home to continue with their learning and complete homework. This has been highlighted further by the demand for remote learning at home.	
4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria
A.	Improvements in the teaching of transcription will lead to improved achievements in writing across the school.	<ul style="list-style-type: none"> ✓ 90% + phonics pass rate ✓ 90% of pupils secure in writing ✓ Achieved GROW targets for each phase
B.	Close the gap in reading between all pupils and pupil premium pupils.	<ul style="list-style-type: none"> ✓ 90% + pupils achieve secure in reading. ✓ Positive shift in reading attitude for targets group of pupils.
C.	Continued developments in quality first teaching lead to improved achievements across the curriculum.	<ul style="list-style-type: none"> ✓ Assessment data shows at least good progress for all. ✓ Book samples and learning walks indicate children's needs are well met.

D.	High quality support is provided for pupil's wellbeing and mental health.	<ul style="list-style-type: none"> ✓ SBS pyramid of mental health needs is used effectively to target support. ✓ Referrals to wider professional services supports the work of the school. ✓ Parents are partners and this support. ✓ Children provide positive feedback through questionnaires ad interviews.
E.	Enrichment activities support learning across the curriculum and provide good wellbeing opportunities.	<ul style="list-style-type: none"> ✓ 100% of pupils have access to a range of enrichment activities.

5. Review of expenditure				
Previous Academic Year				
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
Provide all staff with additional CPD in the teaching and learning of vocabulary.	Staff will have clear strategies for teaching vocabulary using progressive and consistence methods.	<ul style="list-style-type: none"> • Raised awareness of the teaching of vocabulary in EYFS through individual teacher's professional development. • Raised awareness of specific vocabulary teaching in topic lessons as identified on the planning documents. 	<ul style="list-style-type: none"> • We were unable to completed the planned CPD due to school closure and therefore an inconsistent approach across the school means that it is difficult to judge progress or impact. The school would like to complete this training when restrictions are lifted. Meanwhile staff are continuing to develop their own understanding and use of challenging vocabulary. 	

<p>Ensure disadvantaged children in year 5 have individual copies of class readers and additional time to read with an adult.</p>	<p>Children have an enriched reading curriculum with rich language.</p>	<ul style="list-style-type: none"> Improved engagement in quality texts and motivation to read. Wider range of complete texts read by pupils. 	<ul style="list-style-type: none"> Although it was difficult to continue reading alongside pupils during school closure, we ensured that all children had access to high-quality texts during this period of time. Some children met virtually with an SBS adult to read and/ or received a bespoke learning pack. Most children at SBS continue to motivated to read. 	
<p>Ensure all disadvantaged pupils receive additional TA support through the implementation of Baddesley Bags and Baddesley Basics.</p>	<p>Children will have increased fluency in handwriting, spelling and arithmetic.</p>	<ul style="list-style-type: none"> This approach had a positive impact when it was supported at home or through rigorous use in school. 	<ul style="list-style-type: none"> A planned progression for mathematics would help maintain a pace and journey with these bags. A clear focus on exceptional words would support the development of spelling. A dedicated staff member is required to manage changing the bags and maintaining the resources. 	
<p>Implement use of new phonics programme and teaching groups in EYFS and KS1</p>	<p>Improved outcomes in phonics and writing at KS1.</p>	<ul style="list-style-type: none"> This programme has provided a shared language for the teaching of phonics. Effective tracking of the programme means that it is possible to track pupil progress frequently and to adjust learning groups. Improved professional development for members of the support team. Shared language and approach with families. 	<ul style="list-style-type: none"> Additional resources, including 'Read, Write Inc Story Books' required. Further CPD for new and existing staff. Links to IEPs ad KS2 teaching of spelling would support progress across the school and embed the impact further. 	
<p>ii. Targeted support</p>				

