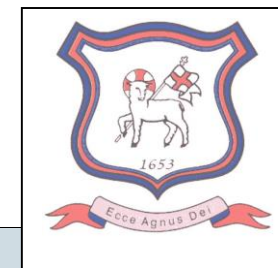


# Pupil premium strategy statement: 2020 2021



1. Summary information					
<b>School</b>	Bretherton Endowed Primary School				
<b>Academic Year</b>	2019-2021	<b>Total PP budget</b>	£20485 15/12/2020 12150+6900	<b>Date of most recent PP Review</b>	April 2021 updated in blue Due update summer 2021
<b>Total number of pupils</b>	112	<b>Number of pupils eligible for PP</b>	9 + 3 PLAC	<b>Date for next internal review of this strategy</b>	New strategy

Data for current PPG children is contained on separate data tracking sheet

<b>Attainment for: 2019 2020 extended to 2020 2021 due to Covid</b>	<i>Pupils eligible for PP (your school)</i>
<b>% achieving expected standard or above in reading, writing and maths</b>	77%
<b>% achieving expected standard or above in reading</b>	88.88%
<b>% achieving expected standard or above in writing</b>	66.66%
<b>% achieving expected standard or above in maths</b>	77%

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>a</b>	Social and emotional intelligence Pupils building self confidence and building self esteem as learners. Pupils are able to talk about their emotions and have high aspirations to improve, support required to maintain self esteem and self worth.
<b>B</b>	Key skills in Reading, Writing & Maths for KS2 children eligible for PP hold back accelerated progress needed to close the attainment gap. Reading and phonics support and additional sessions for ks1. Reading accuracy and comprehension support for ks2. Vocabulary in all KS's
<b>C</b>	Staff report a high proportion of pupils eligible for PP need to develop resilience in learning to combat issues such as concentration skills, memory or organisational skills.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Attendance Attendance concerns . All PPG pupils monitored attendance monthly and pro active action taken and recorded

<b>E.</b>	Lack of routine (sleep, food, homework.) Sleep is a concern in a number of PPG pupils – relax kids,peer massage,anxiety reduction kit
<b>F</b>	Mediation between separated parents is causing concern for children – stability of routines needed. Concerns regarding finances for families separated
<b>G</b>	To promote and enhance cultural capital through the arts and outdoor learning opportunities

### 3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved. Children to have self confidence in their peer relationships and learning Provision of Pastoral support for children to work through a program of anxiety or worries and build sense of self	Children retain more friendships Children have less fall-outs Children need less support in class time to resolve friendship issues Children to approach peers and friendship in positive and self reflective way
<b>B.</b>	PP children's reading improves in line with non-pp children KS1 pupils phonics progress is in line with non PPG children and individual progress made KS2 children's progress is in line with non PPG children and progress made for each individual SLT meet and discuss progress and review work and discuss with children outside of pupil progress meetings	PP children make better progress in reading so that their writing is influenced by this PP children can achieve well in spelling Children enjoy reading and can talk enthusiastically about a book they are enjoying PP children achieve in line with non-PP children
<b>C.</b>	Children to have resilience and demonstrate positive attitudes to their learning Children can access all aspects of the curriculum Children are able to self evaluate in positive way	Children talk about academic targets with excitement Children set/attempt challenging targets Children are able to accept feedback in positive way Children are able to edit and reflect on their learning in a positive way Children are able to self correct their work
<b>D.</b>	The attendance of PP children is in line with on ppg	Attendance for the children is in line with national at 96%
<b>E.</b>	Pupils are able to manage their anxiety, fears or concern in a controlled way Funded wellbeing champion To ensure Post adopted children have pep style support sheet	Children are able to use anxiety reduction kit if required Children are able to use peer massage and relax kids principles to self sooth in times of anxiety or worry Children are able to learn without barriers of worries or anxiety
<b>F.</b>	Continue with 2019 2020 an allocation per family/child eligible for FSM, Ever 6, post LAC for fundamental entitlements of PPG funding on top of in school staff pastoral and learning support.	Children will access more after school and enrichment provided in and out of school Families will access uniform support for allowing for more family costs and vouchers to support reading

		Families will report greater sense of support financially and benefit seen in all families
<b>G.</b>	Use of the arts mark to inspire and engage ppg pupils to add cultural capital for all including PPG  Development of forest school to promote outside learning, support of boys and ppg children	Children will be able to talk about enrichment and experiences Children to use the arts to inspire and promote self esteem Children to access the forest school provision high quality learning outside the classroom and build on life skills and cultural capital

