

Pupil premium strategy statement 2019 - 2020

Bunbury Aldersey CE Primary School

Bunbury Aldersey CE Primary School is approximately 6 miles from Nantwich and sits in the rural village of Bunbury. It is one of 3 schools within the Rural Church Schools Academy Trust. It is a one form entry school with 169 children on roll. Our school culture of a 'caring Christian family where we grow together' begins with the needs of the child and reaches out to the family and to the future. We want Bunbury Aldersey CE Primary School to be a place where we all inspire a love of learning and respect for all, where individuals are encouraged to reach their full potential.

We currently have 17 pupil premium children on roll; this is 10.5% of the school.

At Bunbury Aldersey CE Primary School we adopt a robust approach to Pupil Premium spending. This consists of ensuring quality teaching is happening in every class and that every teacher is supported to keep improving. Targeted academic support will be given to children where necessary. A wide-range of other strategies will be given to individual children to meet their needs.

1. Summary information					
School	Bunbury Aldersey CE Primary				
Financial Year	2019-20	Total PP budget	£22400	Date of most recent PP Review	n/a
Total number of pupils	162	Number of pupils eligible for PP	17 (inc 1 LAC)	Date for next internal review of this strategy	December 19

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Pupils who are eligible for PP are making less progress than other pupils across Key Stage 2. This prevents sustained high achievement in Key Stage 2.	
B.	PP pupils are increasingly subject to emotional health and wellbeing issues which is impacting on learning	
C.	Access to extra-curricular activities off site in the local area is difficult	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Single parent families: 12/17 71% of PP are living in single parent/split family households	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	The gap between pupil premium children and their peers in combined data has narrowed by 4% by July 2020	Combined data has narrowed by 4% by July 2020

B.	Higher rates of progress across KS2 for middle and high attaining pupils eligible for PP.	Pupils eligible for PP identified as middle and high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing.
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4. Planned expenditure					
Academic year	2019-20 £22400 See website for full pupil premium plans http://www.bunburyaldersey.cheshire.sch.uk/page/pupil-premium/17220				
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?
To increase the proportion of PP pupils attaining ARE in maths to at least 75%	<p>Through quality first teaching of MNP approach.</p> <p>Staff CPD</p> <p>Through targeted teaching of areas as identified in the QLA document.</p> <p>Analysis of gender within pupil premium. Analyse the attainment progress, attendance and participation of boys and girls in school relative to boys and girls national.</p> <p>Providing 1:1 or small group work with an experienced teacher/teaching assistant focused on</p>	<p>End of Key stage data shows some disadvantaged pupils attain lower than their peers. Particularly in maths.</p>	<p>Robust monitoring of maths</p> <p>Staff CPD on using MNP</p> <p>Appraisals</p> <p>Data analysis</p> <p>Pupil progress reviews</p> <p>Attitude to learning reviews.</p> <p>Bespoke staff CPD</p>	<p>SLT</p> <p>Maths lead</p> <p>Pastoral Manager and SENCO</p>	<p>Termly: December</p> <p>April</p> <p>July</p>

	overcoming gaps in learning.				
Total budgeted cost					£7521
ii. Targeted support					
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?
SEND and PP children- gap to be narrowed to peers	SEND needs to be met through timed and targeted intervention- including pastoral and social interventions.	SEND and PP children to have specific needs addressed in a timed and targeted intervention. These will cover areas such as speech and language, spelling strategies for children with dyslexic tendencies, and social group work for children on the autistic spectrum	To improve the skills, knowledge and understanding with the aim of raising standards and diminishing the difference. Monitor and observe teaching and track progress of targeted children. PPP meetings. SENDCo monitoring.	SENCO SLT	Termly: December April July
Total budgeted cost					£4416
iii. Other approaches					
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?
To ensure the emotional well-being of targeted pupils, to improve their readiness to learn.	Learning mentor – wishes and feelings work and emotional well-being support through targeted intervention. (cool	To provide children with the experience/ skill to be able to self regulate their feelings and to develop a bank of strategies to use independently.	Pupil surveys Behaviour logs	SLT Pastoral lead	Termly: December April July £776

	connections/ resilient classrooms. 1:1 sessions with a school counsellor or safeguarding lead to support wellbeing.				£760
To raise self-esteem, team building skills, life experience opportunities and motivation for PP children.	Forest school sessions	To promote enthusiasm for learning by delivering an exciting and engaging curriculum. EEF- ‘On average, pupils who participate in adventure learning interventions make approximately four additional months’ progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence. Overall, studies of adventure learning interventions consistently show positive benefits on academic learning The evidence suggests that the impact is greater for more vulnerable students. Financial Support for Educational Visits	PP pupils identified regularly by staff and monitored through Pupil progress reviews and attitude to learning reviews.	SLT	Termly: December April July £4416 £1406
Total budgeted cost					£7358
LAC support					

Needs identified of LAC/post LAC children in school	PP TA to deliver personalised curriculum support for LAC/post LAC children	LAC/ post LAC children to have specific needs addressed in a timed and targeted intervention. These will cover areas such as speech and language, spelling strategies for children with dyslexic tendencies, and social group	Monitor and observe teaching and track progress of targeted children. PPP meetings. SENDCo monitoring.	SLT	£3105
Total budgeted cost					£3105

