

## **Bolton Brow Primary Academy**

### **PUPIL PREMIUM: 2020/21 ACTION AND SPENDING PLAN**

The Pupil Premium Grant is in addition to main school funding to address inequalities between children eligible for free school meals (FSM) and their non- free school meals (non-FSM) counterparts by ensuring that funding to redress disadvantage reaches the pupils who need it most.

National research shows that children who have been eligible for FSM at any point in their school life generally have consistently lower educational attainment than those who are not disadvantaged.

It is also worth noting that many pupils entitled to FSM (and indeed those who are not) face often multiple vulnerabilities/ challenges which are a barrier to good achievement. Bolton Brow Primary Academy therefore deploys pupil premium to plan and promote effective strategies, intervention and additional support in order to eradicate these barriers over time and accelerate pupil progress, closing the attainment gap between disadvantaged pupils and non-FSM/CLA pupils.

#### **Eligibility for Pupil Premium**

The most disadvantaged pupils, including all children who are looked after (CLA), benefit from pupil premium. Any child that has been registered for FSM in the past six-year period (known as the “ever 6”) qualifies for pupil premium funding

#### **Children Looked After (CLA) and the Pupil Premium**

As CLA often face additional barriers to learning, these pupils also receive additional funding, known as pupil premium plus.

#### **Children of Service Families**

These children receive an increased premium.

#### **How is Bolton Brow accountable for the pupil premium?**

Robust tracking of pupil achievement is in place to immediately identify pupils who are under achieving, target effective intervention and support to accelerate progress towards age related expectations, rigorously monitored over time. Obviously, good teaching narrows gaps between those learners who are vulnerable and those that are not. Effective feedback and guidance to pupils is evidenced to be one of the most effective methods of accelerating progress, integrated where necessary with support (sometimes from other agencies) to assist vulnerable families.

*The following plan (which is monitored termly, and a summative evaluation produced at the end of the academic year) sets out clearly how we spend our funding and the intended outcomes:*

## Bolton Brow Primary Academy

### PUPIL PREMIUM: 2020/21 ACTION AND SPENDING PLAN

<p><b>Objective: Close the gap between the performance of FSM/CLA pupils and non-FSM/CLA pupils</b></p>
<p><b>Context:</b></p> <p>Pupil premium allocation for the 2020/21 financial year: £57,835.</p> <p>This is based on 43 children who have been allocated pupil premium based on 'Ever 6' (any child who has received free school meals at any time in the past six years and is therefore entitled to pupil premium funding) at the rate of £1345 per pupil with 4 pupils attracting a rate of £2345 for CLA. This equates to 2% pupils on roll. In addition to this there are 2 pupil's on roll in the school Nursery (as of November 2020) who are identified as Early Years Pupil Premium children – this funding comes directly from the Local Authority and is not included in the school's pupil premium grant funding from the ESFA.</p> <p>We have therefore taken the percentage of children eligible for pupil premium and we have apportioned the pro-rata cost of each aspect of provision to pupil premium funding. Where we have judged the provision to be beneficial to other children in school (who are often disadvantaged but where family finances sit just below the threshold to receive funding and are therefore not eligible for pupil premium) the additional cost has been met through the school budget. The total amount of funding available as part of this plan also includes a carry forward from the previous academic year of £17,307.</p> <p><i>It should also be noted that the majority of children in school attracting the pupil premium grant is set to fall significantly over the next two to three years due to the Year 5 and 6 cohorts having a higher % of pupil premium children than other year groups.</i></p>
<p><b>2019-20 position up to 20<sup>th</sup> March 2020 when the school closed due to Covid-19 pandemic:</b></p> <ul style="list-style-type: none"><li>• Statutory testing was suspended and then cancelled during the last academic year. The school tracked the attainment and progress of all pupils including those eligible for the Pupil Premium Grant up to 20<sup>th</sup> March. During the period of school closures some of the eligible children attended school during the wider reopening of school to Nursery, Reception, Year 1 and Year 6. However, the planned provision supported by the pupil premium grant was suspended as it was impossible to deliver the vast majority of this. The progress and attainment for last year's Pupil Premium pupils up to this date is available in the end of year review.</li></ul>
<p><b>Expected outcomes at the end of the 2020/21 academic year:</b></p> <p><b>*The return to school following school closures has prompted all schools to modify their planned curriculum provision for the current academic year. The aims of the current spending plan are as follows.</b></p> <ul style="list-style-type: none"><li>• The proportion of disadvantaged pupils attaining a GLD by the end of the EYFS to remain in line with non-FSM/CLA pupils.</li><li>• Y1 phonics testing to show that the proportion of disadvantaged pupils working at the required standard remains in line with the proportion of non-FSM/CLA pupils nationally.</li><li>• KS1 results to show that the gap in the proportion of disadvantaged pupils attaining age related expectations in reading, writing and maths and non-FSM/CLA is diminishing and is in line with their non-FSM/CLA counterparts nationally.</li><li>• KS2 results to show that the gap in the proportion of disadvantaged pupils attaining age related expectations in reading, writing and maths and non-FSM/CLA is diminishing and is in line with their non-FSM/CLA counterparts nationally.</li><li>• School tracking data to evidence that disadvantaged pupils make progress equivalent to or exceeding the schools targeted expectations.</li></ul>