#### 4. Planned expenditure

<b>Academic year</b>	<b>2019 2020</b>
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The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

##### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved. Children to have self confidence in their peer relationships and learning	PHSE lessons are regular Circle time etc. School ethos is linked to values – reinforced in class/ school worship and PHSE reflection to enable children to feel safe to talk about their feelings.	Circle time allows a child to share anything on their mind and seek support or advice from children and adults in the room. It creates an emotionally safe ethos in the classroom and the children will always feel happy to share their thoughts/fears/worries. This will mean the teacher is aware of concerns early on before they become a catalyst for anger.	I will speak with the children to see that they feel they can talk about their feelings in class Drop ins to lessons will show the class ethos Training will be offered to staff who are unsure about good quality circle time.	Alison Moxham	January 2020 Discussions with PPG throughout Jan. Children adopting strategies to support emotional wellbeing and value support from MB Formal circle time not employed in classes but good quality reflective PHSE discussions used in classes according to needs of children More opportunities to talk and use vocabulary through new Jigsaw scheme PHSE Re- connect curriculum

<p>PP children's reading improves in line with non-pp children          KS1 pupils phonics progress is in line with non PPG children and individual progress made          KS2 children's progress is in line with non PPG children and progress made for each individual in reading and writing</p>	<p>Pupil progress meetings half termly for PPG children will inform how the children are achieving.          Children will receive extra reading/ phonics sessions. Supported sessions linked to individual plans for English and maths.</p>	<p>Children who are not on track to meet their end of year target will gain support from intervention (subject support, nurture).           Reading as gateway to learning top priority           Increased resources within school</p>	<p>Dates are set for the year. Sendco assistant and class TA's to carry out interventions          Pupil progress meetings will review intervention given (daily readers) and progress made.          Data reflects a narrowing of the gap between PP and Non PP groups in R &amp; W.          Work scrutiny reflects key GPS skills being applied in a range of writing.</p>	<p>Alison Moxham</p>	<p>Dec 2019 March 2020 /June 2020           Pupil progress meetings showed children with pastoral needs are accessing curriculum better as reduced issues in class and lunch time.          Additional support within class evident and progress measured.          Review any specific out of class intervention required.          Pupils been assessed for reading baseline using Yark and additional interventions can be measured</p>
<p>Children to have resilience and demonstrate positive attitudes to their learning.</p>	<p>Resilience explicitly taught through PHSCE and explicitly taught within curriculum lessons</p>	<p>More positive approach to learning will enable children to meet personal targets          More positive self assessment opportunities          More able to edit and refine work and self correct</p>	<p>Children will be able to talk about 'stickability' and being able to 'bounce back'          Children will confidently discuss how they have improved their work and the learning as a result          Work scrutiny and observation shows that pupils are developing skills that show increased resilience in learning.          Data reflects all targeted pupils have made expected progress and a high proportion of pupils have made better than expected progress in RWM.</p>	<p>A Moxham</p>	<p>January 2020          Through class cover and assembly, evidence of children's understanding of growth mindset and stickability of learning.          Further work at end of year for observations within classes and further discussion of work attitudes.          Data to show progress          Some children have struggled over lockdown but high majority of PPG/Lac children attended keyworker club and/or had additional support through lockdown to support development of resilience and learning in challenging times.</p>
<p>The attendance of PP children is in line with non PPG</p>	<p>Supporting parent to attend</p>	<p>When a child cares about the topics learned and their purpose this can be a hook to want them to come to school.          To ensure PPG pupils use different learning styles to encourage participation.</p>	<p>Topic webs/ termly overviews will be shared with parents and be interesting.          I will discuss with children what they are enjoying in school and through building roles within class, encourage attendance.          Teachers to regularly discuss with children what they want to learn and be child led</p>	<p>A Moxham</p>	<p>Termly Done          Roles and responsibilities has improved children;s wellbeing and overall attitude as shown by anecdotal evidence and wellbeing questionnaire.          Discussion staff meetings linked to subjects for pupil conferences more in all classes. Evident in class 4 and beginning in class 3.</p>

