

Pupil premium strategy statement

School overview

Metric	Data
School name	Breage CE Primary School
Pupils in school	64
Proportion of disadvantaged pupils	33%
Pupil premium allocation this academic year	£26,150
Academic year or years covered by statement	2020-2022
Publish date	20 th November 2020
Review date	November 2021
Statement authorised by	
Pupil premium lead	Dan Hadley
Governor lead	TBC

Disadvantaged pupil progress scores for last academic year (2019 – due to covid19 measures)

Measure	Score
Reading	10.3
Writing	4.19
Maths	1.90

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2 in RWM	66% (2/3)
Achieving high standard at KS2 in RWM	0%

Strategy aims for disadvantaged pupils

Measure	Activity
Improve Maths progress scores	Develop maths mastery teaching, skills and knowledge and engage with Maths hub
Improve oracy, vocabulary and therefore spelling outcomes across the school	Identify and purchase supportive programmes to bring about improved outcomes

Improve life outcomes for disadvantaged children	Develop and embed curriculum of entitlement to a wide range of creative, social, active and work experiences.
Barriers to learning these priorities address	<ol style="list-style-type: none"> 1. Over reliance on procedural maths application. There is a need to develop knowledge of number and the ability to manipulate and develop skills in conceptual maths. 2. Despite 2019 GPS test results and writing progress measures, there is a need to improve spelling and therefore impact on written outcomes also 3. Enabling children and families to see the range of opportunities open to the children despite background or circumstances.
Projected spending	£26,150

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Maintain very positive progress measures in KS2	July 21
Progress in Writing	Maintain and improve positive progress measure at KS2	July 21
Progress in Mathematics	Improve positive progress measures in KS2	July 21
Phonics	Maintain national or above outcomes (small cohort percentages consideration)	July 21
SEMH	Develop high quality internal support systems for children suffering from SEMH difficulties stemming from their disadvantage	July 21

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Improve quality of first wave teaching.	Buy sufficient resources and train all teachers in delivery of mastery in maths for whole class high-quality teaching
Develop impact of TA support through keep up/catch up maths interventions	Utilise maths hub and online training to support development of support staff to lead 1:1 or small group interventions.
In class support	Supporting children in class by scaffolding learning appropriately.
Improve vocabulary development	Addressing oracy and vocabulary development across the school through speaking and listening intervention, reading for pleasure approach and spelling programme.
Barriers to learning these priorities address	Providing catch up in maths and developing an understanding of high quality, researched intervention and training of staff. Supporting children to develop communication skills and vocabulary acquisition through quality texts and oracy intervention. Potential involvement in the NELI project

Projected spending	17500
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Wider strategies for current academic year

Measure	Activity
Access to technology	Reducing technology gap for PP children
Emotional Literacy	Develop SEMH, Growth mindset and independence in learning through intervention and support, and provision of forest school/outdoor learning experiences.
Development of enrichment entitlement curriculum	Develop 'Breage Experiences' curriculum to incorporate enrichment and cultural capital entitlements for disadvantaged children. Including half price access to trips and paid events or visitors to the school.
Barriers to learning these priorities address	Supporting children in class and at home using technology during lockdown/isolation and as part of normal school provision. Children not recognising their potential and at risk of disengagement in learning therefore being less ready/able to tackle the next stage in education. Improving children's knowledge of opportunities open to them as they grow including work, creative, social and active opportunities.
Projected spending	£8,650

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Being able to offer time and access to training for staff	Purchase of online training access and use of INSET/staff meetings.
Targeted support	Same day interventions	Supporting additional TA hours and ensuring rotation of interventions to limit children missing other subject matter.
Wider strategies	Building development/timescales	Utilise expertise and contacts within the trust to draw up a plan of development to include new SEMH provision.

Review: last year's aims and outcomes

Aim	Outcome
Improved interventions for reading, spelling and writing	Outcomes impacted by COVID-19 – no external testing to verify results.
Wellbeing interventions	Children actively engaged in wellbeing sessions and improvements seen prior to national lockdown in March '20. Outcomes impacted by COVID-19. Support became remote with phone check-ins weekly for those deemed in need of wellbeing support.
EWO and educational psychologist	Outcomes impacted by COVID-19 – very limited engagement in March '20.
Increased support staff hours in class	Outcomes impacted by COVID-19 – due to lack of external testing impact very hard to identify.