

Pupil premium strategy statement: Blakeley Heath Primary School 2020-2021

1. Summary information					
School	Blakeley Heath Primary School				
Academic Year	2020-2021	Total PP budget	£66 220	Date of most recent PP Review	Sept 2020
Total number of pupils	335 (exc nursery)	Number of pupils eligible for PP	70	Date for next internal review of this strategy	Sept 2021

No national data for 2020

1. Current attainment									
	Early Years July 2019			Key Stage 1 July 2019			Key Stage 2 July 2019		
	No of PP Pupils	% of PP	National	No of PP Pupils	% of PP	National	No of PP Pupils	% of PP	National
% of pupils achieving a good level of development	6	17%	74%						
% of pupils achieving expected standard in Yr1 phonics				8	75%	84%			
% of pupils achieving the expected standard in reading	6	17%	79%	8	50%	78%	8	50%	78%
% of pupils exceeding the expected standard in reading	6	0%		8	0%	28%	8	0%	31%
% of pupils achieving the expected standard in writing	6	17%	76%	8	50%	73%	8	75%	83%
% of pupils exceeding the expected standard in writing	6	0%		8	0%	17%	8	0%	24%
% of pupils achieving the expected standard in maths	6	17%	82%	8	50%	79%	8	50%	84%
% of pupils exceeding the expected standard in maths	6	0%		8	0%	24%	8	0%	31%
% of pupils achieving the expected standard in reading, writing and maths	6	17%		8	50%	69%	8	50%	71%

								No of PP pupils	PP progress score	National average for non disadvantaged
reading progress score								8		0.32
writing progress score								8		0.26
maths progress score								8		0.36

Year 2020-2021

1. Cohort Information								
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
Number of children	54	38	60	50	59	35	55	335
Number of pupil premium	9	8	10	10	15	4	9	70
PP as % of cohort	17%	21%	17%	20%	25%	11%	16%	21%

2. Review of previous spending and barriers to future attainment (for pupils eligible for PP including high ability)

Review of previous spending:

During the year 2019-2020 we had a national lockdown which impacted the spending on PP funding

The following points are linked to our planned outcomes

- Pupil premium children could have been affected more by the pandemic than non-pupil premium children due to the lack of resources and technology to support lockdown learning. Blakeley provided hard copy packs for all learners who needed support with accessing learning. School was open to key worker children and the most vulnerable children. The leader for inclusion, deputy headteacher and headteacher had check in groups consisting of PP and vulnerable families to ensure they were contacted once a week. Parents were liaised with as well as the children and often staff supported the parents through the pandemic not just the children. For families not coping during lockdown school offered for the children to be on site with key worker children.
- Good practice in EYFS and KS1 has been continues however there is no concrete data to reinforce this due to the coronavirus pandemic, phonics checks were delayed and national data wasn't published.
- Over 30% of pp children are also SEND and there is plenty of research to show that children with SEND were some of the worst hit by the pandemic. To combat this they were the children we checked in with on a weekly basis in person or on the phone.

- Lesson observations evidence how PP children fully participate in learning, offering opinions and answers and following instructions without hesitation or distraction.
- Attendance 89.66% but government statistics were not published for this year because of the coronavirus pandemic. All data in line with absences and persistent absences is unreliable due to the lockdown situation. March 2020 there were no SIMs codes for isolating or lockdown codes that didn't impact on attendance figures.
- School have been unable to provide a range of formal and informal opportunities for parents to come into school due to the coronavirus pandemic.
- School liaison with external agencies has also been affected during the pandemic agencies were not permitted to come into schools. Most affected was speech and language and advisory services such as the Autism Outreach team.

Because of the disruption of COVID-19 Pandemic barriers and targets and barriers are largely the same with some added barriers as seen below.

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	Percentage of children who are PP and SEND – how are their needs consistently met and progress evidenced – even if small steps?
B.	Ensuring progress from EYFS to KS1 and KS1 to KS2 consistent – how do we ensure the gap narrows as they go through school?
C.	Low starting points with basic skills – how do we ensure they have sufficient English and maths skills to access the whole curriculum?
D.	Attitude to learning – How do we ensure PP children have the resilience and motivation to try and keep going in order to be successful?

External barriers (*issues which also require action outside school, such as low attendance rates*)

E	Inconsistency outside of school which can impact on behaviour, attitude and focus in school – how do we build positive relationships and support these families?
F	Low attendance for disadvantaged learners – how do we reduce the number of persistent absentees and increase attendance?
G	Parents' knowledge and confidence with liaising with school – how do we ensure parents feel supported with their child's learning and have the confidence to attend all invitations to school (assemblies, workshops, consultations etc.)? Parents knowledge of primary strategies and learning means that they found home learning difficult.
H	PP children having limited experiences of the outside world and culture in contrast to non pp children.
I	External agency involvement with the family – how can we ensure good communication with agencies to support students and their families.
J	Ability to access online learning due to ICT limits in the home or issues with childcare during lockdowns