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
Enrichment activities	Children will have equal access to enrichment activities and the wider school curriculum.	<ul style="list-style-type: none"> This was started in September with our watersports at Hengistbury Head. As well as school outings during the Autumn term. These activities are currently reduced due to covid restrictions. 	<ul style="list-style-type: none"> These activities have a positive impact on pupil's motivation and wellbeing. During school closure and return to school, pupil premium children have been supported by access to further resources such as books, chrome books and ipads. 	
Provide target group curriculum provision through Third Space Learning Tuition and 1:1/small group ELSA time.	Tuition will close gaps in academic achievement and emotional development	<ul style="list-style-type: none"> These activities continued during school closure but the impact was limited by the need to work virtually or from home. Saved Third Space allocations are being used to support a larger number of pupils this year. 	<ul style="list-style-type: none"> Continue with Third Space for target children. Continue to offer both ELSA and FIEPS. Increase the number of children accessing this support though linked activities such as gardening. 	

6. Planned expenditure

Academic year

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>Purchase new resources and CPD, alongside frequent coaching from phonics lead, to support the teaching of phonics, early reading and transcription elements of writing across the school.</p> <p>(Read, Write Inc resource and CPD)</p>	<p>Children will have access to high-quality resources that are well matched to their stage in phonics development.</p> <p>All staff will feel confident in their delivery of the programme.</p>	<p>We could see impact from a more rigorous phonic programme in 2019-20 indicated a positive improvement in the teaching and learning of phonics. However, transcription at KS2 continues to be a development areas and so we decided to expand our use of the phonics programme to include further resources and CPD opportunities.</p>	<p>Use of learning walks. Half termly phonics tracking. Book looks. Parent and pupil feedback.</p>	<p>KS</p>	<p>Termly</p>
<p>Continue to provide access to high-quality literature for all pupils and additional opportunities for 1:1 and small group reading provided.</p> <p>(CLPE subscription and CPD, Just Imagine reading CPD and Ha Ha Boing resource)</p>	<p>All children read and talk about text frequently.</p> <p>High-quality texts support children to make progress in both reading and writing.</p>	<p>Evidence related to reading and writing outcomes in our school indicates that children who read well and frequently achieve at least expected in reading and writing.</p> <p>Additional time to read with an adult enables children to develop fluency, enjoyment and an interest in text.</p> <p>Enhanced reading support can help children develop a wider vocabulary and understanding of syntax.</p>	<p>Use of learning walks. Termly tracking. Book looks. Parent and pupil feedback.</p>	<p>SLT</p>	<p>Termly</p>

<p>Small group activities using 'retrieval – new learning and creative task' format is developed across the curriculum.</p> <p>(Rosenhine and Walkthrus CPD, Myatt CPD, Vocab Ninja CPD)</p> <p><i>This links to intended outcome C. (£2500)</i></p>	<p>Improved pupil achievement across the curriculum.</p> <p>Improved pupil vocabulary.</p> <p>Improved pupil working memories and metacognition.</p>	<p>We have used the EET toolkit for pupil premium and recognise that improved teaching is a core component of improved pupil progress for all pupils.</p> <p>We recognise that use of retrieval and explicit 'teacher-led' teaching can support children transfer learning from working to long term memories.</p> <p>In smaller teaching groups we can work on specific gaps in understanding – this includes understanding of vocabulary and</p>	<p>Use of learning walks.</p> <p>Termly tracking.</p> <p>Book looks.</p> <p>Parent and pupil feedback.</p>	<p>SLT</p>	<p>Termly</p>
<p>Continue to use the SBS pyramid of mental health support to provide both universal and targeted pupil support.</p> <p><i>This links to intended outcome D. (£2500).</i></p>	<p>Children's mental health and wellbeing needs are met, both in a proactive and reactive manner.</p>	<p>Continued professional development and research informs a scaffolded approach to mental health and wellbeing.</p>	<p>Pupil and parent surveys.</p>	<p>HT SENCo and Inclusions Team</p>	<p>Termly</p>

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?
Enrichment activities <i>This links to intended outcome E (£1000)</i>	Children will have equal access to enrichment activities and the wider school curriculum.	Some pupil premium children do not have access to a range of enrichment activities and resources required for home-learning.	Tracking of pupil's participation. Pupil questionnaires. Engagement in home-learning.	HT	Twice a year
Total budgeted cost					£17, 000