- Pupil well-being and curriculum entitlement is something that we value highly at Bolton Brow and we have procured support for this as well as providing an allocated amount of funding to ensure that teachers are able to plan exciting and engaging elements of the curriculum which enable all children to experience a wide variety of learning experiences which enhance their knowledge, understanding and skills.
- Each DISCRETE element of provision for disadvantaged children to be SEPARATELY evaluated with an annual report provided for staff and governors.

### About the 2020-21 Pupil Premium cohort

Reception (3 pupils (10%))	Year 1 (6 pupils (20%))	Year 2 (3 pupils(10%))	Year 3 (7 pupils(23%))	Year 4 (4 pupils(13%))	Year 5 (8 pupils(29%))	Year 6 (11 pupils(39%))																																																																																												
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PUPIL PREMIUM PROVISION 2020/21	TOTAL COST OF PROVISION	TIME	MONITORING/EVIDENCE OF IMPACT	Expected impact	Outcomes
<b>1. Early Years Pupil Premium (Nursery)</b>	Amount received per pupil will change during the year depending on early years funding from LA. (2 pupils autumn 2020)	Ongoing all year.	<i>Termly monitoring of provision required for individual pupils.</i>	Progress of disadvantaged pupils to be equal to that of non-disadvantaged pupils and for the progress in areas of need to accelerate.	
<b>2. Early Years Support: Reception class.</b> Accelerating progress from exceptionally low starting points to raise attainment for 3 out of 30 pupils and those who would benefit from additional support in: <ul style="list-style-type: none"> <li>• PSED</li> <li>• CLL</li> <li>• Number and SSM</li> <li>• KUW</li> </ul>	£4,035	Ongoing all year	<i>Termly report to governors: DHT</i> <ul style="list-style-type: none"> <li>• <i>Progress towards prime and specific ELG's</i></li> <li>• <i>Progress towards GLD</i></li> </ul>	Termly progress to show accelerated progress of children currently identified at risk of not attaining GLD to attain outcomes above the National average for disadvantaged pupils and non-disadvantaged pupils.	
<b>3. Year 1 transition support.</b> Accelerating progress of (PP children) 3 out of 30 children and those who would benefit from additional support to raise attainment through additional adult support in: <ul style="list-style-type: none"> <li>• Reading, writing and phonics</li> <li>• Maths</li> </ul>	£8,550  15 hrs	Half time support: Ongoing all year.	<i>Termly report to governors: DHT</i> <i>-Progress towards meeting age related expectations and national standards.</i>	<i>See targeted impact table for Year 1 above.</i>	
<b>The following provision is to ensure that all children make expected/ better than expected progress in reading, writing and maths from Year 2-Year 6. The strategies below highlight specific interventions and pupil premium quality first teaching approaches that are planned and implemented by class teaching teams and under the direction of the Senior Leadership Team.</b>					
<b>Teaching Assistant support across Year 2 – Year 6.</b>	£42,750  75 hrs per week @ scale 3 x 38 weeks.	Various across all classes.	<i>Breakfast/ before school provision, quality/ PP first approaches in curriculum time. Instant feedback to pupils in lessons.</i>		<i>RAP figures</i>
<b>4. Reading support provision</b> Providing further support and access to reading opportunities throughout school.	See above	Ongoing all year	<i>Termly report to governors</i> <i>-Numbers of pupils entering/leaving programme</i> <i>-Progress of pupils by reading age and national curriculum level</i>	<i>86% of pupils (Year 1 to Year 6) to attain age related expectations.</i> <i>??% of pupil premium pupils to attain age related expectations.</i>	
<b>5. Maths mastery provision.</b> <ul style="list-style-type: none"> <li>• Daily TA support in Maths lesson to ensure all PP children and those children</li> </ul>	See above	Ongoing all year	<i>Termly report to governors.</i> <i>Attainment of PP children (by group) in relation to non-PP nationally</i>	<i>??% of pupils (Year 1 to Year 6) to attain age related expectations.</i> <i>??% of pupil premium pupils to attain age related expectations.</i>	