<p>Pupils are able to manage their anxiety, fears or concern in a controlled way</p>	<p>Begin to implement some of relax kids strategies- anxiety reduction kits, self massage, peer massage and calming down techniques</p> <p>Counselling course commenced and supported use in school</p> <p>Use of ELSA staff and emotion coaching by all staff – revisited in staff meetings</p>	<p>Calm and responsive children will learn better. Pupils able to self regulate anxiety will have improved sleep patterns and less tired at home</p>	<p>Staff training for sendco assistant to support teaching assistants in how to support children in using the anxiety reduction kit. ELSA training utilised to support children. Cost of External trainers to focus on attachment, anxiety and strategies to connect through relationships. TA's to help children use and design their own to ensure personal ownership</p>	<p>A Moxham SEndco Assistant</p>	<p>March 2020</p> <p>Elsa training positive impact as per wellbeing questionnaire and case studies</p> <p>All TA's more in tune with children's emotional wellbeing and key workers formed both informally and formally</p> <p>Use of pastoral room and resources had positive impact.</p> <p>Motivation coaching with children and staff CPD</p> <p>ELSA strategies of Emotion coaching have been deployed by all staff through CPD and supporting restorative approaches</p>
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**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved. Children to have self confidence in their peer relationships and learning</p>	<p>Some PP children will attend nurture time to talk about their feelings. – a new Sendco assistant available all afternoons</p> <p>Use of PLP workshops with all staff to share good practice</p>	<p>Children open up and learn strategies to cope with unhappy feelings. They find solutions to problems or friendship issues and then they can then become more engaged in school work.</p>	<p>Use of boxall profiles to identify gaps and narrow them each term</p>	<p>SEndco assistant</p>	<p>January 2020</p> <p>To support and observe TA's usig and pastoral TA interpreting Spring term Additional focus on planning interventions both in and out of class so that we can clearly measure progress</p>

<p>PP children's reading improves in line with non-pp children          KS1 pupils phonics progress is in line with non PPG children and individual progress made          KS2 children's progress is in line with non PPG children and progress made for each individual in reading and writing</p>	<p>Pupil progress meetings will focus on how the PP children are progressing. Small steps if required will be planned for via PDP</p>	<p>When children read daily they gain in confidence. That 10-15 minutes of chatting about the book and linking the story to something they have experienced helps them to remember in long term memory what they have learned.          This time makes them feel valued.          Talk before writing opportunities and concrete experiences within numeracy</p>	<p>Feedback from staff/progress and new LSA/TA will inform SLT as to whether the children are making progress and if barriers are reducing          Monitoring will show children can discuss how what they are learning in class can be used as a skill outside the classroom.          SLT data monitoring to account for narrowing gap.</p>	<p>A Moxham          Maths and English subject leaders</p>	<p>March 2020/ June 2020          Additional reading and close monitoring of reading and book bands by all staff and children but in particular for PPG children          Pupil progress meetings will have this firmly on agenda.          Reading high on the agenda during lockdown with additional remote reading sessions and book changes</p>
<p>Children to have resilience and demonstrate positive attitudes to their learning.</p>	<p>Target support from TA in class to develop positive learning approach          Small group support linked to resilience          Explicit sessions linked to building resilience</p>	<p>More resilient children will be more confident in 'having a go' which may build self esteem and increase rate of progress          Lead on Growth Mindset in school as whole school</p>	<p>Increased rate of progress          Speaking to children about their learning          Attention and participation within small groups</p>	<p>A Moxham          All staff          Maths and English subject leaders</p>	<p>March 2020 July 2020          Monitoring resilience through challenges set during after school activity clubs and whole school enrichments such as Sale Sharks and Drama sessions</p>

<p>The attendance of PP children is in line with non PPG</p>	<p>The children will be invited to partake in planning the medium term curriculum and desired outcome – taking some ownership and interest. The HT will report to Gobs termly after checking half termly attendance data of children who are consistently falling below 90%. Awards are given to children who have 'good' attendance. Parents will be communicated with to ensure risks can be minimised</p>	<p>When children attend school regularly without constant breaks, they make more progress. Evidence shows that children who attend school make better friendships, take more ownership in their learning and are more confident. Children enjoy receiving awards and will often try harder when an award is being offered.</p>	<p>Attendance will be monitored half termly. Any absence will be addressed immediately. A chart of which children receive awards will be logged and tracked.</p>	<p>A Moxham School office staff</p>	<p>March 2020 July 2020 Attendance has been difficult to measure due to Covid and self isolation and lockdown limitations. However, PPG children have high attendance in relation to non PPG</p>
<p>Pupils are able to manage their anxiety, fears or concern in a controlled way</p>	<p>Children with anxiety often find it difficult to concentrate and so progress suffers. Children will be encouraged to manage their own anxieties or worries by taking ownership of solutions Use of emotion coaching to support children with specific needs</p>	<p>When children are less anxious they are able to concentrate, learn and make good progress. Evidence shows that fears and anxiety can hinder children's memory and attention</p>	<p>Outbursts will be monitored and pro actively supported to minimise. Children will be encouraged to involved in and use their own anxiety reduction kit TA to have training on attachment and anxiety to support intervention</p>	<p>A Moxham Behaviour consultant EP</p>	<p>March 2020 Use of ELSA and specific targeted support has supported a reduction in incidents at lunch time</p>
<p><b>5. Review of expenditure</b></p>					

