

Pupil premium strategy statement 2020 - 2021

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 164 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 14 pupil premium children on roll; this is 8.5% 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	2020-21	Total PP budget	£19,830	Date of most recent PP Review	24 th July 2021
Total number of pupils	164	Number of pupils eligible for PP	14 (inc 1 LAC)	Date for next internal review of this strategy	July 2021

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	2020-21 £22,400 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 overcoming gaps in learning.</p>	End of Key stage data shows some disadvantaged pupils attain lower than their peers. Particularly in maths.	<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>
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 connections/ resilient classrooms. 1:1 sessions with a school counsellor or safeguarding lead to support wellbeing.	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 £760

To raise self-esteem, team building skills, life experience opportunities and motivation for PP children.	Forest school sessions	<p>To promote enthusiasm for learning by delivering an exciting and engaging curriculum.</p> <p>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.</p> <p>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.</p> <p>Financial Support for Educational Visits</p>	PP pupils identified regularly by staff and monitored through Pupil progress reviews and attitude to learning reviews.	SLT	<p>Termly: December April July</p> <p>£4416</p> <p>£1406</p>
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				
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
<p>To increase the proportion of PP pupils attaining ARE in maths to at least 75%</p>	<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 overcoming gaps in learning.</p>	<p>77% achieved ARE with 8% GD In maths in 2020/21. The quality of teaching maths was evident even though it was a lot of Post-COVID recovery in the maths curriculum.</p> <p>A maths curriculum COVID recovery plan was put into action for children returning to school after the Pandemic and this focused on areas that had been identified as difficult to teach during lockdown or postponed to teach in school on return.</p> <p>Targeted teaching taken place of PP children across all year groups and these always highlighted on teacher's intervention plans. Teachers fully aware of PP children in their class and make sure these are targeted regular for support and 1:1 intervention in maths.</p>	<p>Pupil Progress Meetings focused on PP children to ensure they were making good to outstanding progress. It 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 2021/2022.</p> <p>Principal is part of Diocese Disadvantaged group and University of Manchester research project looking a Poverty in Education to further develop schools approach to working with these families and pupils.</p>	£7521

ii. Targeted support				
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>All SEND pupils whether on First concern, SEN Support or EHCP Plan getting quickly identified and plans made for the individual needs to be met. This can often be through</p> <p>1:1 support, Small group intervention and QFT.</p> <p>SEND growing within the school all the time with now a total of 26/107 children on SEN register (24%). We have 6 children on EHCP Plans 6/92 (6%) which is double national average.</p>	<p>Pupil Progress Meetings focused on PP children to ensure they were making good to outstanding progress. It 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 2021/2022.</p> <p>Principal is part of Diocese Disadvantaged group and University of Manchester research project looking a Poverty in Education to further develop schools approach to working with these families and pupils.</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. (cool connections/ resilient classrooms.	A whole school approach to promoting Children’s mental health and wellbeing taken which has had big impact in helping children post Pandemic.	SENCO or Pastoral manager to hold whole school provision plan for social-emotional / wellbeing / mental health interventions on some sort of spreadsheet on what dates these have happened and which children have attended to ensure spread and that PP children are targeted.	£1536
	1:1 sessions with a school counsellor or safeguarding lead to support wellbeing. Forest school sessions	SENCO closely monitoring social emotional interventions taking place in school and a lot of TA time / wages being used on these sorts of interventions: Cool Connections 1 x 45mins per week Resilient Classrooms 1 x 45mins per week Friendship Terrace 1 x 45mins per week All school staff have received Youth Mental Health first aid training so that they are equipped to support PP pupils and all other pupils with the increasing amount of mental health.		
To raise self-esteem, team building skills, life experience opportunities and motivation for PP children.				£4416

LAC Support				
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
Needs identified of LAC/post LAC children in school	PP TA to deliver personalised curriculum support for LAC/post LAC children	Post cared for child has been provided with personalised approach involving targeted intervention. Adaptions to timetable have also been made with separate collection/ drop off routine established to ensure these times of the day are a stress free for both parent and pupil as possible	Routine to be continued.	£3105
6. Additional detail				