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| 1. **Summary information** | | | | | |
| **School** | Bridgemere CE Primary School | | | | |
| **Academic Year** | 2020-21 | **Total PP budget** | £10,725 | **Date of most recent PP Review** | September 2020 |
| **Total number of children** | 71 | **Number of children eligible for PP** | 6 X £1345  1 x £310 Service child  1 x £2345 LAC | **Date for next internal review of this strategy** | January 2021 and April 2021. |

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| 1. **Current attainment end of KS2** | | |
|  | *Children eligible for PP (your school) 2019* | *Children not eligible for PP (national average)* |
| **% achieving ARE or above in reading, writing and maths for end of KS2** | 67% |  |
| **% achieving ARE in reading** | 67% |  |
| **% achieving ARE in writing** | 67% |  |
| **% achieving ARE in maths** | 67% |  |

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| 1. **Barriers to future attainment** | |
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| **In-school barriers** | |
|  | Remote learning has been offered, but not all children have accessed this. |
|  | Evident gaps in early reading, poor oral vocabulary |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | |
| **C.** | Due to the national lockdown, at least 4 months of schooling has been missed by most pupils. |
| **D.** | Lack of technology/network coverage available for some families to complete remote learning. |
| **E.** | Limited support due to parents working at home |
| **F.** | Limited transition for pupils and liaison with the Early Years settings due to lockdown |

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| 1. **Outcomes** | | |
|  | *Desired outcomes and how they will be measured* | *Success criteria* |
|  | To close as many gaps as possible generated from the lost learning of 2020. | * For a recovery curriculum to be carefully planned * For pupils to have completed their specific year group’s content in maths, English and Science. * For results at the end of the year to demonstrate progress based on baseline scores. |
|  | All PP children have an opportunity to read and practise times-tables and spellings at school.  Measured by improved spelling as noticed during work scrutiny, enhanced times table speeds, enhanced reading age at least compatible with chronological age. | * PP children show improvements in early reading skills through phonics, or Accelerated Reader scores * Times Table Rockstar speeds increase * More accurate spellings seen in independent work. |
|  | Remote learning is accessible for all pupils | * Remote learning tasks will be completed due to access to the network and technology. |

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| 1. **Planned expenditure** | | | | | | | | | | | |
| **Academic year** | **2020-21** | | | | | | | | | | |
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| **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?** | | **Cost** | |
| To improve the feedback for children so they are more able to respond in all aspects of pedagogy including through use of Google Suite. | For the maths, English and Computing Subject Leader to improve the efficiency and impact of feedback so children respond more frequently and with more purpose. | | | EEF trialled projects prove that effective feedback can add up to 8 months progress on a child’s learning. School has trialled some aspects previously but this needs reviewing to ensure it is the best quality possible. | Nominated staff will lead on this project.  Subject Leaders for Maths, English and Computing will generate an action plan with milestones which will be monitored by the SLT at set intervals. Progress and evidence will be presented. | | C. Middleton  S. Willington  D. Slater | At least half termly | | £2000 | |
| To change the method in which Singapore Maths is delivered to be more effective in mixed year groups | To merge the content of the year groups so it can be delivered over a 2 year timeframe. Time will be spent ensuring there is progression of skills and knowledge so as not to disadvantage any child in their current learning. This will make it easier for a teacher to deliver the content and assess children’s needs consistently. | | | Monitoring of maths standards throughout the academy has been a little inconsistent compared to academies with single year groups. Following research and discussion with other Headteachers experiencing these difficulties, it was decided to implement a new method. | Maths subject leader and Headteacher will monitor the new method closely. Staff have been guided through the changes with the rationale for change explained.  Feedback will be taken from children to gather their views and ensure the sessions are ambitious for all. Feedback will be taken from staff to establish whether the change of method is having the desired effect and making life easier in the classroom.  SLT will scrutinise work to ensure quality is evident. Lesson visits will reveal quality of the sessions.  Moderation of children’s work will help to track improvements and ensure standards are high. Provision to move to remote learning will also be planned for. | | D. Slater  C. Middleton | All aspects of Singapore Maths will be reviewed half termly. | | £2000 | |
| **Total budgeted cost** | | | | | | | | | | £4000 | |
| **Targeted 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 improve targeted children’s emotional literacy | | To train up a current TA to gain the ELSA qualification to deliver the program. Resources will also be purchased in order to deliver the program effectively | There is extensive research nationally to support the impact of the ELSA intervention particularly from educational psychologists. Based on evaluation of need for a number of identified children, this seems an ideal intervention. | | | TA will access training.  Intervention will be observed and data monitored by SENCO. | A. Pike  S. Hollowood | | March 2021  May 2021 | | £1000 |
| To provide targeted support sessions to PP children in areas of weakness identified by teacher assessment and termly data analysis. | | 1 x PP specific TA appointed for 12 hours per week for 2 terms. | The impact of these sessions for the children who accessed this provision previously proved to be effective. 100% of children made progress. | | | Impact of the support sessions will be monitored through data analysis, observations and work scrutiny. | A. Pike  C. Middleton  S. Hollowood | | February 2021  March 2021  May 2021  July 2021 | | £3624 |
| **Total budgeted cost** | | | | | | | | | | | £4624 |
| **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 close existent gaps in spelling and maths | Implement the IDL online tool | | | This approach has been trialled in a different academy within the Trust and the results show impact through reduced gaps as evident in books. There is also online assessments attached to the programme and every child enhanced their scores. | SENCO will deliver training to staff so they are clear of its use.  Staff will train the targeted children to use the programme and time will be provided outside of the curriculum for children to use it. | | A. Pike | Termly review undertaken by SENCO. | | £498 | |
| To improve the reading attainment for targeted PP children and to enhance progress. . | To improve the reading books for specified bands for accelerated reader. These books will help to improve motivation to read the new titles and thus access more star reader assessments. | | | Children have told us in their chatter groups that they would like some new titles as there is not enough variety in some of the bands. Children wish to read but are not excited by the current topics and themes of the available books. | Targeted children will be involved in the selection of the texts. The progress and attainment will be targeted | | S. Willington | Half termly reviews. | | £1500 | |
| For all children to continue to improve the knowledge, speed and enjoyment they have for multiplication tables. | Timetables Rockstars | | | In accordance with the new school homework policy, maths homework has been simplified so that children can focus on learning the multiplication tables. | Class teachers will monitor children’s usage, speed and achievement using the software.  Review times tables results at the end of each term to monitor improvement. | | D.Slater | December 2020  April 2021  July 2021 | | £90 | |
| **Total budgeted cost** | | | | | | | | | | £2088 | |