## Planned Expenditure

### i. Improving outcomes

	Desired Outcome	Action/ Approach	What is the evidence & rationale for this choice?	How will you measure the impact?	Staff lead	When will you review implementation?
	B.Attainment gap narrowed in RWM.	Marking & Feedback	EEF research shows that highly effective marking and feedback can support up to 8 months additional progress for pupils.	Work Scrutiny. Pupil Attitudinal Questionnaires (PAQ). Observation/Learning Walks.	A Moxham	Monitoring timetable <b>£0</b>
	B.Attainment gap narrowed in RWM.  B.Improved phonic skills of targeted KS1 pupils Reading and writing KS2	Small Group & 1:1	EEF reflects significant gains in progress for pupils working in small groups or accessing 1:1 support. The school feels that this allows for direct learning and can help to identify and fill gaps in learning and supports assessment for learning strategies for example Review & Do sessions.	Support provision mapped during Pupil Progress Meetings. Learning Walk focus by subject leaders to monitor and fed back to SLT. Data analysis.	L Williams J Clarke D Brindle  N Smith S Allchurch	Pupil progress meetings  <b>£1000 staff costs</b> <b>High level of TA's in each class costs</b> <b>£13000+</b>
	B.Attainment gap narrowed in RWM.  B.Improved phonic skills of targeted KS1 pupils Reading and writing KS2	Teacher Focus Groups	EEF research shows small group intervention is impactful on pupil progress. School believes that by having in-class intervention by a qualified teacher, pupils will make additional progress.  EEF shows phonics intervention can support an additional 4 months progress.	Support provision mapped during Pupil Progress Meetings. Learning Walk focus by subject leaders to monitor and fed back to SLT. HT classroom observations.	J Vincent H Rowley J Clarke	Monitoring timetable  Pupil Progress meetings  <b>£800</b>
	Support for investigation into learning barriers	Testing – online and face to face	Important for early support and assistance identified when barriers are considered	Online or face to face diagnosis if any barriers to reading	AM(SENDCO)	<b>Costs £350 + online</b> <b>£190 each for face to face</b>



B Attainment gap narrowed in RWM.	KS2 Reading Scheme	In school data reflects attainment in Reading at KS2 needs to improve, therefore we want to ensure that resources support those eligible for PP, are progressive and engage pupils.  Increased resources in all classes	Monitoring shows targeted pupils are reading regularly and if not actions are taken in school to ensure that this is the case. Data analysis.	A Moxham J Clarke Class teachers	March 2020 July 2020 Sept 2021
					<b>£1500 inc teacher planning texts and TARDIS CPD opportunity and supply cover</b>
B.Attainment gap narrowed in RWM.	Reading Comprehension Strategies	EEF research shows that by directly teaching comprehension strategies, pupils can make up to five months additional progress.	Training implemented for staff and is monitored through observation/ learning walks Impact monitored by data analysis.	A Moxham J Clarke – subject leader	Feb 2020 July 2020
					<b>Inc in above</b>

**Total budgeted cost**

**£ 16400**

ii. Removing barriers to learning

	<b>Desired Outcome</b>	<b>Action/ Approach</b>	<b>What is the evidence &amp; rationale for this choice?</b>	<b>How will you measure the impact?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
	C.Increased resilience in learning  E.Barriers to learning have been reduce.	SEndco assistant	The school recognises that it has increasing need for on-site pastoral support due to the needs of our current pupils.  EEF research shows that by focusing on social and emotional learning, pupils can make additional progress. ELSA trained staff and available in afternoons for interventions and informal chats Emotion coaching CPD for all staff	Pupil/parent attitudinal questionnaire Intervention progress notes from timetabled sessions. Update meetings with HT.	A Moxham Class teachers Sendco assistant M Barratt	March 2020 July 2020
						<b>£3400.00 staff afternoon</b>

