

Pupil Premium Strategy Statement 2020

School overview

Metric	Data
School name	The Blue School CofE Primary
Pupils in school	475
Proportion of disadvantaged pupils	5% = 23 children
Pupil premium allocation this academic year	£32,935
Academic year or years covered by statement	2019-2021
Publish date	September 2020
Review date	May 2021
Statement authorised by	Marcus Guy
Pupil premium lead	Kella Callender Lawrence
Governor lead	Curriculum Ctte

Disadvantaged pupil performance overview for last academic year

As the school year was not completed, end of Spring Term data is shown

Year Group	Measure	Score
Year 2	Reading	5 out of 6 Children working at or above the expected level for reading by the end of spring 2020 (83%) 1 pp child (SEND) below the expected level for reading by the end of spring 2020. (17%)
	Writing	5 out of 6 Children working at or above the expected level by the end of Spring 2020 (83%) 1 pp child (SEND) below the expected level for writing by the end of spring 2020. (17%)

	Maths	5 out of 6 Children working at or above the expected level by the end of Spring 2020 (83%) 1 pp child (SEND) below the expected level for Maths by the end of spring 2020. (17%)
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Year 3	Reading	4 out of 6 Children working at or above the expected level for reading by the end of spring 2020 67%) 1 pp child (SEND) below the expected level for reading by the end of spring 2020. (33%)
	Writing	5 out of 6 Children working at or above the expected level for writing by the end of spring 2020 83%) 2 pp children (1 SEND child) below the expected level for writing by the end of spring 2020. (17%)
	Maths	5 out of 6 Children working at or above the expected level for maths by the end of spring 2020 83%) 2 pp children (1 SEND child) below the expected level for maths by the end of spring 2020. (17%)

Year 4	Reading	2 out of 2 PP children working at or above the expected level for reading by the end of Spring 2020 (100%)
	Writing	1 out of 2 PP children working at or above the expected level for writing by the end of Spring 2020. (50%) 1 pp child (1 SEND child) below the expected level for writing by the end of spring 2020. (50%)

	Maths	2 out of 2 Children working at or above the expected level for maths by the end of Spring 2020 (100%)
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Year 5	Reading	7 out of 7 PP children working at or above the expected level by the end of Spring 2020 (100%)
	Writing	7 out of 7 PP children working at or above the expected level by the end of Spring 2020. 100%)
	Maths	7 out of 7 Children working at or above the expected level by the end of Spring 2020 (100%)

Year 6	Reading	4 out of 5 PP children working at or above the expected level by the end of Spring 2020 (80%)
	Writing	4 out of 5 PP children working at or above the expected level by the end of Spring 2020. (80%)
	Maths	4 out of 5 Children working at or above the expected level by the end of Spring 2020 (80%)

Review: last year's aims and outcomes (2019-20)

Aim	Actions	Outcome
<p>Provide additional support for PP SEN pupils.</p>	<p>Y1-Y6 Provide additional support for PP SEN pupils. Booster 1:1 for Pupil Premium children on the SEN Register in school on a weekly basis in reading and maths facilitating regular, focused and targeted interventions.</p> <p>Y4-Y6 Catch-up Reading via Beanstalk volunteers. Volunteer Reading Scheme-Beanstalk-3 reading teachers</p>	<p>Additional support was provided for PP children who were also SEN last year in the form of supplementary teaching from Inclusion Team. This included support for children with suspected Dyslexia and those with difficulties in Maths. PP children were on track to make accelerated progress, however due to school closure formalised assessments were not undertaken at the end of the academic year 2019/20.</p>
<p>Accelerate progress of all PP pupils.</p>	<p>Y1-Y6 (TAs for individual and group work.) Accelerating progress-teachers and TA targeting support and providing interventions where needed in reading, writing and maths. Intervention sessions in the afternoon for these and other activities such as social skills, maths dynamo.</p>	<p>PP children were on track to make accelerated progress and following discussions at last Curriculum Committee meeting there was to be a focus on PP children and disadvantaged pupils achieving Greater Depth, however due to school closure formal assessments were not undertaken.</p>
<p>Increasing the number of PP pupils reaching a greater depth across the curriculum.</p>	<p>Y5-Y6 Focus group/team teaching for booster groups</p> <p>SLT to identify pupils with the potential to reach a higher standard in their learning across the curriculum.</p> <p>Opportunities for small group work to extend learning -writing</p>	<p>PP children were on track to make accelerated progress, however due to school closure formalised assessments were not undertaken at the end of the academic year 2019/20.</p>