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| **Total costs for all activities** | **£10,712** |

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| **6. Review of expenditure** | | | | |
| **Current Academic Year**  **2020-21** | | | | |
| **Quality of teaching for all** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact: Include impact on pupils not eligible for PP, if appropriate.** | **Considerations for future spending** | **Cost** |
| To improve the feedback for children so they are more able to respond in all aspects of pedagogy including through use of Google Suite. | For the maths, English and Computing Subject Leader to improve the efficiency and impact of feedback so children respond more frequently and with more purpose. | Staff training took place so all staff were able to support other  staff in how to provide effective feedback.  Due to second lockdown, feedback via google suite was  effective in allowing children to know how to develop and  improve work.  Work continued to enhance feedback – this could be seen  through children’s books, pupil voice, learning walks and feedback from parents. | For children to attend wider  curriculum opportunities that  enrich the children’s life  experiences particularly after the  impact of Covid. | £2000 |
| To change the method in which Singapore Maths is delivered to be more effective in mixed year groups | To merge the content of the year groups so it can be delivered over a 2 year timeframe. Time will be spent ensuring there is progression of skills and knowledge so as not to disadvantage any child in their current learning. This will make it easier for a teacher to deliver the content and assess children’s needs consistently. | Since January 2021 the maths lead has been operational in looking at the needs of the children in Bridgemere in mixed age classes.  She has spent time looking at books, observing lessons and speaking to staff and children in regards to what is the best approach to teaching for all pupils.  From direct evidence and because of the gaps in learning due to Covid it was essential to return to specific year group teaching once again.  Since January teachers have felt confident in teaching this way and have carefully assessed ensuring that planning can be adapted to cover gaps or develop consolidation. | Maths assessment – insight linked to Singapore maths.  Time for subject leader to observe lessons and ensure the right approach to teaching maths is taking place in each class according to the needs of the cohort | £1500 |
| **Total expenditure** | | | |  |
| **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.** | **Considerations for future spending** | **Cost** |
| To improve targeted children’s emotional literacy | To train up a current TA to gain the ELSA qualification to deliver the program. Resources will also be purchased in order to deliver the program effectively | TA has gained the ELSA qualification and is using her knowledge and experience across the school with vulnerable pupils ensuring that they get the support they need.  Feedback from pupils, parents and social workers has shown the impact of the time spent with vulnerable children. | Continued training days to support work in school | £500 |
| To provide targeted support sessions to PP children in areas of weakness identified by teacher assessment and termly data analysis. | 1 x PP specific TA appointed for 12 hours per week for 2 terms. | The TA had a timetable which allowed all PP children to be  provided a tailored and bespoke support/intervention.  This was a vital tool in supporting children through lockdown,  particularly with wellbeing and mental health support.  The TA was able to work on remote learning classrooms  and set up bespoke learning for all children and provided  wellbeing resources and phone calls on a regular basis. On  return to school, children continued to benefit from the support, particularly with RWI reading intervention. - RWInc data  Children’s wellbeing was supported effectively – pupil voice | TA to provide tailored well being  and reading recovery for all  vulnerable pupils. | £1500 |
| **Total expenditure** | | | |  |
| **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.** | **Considerations for future spending** | **Cost** |
| To close existent gaps in spelling and maths | Implement the IDL online tool | IDL has continued to be an invaluable tool for vulnerable children and they continue to use the programme to meet their specific needs.  Evidence from children’s work shows it has had an impact. | Continue next year | £200 |
| To improve the reading attainment for targeted PP children and to enhance progress. . | To improve the reading books for specified bands for accelerated reader. These books will help to improve motivation to read the new titles and thus access more star reader assessments. | Accelerated reader has been rolled out further across the  school to provide children with a clear and accurate reading  programme from Year 2-6. All books have been audited and  some colours have been replenished. Pupil voice allowed for  us to choose books that the children wish to read.  Children are becoming more excited to read and reading more  regularly, which is having an impact on overall progress. (end  of year data and pupil voice) | RWI phonics has been a vital tool  in delivering phonics at KS1.  However, PP children at KS1 still  need additional 1:1. Further work  needs to now be done for PP  children at KS2 to support  comprehension and reading  inference. | £500  £200 Training |
| For all children to continue to improve the knowledge, speed and enjoyment they have for multiplication tables. | Timetables Rockstar’s | The evidence from pupil’s voice is that they still enjoy the challenge of TT Rockstar’s. Evidence shows from the mock Year 4 timetables test the children are gaining speed and accuracy in their timed tests. | Continue next year | £600 |
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| **Total costs for all activities** | | | | **£5200** |