3. Desired Outcomes

	<i>Desired outcomes and how they will be measured:</i>	<i>Success Criteria:</i>
A / B / C	<p>Children make at least expected progress from their starting point with many making greater than expected – reducing the gap with peers and age related expectations.</p> <p>PP children who are also SEND achieve ISP targets when reviewed termly.</p> <p>Intervention records show targeted support is having an impact and children are able to apply new skills and knowledge when working in class.</p> <p>To use our support staff increasingly across the school to enable extra effective support for our Pupil Premium children</p>	<p>Diminished gap between pupil premium children and national expectations in all subjects.</p> <p>Monitoring of ISP targets and intervention records show majority of children successful in achieving targets and able to progress to next steps in learning.</p> <p>Monitoring of provision provided for children with SEND in lockdown, ensuring the home learning was appropriate and check ins with parents ensured that the children were able to access the learning.</p> <p>Trained staff will have a greater impact on intervention and therefore progress.</p>

	Those children identified as needing support with key skills after lockdown have access to specific targeting intervention by senior members of staff.	Children are able to make accelerated progress. Diminished gap between pp children and their peers. Those disadvantaged by lockdown conditions have the key skills needed to access their age appropriate learning.
D	Internal monitoring (lesson observations and pupil voice) evidences PP children show an increase in motivation, independence and confidence resulting in a willingness to try new opportunities and stick at tasks in class.	Diminished gap between pupil premium children and national expectations in all subjects. Increased attendance at extra-curricular activities including trips and residential. Pupil voice evidences how children feel confident in lessons and are motivated to make progress. Lesson observations evidence how PP children fully participate in learning, offering opinions and answers and following instructions without hesitation or distraction.
E	Internal monitoring shows PP children focused and participating fully in all areas of the curriculum. Pupil progress meetings evidence a reduction in concerns raised in relation to behaviour, focus and attention. Evidence from meetings with external agencies and parents show improvement in attitude and behaviour at home. Use of the "Hive" lunchtime nurture provision to learn turn taking and social skills to reduce behaviour incidence at unstructured times. This will resume after social distancing is reduced.	Reduction in behaviour incidents recorded for PP children. Reduction in fixed term exclusions for PP children. Reduction in PP families requiring additional support from school and external agencies. – This wasn't the case during and after lockdown 1, staff were seeing an increase in PP families requiring additional agency support. Pupil voice evidences how children feel confident in lessons and our motivated to make progress. Lesson observations evidence how PP children fully participate in learning, offering opinions and answers and following instructions without hesitation or distraction.
F	Improve attendance from 92.2% to 94.3% (national). Reduce persistent absentees from 30% to 17.2% (national). Evidence shown through attendance report and records of internal monitoring.	Attendance and persistent absentee in line with national expectations.
G	School provides a range of formal and informal opportunities for parents to come into school. Individual parents are approached through an appropriate method or by the relevant member of staff to encourage participation and attendance. School provide workshops (SATs and Reading) to upskill our parents and provide them an opportunity to ask questions on how to support their children. Staff will answer any questions at parents evening and provide resources to help parents support their children at home if appropriate.	Attendance at workshops, family learning lessons and parent consultations increased for parents of PP children. Attendance at workshops and parents evening, target PP parents who have not made appointments at parents evening.
H	School provides a range of additional opportunities to all children including school trips and residential School provides opportunities to experience different cultures through visits and external visitors.	Attendance at day and residential trips funded by school when necessary. Attendance at trips to Mosque, gurdwara, churches and other places of worship as well as memorials. People from difference faiths taking part in assemblies. Less incidences of use of racist and stereotypical language.
I	Over 30% of PP children also have SEND. Therefore school liaises with external agencies such as; Local support team, Autism Outreach, Educational Psychologists, and social workers to gain knowledge and provide support for families. School have regular meetings to discuss progress and provide targets for the children to achieve in school. PEP or ISP targets may be set to target support. Communication with parents shows a reduction in behaviour incidents at home.	Targets and recommendations set by external agencies are followed by staff. Parents have a meeting with staff and where possible the external agency to discuss targets and support provided. Children make progress towards these targets and they are reviewed by staff on a termly basis. Records of contact with external agencies will be kept in the child's file.

	Contact with agencies continued online or phone due to lockdown.	
J	Children will have access to appropriate provision while in lockdown. Children will be able to access online provision.	Evidence of engagement with online learning Evidence of packs of work being received and completed Evidence of the gap between PP and non PP children reducing.