	<p>booster, reading booster and maths boosters.</p> <p>Target homework and challenge activities.</p>	
Other Approaches	<p>Funding for WW2 visit</p> <p>Funding for Devon(residential)</p> <p>Music tuition funding</p> <p>Swimming funding</p> <p>Funding for extracurricular clubs</p> <p>School uniform</p>	<p>Subsidised a short residential trip which enriched PP understanding of WWII. An increased take up in music tuition by PP children.</p> <p>Additional an increased take up in after school clubs by PP children. Homework club successfully launched and carried out for key stage 1 and 2 which targeted PP children. School uniform and equipment was provided to PP children in need.</p>

Strategy aims for disadvantaged pupils going forward and expenditure for next academic year (2020-2021)

Measure	Activity
Priority 1	<p>Following the school closure, the first priority is to Identify at the earliest opportunity the academic levels of the children and close any academic gaps. The implementation of ‘Catch Up’ groups and class interventions in the Autumn Term will initiate this process. The identification of academic gaps will be done through a combination of Class Teacher assessment and observation and Class Provision meetings with the SENCO at the outset of the academic year. The ‘Catch Up’ groups programme will be led by specialist staff including members of the Leadership Team, with class interventions being implemented by a mix of classroom staff and Inclusion Team support.</p>
Priority 2	<p>Support the wellbeing and mental health of PP children.</p>

	<p>All teachers will receive specific CPD from SENCO and external specialists on supporting children from an emotional perspective. Working in conjunction with the SENCO class teachers and the Wellbeing Support Specialist from the Inclusion Team will implement emotional / wellbeing support for PP children.</p> <p>External support will also be provided through the local authority who are offering the school a mental health support specialist and through the Behaviour and Wellbeing Consultant who supports the Blue School.</p>
Barriers to learning these priorities address	Where children are not able to access learning at the expected level, the interventions will provide scaffolding to enable learning.
Projected spending	10,000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading	July 2021
Progress in Writing	Achieve national average progress scores in KS2 Writing	July 2021
Progress in Mathematics	Achieve average KS2 Mathematics progress score in KS2 mathematics	July 2021
Phonics	Achieve national average expected standard in PSC	July 2021 (Y2 Nov 2020)

Targeted academic support for current academic year

Measure	Activity
Priority 1	Establish small targeted groups for writing, reading and maths interventions for PP and disadvantaged pupils falling behind age-related expectations. Class teacher,

	SEND team and Assistant Heads will collaboratively coordinate this.
Priority 2	Embed the use of Maths Mastery and Oxford Reading Buddies across all year groups to develop maths knowledge and reading for pleasure and comprehension skills respectively. Targeted groups of PP children will be identified by SENCO and class teacher and supported by Maths Specialist and Dyslexia Specialist through the Inclusion Team.
Barriers to learning these priorities address	Encouraging wider reading and providing catch-up in mathematics, reading and writing.
Projected spending	£14,000

Wider strategies for current academic year

Measure	Activity
Priority 1	To support the emotional needs of PP and disadvantaged children throughout the school. SENCO and Inclusion team will facilitate this within the school. Behaviour and Wellbeing Specialist Karen Kirkpatrick will also support.
Priority 2	Computing and online support. To aid PP children in their learning and to help them achieve their goals, Chrome books are to be purchased at the beginning of the academic year. These can also be used throughout the school, but also for home learning with PP children. Refurbished laptops will also be provided for home learning. The school has applied for additional devices and connectivity support through the DfE scheme.
Barriers to learning these priorities address	Support children in accessing lessons in school and helping them to access learning at home.

Projected spending	£7,000 for Emotional Support £1,000 for Chromebooks
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Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring that all staff are trained and using suitable opportunities to develop their teaching.	Use of INSET days and additional cover being provided by senior leaders
Targeted support	Ensuring enough time for SEND team / Assistant Heads to support small groups in class and in small interventions groups.	All members of the SEND team and Assistant Heads have been designated a bubble to work with and are timetabled
Wider strategies	Engaging the families facing most challenges.	Working closely with the LA and other agencies (CS, Early Help, EWO) to provide support for these families.