who would benefit from the support keep up with the learning.			<i>Progress of PP children (by group) in relation to non-PP nationally measuring expected and better than expected progress</i>		
<b>6. KS2 narrowing the gap in reading.</b> - Use of Bug club & Accelerated Reader resource and additional support staff time to target support to pupils who are not making expected progress and may not be receiving support at home. - Target group breakfast reading clubs.	AR £1735 Books to support AR £1219.37 Bug club £745 Spelling and Grammar bug £123.	Ongoing all year.	<i>Termly report to governors: HT Attainment of PP children (by group) in relation to non-PP nationally</i>  <i>Progress of PP children (by group) in relation to non-PP nationally measuring expected and better than expected progress</i>	86% of KS2 pupils to attain age related expectations. ??% of pupil premium pupils to attain age related expectations.	
<b>7. Raising aspirations and narrowing the gap.</b> - Targeted homework support groups for pupils (low attaining) and parents to increase home support and raise aspirations. - Specific support for more able disadvantaged pupils to secure expected progress and increase the % of this group attaining greater depth performance in reading and maths (reasoning)	See above	Autumn term to Summer term 2.	<i>Termly report to governors: HT Attainment of PP children (by group) in relation to non-PP nationally</i>  <i>Progress of PP children (by group) in relation to non-PP nationally measuring expected and better than expected progress</i>	100% of pupil premium pupils and those who are targeted to benefit from this support to attain end of year targets.	
<b>8. Language project</b> - to develop and improve language, communication and expressive language to improve outcomes in Literacy.	£4,256	Across school.	<i>Termly report: DHT</i>  <i>Observation checklist, standardised reading test (Suffolk), Therapist standardised language assessment. baseline and at the end of the project.</i>  <i>-Improved comprehension skills that can be applied cross curricular (impact in Cornerstones.)</i>	Accelerated Literacy progress due to improved understanding and use of language.  Improved use of language in social situation.  Bespoke Brow intervention in place that will be rolled out into other year groups.	
<b>9. Pupil well-being</b> -To support the complex needs of vulnerable pupils around self-management of behaviour and building self-esteem to be measured using the emotional literacy tool.	£2,500	Whole school.	<i>Termly review with teachers, SLT and pupils.</i>	Pupil well-being improvement. Pupils will have the language to be able to describe the impact of interventions on their overall understanding of the importance of well-being and improved mental health.	
<b>10. Art and play therapies</b> -To support the complex needs of vulnerable pupils around self-management of behaviour and building self-esteem to be measured using the emotional literacy tool.	£1,530		<i>Termly report: DHT</i>  <i>Termly evaluation by pupils and other participants.</i>	Pupils benefitting from provision attain targeted expectations in learning, attendance and attitudes to learning are evaluated as at least 'good'.	

			<i>Review of the impact on pupil's knowledge, skills and progress in Literacy, Numeracy and Science to be tracked.</i>		
<b>11. Engage, Develop, Innovate and Express</b> -Individual class budgets to ensure that all PP children and those who would benefit from this provision are able to access curriculum enrichment and extracurricular provision without parents/carers making additional voluntary contributions and provision of school uniform for pupils.	£6,304	Ongoing all year.	<i>Termly report to governors: HT</i> <i>Full participation in curriculum enrichment activities.</i> <i>Evidence of impact elsewhere</i>  <i>Intended outcomes</i>  <i>Projected impact on pupil progress and attainment in writing</i>	<i>Pupils benefitting from provision attain targeted expectations in learning, attendance and attitudes to learning are evaluated as at least 'good'.</i>	
<b>12. Education Welfare Support</b> -Education Welfare Service Level agreement to monitor and target attendance, behaviour and welfare issues, support vulnerable families and children and assist the Designated Safeguarding Team to tackle safeguarding and child protection issues and concerns.	£5,850 inc CPOMs	Ongoing through the year.	<i>Termly report: DHT</i>	<ul style="list-style-type: none"> <li>• <i>Maintain attendance levels above National Average for all pupils.</i></li> <li>• <i>Disadvantaged pupils' attendance is in line with Non disadvantaged pupils.</i></li> </ul> <i>Persistent absence levels remain well below National Averages</i>	
<b>13. Pastoral Support</b>	£7,130.50	Ongoing through the year.	<i>Termly report: DHT</i>	<ul style="list-style-type: none"> <li>• <i>Mentoring pupils and supporting pupils with pastoral issues</i></li> <li>• <i>Close liaison with school staff and external agencies</i></li> <li>• <i>Referrals to external agencies</i></li> <li>• <i>Liaison with parents of pupils in receipt of your support</i></li> <li>• <i>Following up safeguarding concerns in line with school policy and practice</i></li> <li>• <i>Providing support in lessons</i></li> <li>• <i>Planning, delivering, and evaluating appropriate interventions</i></li> <li>• <i>Writing and managing specific pupil Support Plans</i></li> </ul>	
<b>TOTAL PREDICTED SPEND</b>	£86,727.87				
<b>Total PPG funds available.</b>	43 x £1345 = £57,835 4 x £2345 = £9,380 Total = £67,215 c/f = £17,307 Total = £84,522				