5. Review of expenditure																												
Actual Expenditure : £20994																												
i. Quality of teaching for all																												
Desired outcome	Chosen action/approach	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																								
To increase the proportion of PP pupils attaining ARE in maths to at least 75%	<p>Through quality first teaching of IPEEL approach.</p> <p>Staff CPD</p> <p>Through targeted teaching of areas as identified in the QLA document.</p> <p>Providing 1:1 or small group work with an experienced teacher/teaching assistant focused on overcoming gaps in learning.</p>	<p>2018/19: 2 children</p> <table border="0"> <tr> <td>PP ARE Attainment</td> <td></td> <td>Progress</td> </tr> <tr> <td>Maths</td> <td>50%</td> <td>50%</td> </tr> <tr> <td>Writing</td> <td>50%</td> <td>50%</td> </tr> <tr> <td>Reading</td> <td>50%</td> <td>50%</td> </tr> </table> <p>2019/20: 4 children</p> <p>5/12 PP in Year 6 PP ARE</p> <table border="0"> <tr> <td></td> <td>Attainment</td> <td>Progress</td> </tr> <tr> <td>Maths</td> <td>60%</td> <td>80%</td> </tr> <tr> <td>Writing</td> <td>60%</td> <td>80%</td> </tr> <tr> <td>Reading</td> <td>60%</td> <td>80%</td> </tr> </table>	PP ARE Attainment		Progress	Maths	50%	50%	Writing	50%	50%	Reading	50%	50%		Attainment	Progress	Maths	60%	80%	Writing	60%	80%	Reading	60%	80%	<p>The introduction of IPEEL has had a significant impact on standards across the school from September 2019 to March 2020.</p> <p>Pupil Progress Meetings focused on PP children to ensure they were making good to outstanding progress. This has also meant that staff now have a greater awareness of the PP children in their class. Where necessary additional interventions have been put in place to ensure our PP children make at least good progress.</p> <p>Next Steps: PP children and those with SEN will be the focus for monitoring in 2020/2021.</p>	£7521
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Desired outcome	Chosen action/approach	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
SEND and PP children- gap to be narrowed to peers	SEND needs to be met through timed and targeted intervention- including pastoral and social interventions.	<p>Difficult to judge whether gap was narrowed due to school closure and pandemic. During the first lockdown SEN children when questioned through pupil voice felt less pressured about completing work saying they could work at their own pace.</p> <p>A lot of SEND children were invited into school during school closure as part of the key worker bubbles.</p>	<p>Pupil Progress Meetings focused on PP/SEND children to ensure they were making good to outstanding progress. This has also meant that staff now have a greater awareness of the PP children in their class. Where necessary additional interventions have been put in place to ensure our PP children make at least good progress.</p> <p>Staff have a growing knowledge of SEND and PP children in their class and more work needs to be done on QFT being the first approach to supporting SEND and PP prior to targeted intervention. SEND / SLT working closely together to identify early those PP / SEND / Vulnerable children who need support.</p> <p>Targeted intervention in place such as AK-B social skills, cool connections and resilient classrooms, IDL, PO2, Precision Teaching, Alphabet Arc, Multi-agency approach with some of the PP / SEND</p> <p>Next Steps: Embed IPEELL – Approach to be continued 2020/2021 Pathways to Progress – Reading & Writing Intervention</p> <p>PP children and those with SEN and those disproportionately affected by Covid 19 will be the focus for monitoring in 2020/2021.</p>	£4416

iii. Other approaches				
Desired outcome	Chosen action/approach	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
To ensure the emotional well-being of targeted pupils, to improve their readiness to learn.	Learning mentor – wishes and feelings work and emotional well-being support through targeted intervention.	<p>TAs delivered Resilient classrooms and Cool Connections to targeted children.</p> <p>Increased resilience in class.</p> <p>Difficult to judge impact of this due to Pandemic and school closure for part of spring and all of summer term 2020. All children that were identified as vulnerable or were struggling at home were invited into school to be part of the key worker bubble. All vulnerable children and SEN at home were given weekly phone calls during school closure. Whole School approach to emotional health and wellbeing and this is seen as No.1 priority by staff.</p>	<p>Lockdown has had an impact on the children’s social and emotional well-being. This will continue to be a priority for the next few years.</p> <p>PP families were contact weekly throughout Lockdown. Where necessary, children were invited to attend our key worker provision.</p> <p>Emotional well-being of children must remain as No.1 priority during and after Pandemic so this approach needs to continue.</p> <p>Most children now been through one round of resilient classrooms / cool connections during last two academic years.</p> <p>Thoughts and feelings questionnaire (SDQ) done with children on return to school which will lead into targeted interventions.</p>	£1536

<p>To raise self-esteem, team building skills, life experience opportunities and motivation for PP children.</p>	<p>Financial support for children to take part in residential visits.</p>	<p>All children were able to attend residential because of financial support provided.</p> <p>Forest Schools happened for majority of the first terms prior to lockdown and then Forest Schools qualified PE Lead left post.</p>	<p>This had a significant impact on the children's self-esteem and resilience.</p> <p>Next Steps: Increase number of opportunities for the children to learn out of the classroom whilst continuing to offer a range of visit including yearly residential for Y1 to Y6.</p>	<p>£4416</p>
<p>LAC Support</p> <p>Needs identified of LAC/post LAC children in school</p>	<p>PP TA to deliver personalised curriculum support for LAC/post LAC children</p>	<p>1:1 support has been harnessed to support with social skills, reading and daily interventions.</p> <p>Reading – Y1Expected</p> <p>Writing – Y1Expected</p> <p>Maths – Y1Expected</p>	<p>Behaviour is starting to impact on his learning. There is an increasing need for the 1:1 support within lesson times to ensure that there is a consistent standard of behaviour for learning displayed.</p>	<p>£3105</p>
<p>6. Additional detail</p>				