4. Planned expenditure						Cost
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?	
PP children make good progress against age related expectations from their starting points and many make exceptional progress narrowing the gap between school and national.	Senior leader responsible for PP children who will track, monitor and evaluate effective provision for PP children.	Greater awareness of PP children, their starting points, barriers to learning, next steps and progress will allow teaching and support to be individualised where possible encouraging better than expected progress.	Year group monitoring – books, lessons, pupil and staff voice, learning environment and data PP monitoring – books, lessons, pupil and staff voice, learning environment and data PP governor meeting with PP lead to challenge and support provision in school Monitoring of intervention records	SLT	Sept 2021	Inclusion lead £25,929 – 3 days per week
	Targeted intervention for PP children based on their individual barriers to learning: Immediate maths intervention from years 1 to 6. Support for individual PP children to access school and differentiated curriculum			CT		PP intervention £37,153.65
	PP case studies evidencing small steps of progress Quality first teaching shown through monitoring, opportunities to develop good practice through collaborative learning.	TH Governor	Staff meeting time – included in directed time			
	Those children who are on the pp register allocated a member of SLT to check on them and their learning during lockdown.	Consistent SLT member to check in with children and families means that they can flag if a parent isn't responding to phone calls or experiencing difficulties and escalate when necessary.	CT SH LR	Meeting time SLT during lockdown – £1, 533.14		
	Booster classes organised after school to target children that need to make accelerated progress.	Children will have additional time to work on maths key skills that are prerequisites for the following year ensuring they	Children will have baseline and exit data based on the intervention.	SH LR		LR and SH booster for 15 weeks £1,336.65

	Half day training from leader of inclusion Training session from AOT	don't start the year below the required level. Children supported by trained support staff will make more accelerated progress	Support staff questionnaire to say if they are feeling more confident with the use of intervention schemes after training.	CT AOT practionner		£132.60 £400 Total £49,199.04
PP children able to consistently attend school.	Work with external agencies to reduce barriers for parents and children attending school. Provide breakfast and after school club provision to support families with balancing work commitments and school attendance. Regular monitoring of attendance, letters and phone calls regarding attendance, discussions with parents and children. The importance of attendance is high profile in school e.g. regularly on newsletters. Attendance data shared with the full governing body not just PP link governor. Good and vastly improved attendance rewarded with certificates and discussions with HT. Free wrap around care to those that need it during lockdown	Children need to be in school in order to learn and make progress both academically and socially. Clear evidence of poor progress being related to low attendance. Parental feedback positive about a reduction in the difficulty to enforce children attending school consistently due to barriers including other commitments. All children need access to schooling and parents that were key workers needed more flexible childcare.	Attendance monitoring - both internal and external. Reports from external agencies and parental feedback. Monitored attendance by LR	LR + TW + CT – attendance monitoring and rewards LR/SH/CT - Liaising with external agencies Link governor LR	Sept 2021	Attendance Monitoring CT LR pm £845.40 Time to liaise with external agencies £3685.28 1 staff member in wrap around For lockdown £2690.45 Total £7221.13
All children have sufficient food and drink throughout the day to sustain energy and	PP children will be provided with toast during a break time and a drinking vessel will be provided if children are without a water bottle.	Evidence shows feeling hungry and thirsty can reduce concentration levels in children impacting their ability to process and retain information. PP families are some of the worst hit with the lockdown due	Year group monitoring – books, lessons, pupil and staff voice, learning environment and data PP monitoring – books, lessons, pupil and staff voice,	LR	Sept 2021	CT check in monitoring

concentration levels		to the financial situation many of the families are under and the inability to take time off for home-schooling or the implications of furlough.	learning environment and data PP governor meeting with PP lead to challenge and support provision in school			£380 TA check in £4,379.50 LR vouchers £1,151.15 Total £ 5,910.65
	During lockdown organisation of free school meals vouchers scheme.	Government scheme as free school meal children are entitled to a free meal at school daily.	Monitoring of children having toast and asking for drink during the day. TA monitoring the mornings, feedback to CT. Family check-ins from SLT			
All children have access to a safe school environment that is calm.	Children will have access to “The Hive” nurture base when/if they need support with social intervention. Staff will be trained with social skills training programs to support learners to be better able to cope in social situations.	Behavioural incidents are reduced on the playground. Children are supported to develop their social skills reducing conflicts and anxieties enabling students to form healthy age appropriate relationships.	The hive will be supervised by 2 staff at all times with a maximum of 12 children at one time. Register of children using the hive will be monitored. Drop in monitoring sessions.	CT	Sept 2021	Staffing £4,020.40 Total £4320.40
PP children have access to a broad and balanced curriculum with opportunities to experience additional visits and visitors.	Parents supported financially with cost of residential and educational visits and visitors. Children will have access to music classes if requested.	Being able to be fully involved in the curriculum provides PP children with an increased degree of self worth, confidence and independence.	Year group monitoring – books, lessons, pupil and staff voice, learning environment and data PP monitoring – books, lessons, pupil and staff voice, learning environment and data PP governor meeting with PP lead to challenge and support provision in school. Tracking of attendance on residential and educational visits.	LR	Sept 2021	Residential cost £0 - cancelled Educational visit cost £0 – cancelled Musical tuition £750
		Children without the ability to print resources should have the	Monitoring of the return of packs and check-ins with SLT staff	SH CT LR		Printed packs and delivery

	<p>Children supported with packs of resources delivered to their house in lockdown.</p> <p>Children given access to chromebooks to access online learning x35</p>	<p>same opportunities as non PP children.</p> <p>Children without ICT at home should have the same opportunities as non pp children</p>	Monitoring of engagement	LR CT SH		<p>£130</p> <p>£7210</p> <p>Total £8,090</p>
Total budgeted cost						£74,741.22

5. Evaluation

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The attainment figures haven't changed as there was no national data in July 2020.