	<p>C.Increased resilience in learning</p> <p>E.Barriers to learning have been reduce.</p>	<p>Curriculum Enrichment</p>	<p>Ofsted's guide 'The Pupil Premium' (Jan 2013) identified: The full range of educational experiences in their top ten of 'Gap Busters' identifying the levers for improvement so that all pupils have full access to broad educational experiences.</p> <p>Variety of after school and enrichment activities</p> <p>Support of TA to develop resilience within small groups</p> <p>Y5 /6 cohort participate in an outdoor and adventurous residential; EEF research shows that participation in such activities has a positive impact on pupil progress.</p> <p>Additional clubs at lunch time impacting on self esteem of PPG</p>	<p>Monitoring of registers and activities to ensure targeted pupils can access all opportunities.</p> <p>Provision of Payment offered for half term after school club for all PPG children</p>	<p>A Moxham V Glew – PE focus</p>	<p>March 2020</p> <p><b>£1500 ( limitation due to lockdown but further training online provide first aid course and place to be)</b></p>
	<p>C.Increased resilience in learning</p> <p>E.Barriers to learning have been reduce.</p>	<p>Development of anxiety reduction opportunities</p>	<p>The school recognised that in the Summer of 2016, the more rigorous testing had a greater impact on the emotional well-being of pupils therefore want to provide pupils with the skills to be resilient learners.</p> <p>EEF research shows that by focusing on social and emotional learning, pupils can make additional progress.</p>	<p>PAQ results reflect impact. Staff feedback. Learning walks/observation.</p> <p>M Barratt ELSA supervision and updated CPD</p> <p>External support work completed with children directly and staff CPD</p> <p>Resources bought and set intervention to follow and measure</p>	<p>PHSCE Lead-s allchurch</p>	<p>March 2020 July 2020</p> <p><b>£400- conducted remotely</b></p>

<b>Total budgeted cost</b>						<b>£5300</b>
<b>iii. Developing confidence and resilience</b>						
<b>Desired Outcome</b>	<b>Action/ Approach</b>	<b>What is the evidence &amp; rationale for this choice?</b>	<b>How will you measure the impact?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>	
E.Barriers to learning have been reduce.	PHSCE support	<p>The school believes that learning to communicate their emotions and feeling will improve their positive attitudes to learning and build confidence in learning.</p> <p>Ofsted's guide 'The Pupil Premium' (Jan 2013) identified: The full range of educational experiences in their top ten of 'Gap Busters' identifying the levers for improvement so that all pupils have full access to broad educational experiences.</p>	<p>Reduction in incidents</p> <p>Staff interviews</p> <p>PAQ analysis and results.</p>	PHSCE LEAD	<p>March 2020</p> <p>July 2020</p>	
E.Barriers to learning have been reduce.	PHSCE – peer massage initiative	<p>The school believes that learning to relax and calm emotions and feelings will develop a sense of wellbeing and build a positive attitude to learning and build confidence and enhance relationships</p> <p>This coupled with Daily Mile support physical and emotional wellbeing</p> <p>Yoga offer in school linked to mindfulness</p> <p>Peer mediators to support peer to peer</p>	<p>Reduced incidents</p> <p>Pupil questionnaires</p> <p>Staff conversations</p>	All staff	<b>No ongoing costs</b>	
<b>Total budgeted cost</b>						<b>nil</b>

iv. Developing strategic leadership of Pupil Premium						
	Desired Outcome	Action/ Approach	What is the evidence & rationale for this choice?	How will you measure the impact?	Staff lead	When will you review implementation?
<b>Leadership</b>	A. Develop ability to communicate feelings	Appointment and development of PP Champion & Nominated Governor	The school is in agreement with David Laws (National PP Champion) that using this approach can benefit eligible pupils through the collection and analysis of data so that the Champion can ensure interventions are put into place rapidly if a pupil's progress slows; data is analysed and reported to all stakeholders; and the main barriers to learning are identified.	Reports at termly SEC produced and shared with Governors. Learning Walks/Scrutiny have taken place and fed back to SLT. PP Champion is needed as Governance role to work along side HT to implement strategic actions. Data analysis.  Pupil and parent questionnaires	A Moxham to develop role of PP Champion	July 2020
	B. Attainment gap narrowed in RWM					
	C. Increased resilience in learning					
	DE. Barriers to learning have been reduce.		Revised costings for PPG funding ( residential, uniforms, after school clubs, book vouchers, school trips paid)			
<b>Total budgeted cost</b>						<b>£2500 ( 1000 underspend)</b>

Additional expenditure has been met from school budget.

Catching and narrowing the gap for the younger children through impacted intervention and focus. Year 5 and 6 will continue to try and fill gaps. 3 new PPG children were new to school last year. In addition 2 PPG children were new 2 years ago.