Blyton cum Laughton CE Primary School
Pupil premium strategy statement 2020/21

School overview

Metric	Data
School name	Blyton cum Laughton CE Primary
Pupils in school	127
Proportion of disadvantaged pupils	22/127 17%
Pupil premium allocation this academic year	£29590
Academic year or years covered by statement	2020/21
Publish date	September 2020
Review date	September 2021
Statement authorised by	K Duke/S Curtis
Pupil premium lead	K Duke.
Governor lead	S Curtis

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	+3.1
Writing	+0.8
Maths	+0.6

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1 To narrow the attainment gap between disadvantaged and non-disadvantaged pupils	• To ensure all staff are confident to use various teaching strategies to support learning during the time when restrictions are in place including targeted guided support in KS1 and whole-class teaching in KS2. • To allocate TA support to children of specific need.
Priority 2 For all disadvantaged pupils in school to make or exceed nationally expected progress measures in mathematics	• Ensure children are supported in the use of daily reasoning and basic mathematical knowledge (e.g. times tables using acquired resources/apps) with consistent timetabled approaches in all year groups.
Barriers to learning these priorities address	• Ensuring staff use whole-class teaching strategies that maximise impact including whole-class reading in KS2. • Absence due to self-isolation or bubble/school closure impacting on gaps in learning.
Projected spending	£27000 allocated to teaching assistant support for targeted intervention, learning mentor support to enable all children to access learning and key books/apps to support learning.

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 national average progress scores in KS2 Mathematics	July 2021
Phonics	Achieve national average expected standard in PSC.	July 2021
Other	Reduce the impact of self-isolation on learning by ensuring remote learning closely links to classroom learning and parents/children are supported to do so.	July 2021

Targeted academic support for current academic year

Measure	Activity
Priority 1	• To ensure all staff are confident using a wide range of teaching strategies that are proven to impact on pupil progress including those from Mathematics CPD (Paul Broadbent) and the introduction of TTRocksStars/Numbots. • Target disadvantaged pupils using in house data and provide resources/IT and support staff support in each class. • To continue embedding our Reading-Inspired Curriculum in Y1 + to put emphasis on outcomes inspired by a breadth of cross-curricular reading. • To create a welcoming and positive reading environment in each class, the shared spaces at each site and the library. • To embed understanding and knowledge through a reading-inspired thematic approach. • To promote a love of reading through school including acquiring the key book for each child every term.
Priority 2	• To provide targeted coaching for staff to ensure children who have fallen behind have specific focus. • To upskill support staff with appropriate approaches and pedagogy to teaching interventions. • To identify pupils who may require more targeted support on a daily basis.
Barriers to learning these priorities address	• Pupils have been learning remotely for a considerable time over the past six months, some being affected by class bubbles isolating and all bar the key workers being at home during lockdown. • Pupils basic emotional and social needs may not be currently met and they may not be in a position to make accelerated progress (support from learning mentor)
Projected spending	Learning Mentor - £4000 TA support 0.5FTE £7460 allocated to teaching assistants/learning mentor support TTRockstars £168 Total spend: £11628

Wider strategies for current academic year

Measure	Activity
Priority 1 To improve attendance and progress of disadvantaged pupils and ensure they are in line with national expectations	• To identify pupils who are falling behind national • To provide support for families who may struggle with home learning if a child self-isolates, bubbles close or the school closes. • To provide tailored support for families with low attendance, working with LA Attendance team • To provide pupils with the opportunity to engage with structured activities such as #TTRockstars, #SpellingShed
Priority 2 To enhance pupils' cultural capital by providing a breadth of experiences	• To ensure the curriculum is balanced and carefully sequenced, and the Reading-Inspired Curriculum allows opportunities for cultural development • To allow free BcL Breakfast Club and After-School Club for those in receipt of pp to ensure the children arrive promptly and have a good start to the day. • To allow pupils to partake in virtual and in school visits (when guidelines permit), which build on skills and knowledge from Reading-Inspired Curriculum lessons and adapts to current restrictions caused by #Covid19
Barriers to learning these priorities address	• Impact of Covid19 - absence of pupils due to self-isolation, bubbles or whole school closing. • Pupils not having breakfast prior to the school day. • Fees for Zoom author sessions if required • Targeted pupils have access to the Learning Mentor • Covid19 measures limit visitors coming into school
Projected spending	Learning Mentor £13,740 Reading curriculum whole class texts x 2 terms £1800 Total: £14940 + £12228 = £27168

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensure enough time is given over to allow for staff professional development.	Use of INSET and additional cover provided by HT and HLTA. All subject leaders to be releases for half a day every half term
Targeted support	Despite the current restrictions, ensure children are provided with specific support in class or via 1:1 support and this is achieved by following social distancing.	Ensure the whole school community are guided and supported to reduce risk through the use of different spaces/adults and resources. Flexibility in staffing dependent on need.
Wider strategies	Further increase engagement of families through the use of the learning mentor and Class Dojo.	Instigate regular conversation/ meetings with families to ensure school identifies need and acts upon it.

Review: last year's aims and outcomes

Aim	Outcome
Progress in R/W Y6 is judged as +1	Data not available: Covid

Progress in mathematics is judged as +1	Data not available: Covid
Increased % of children pass the phonics screen check	Data not available: Covid