

# Pupil premium strategy statement 2019-20

## School overview

Metric	Data
School name	The Bawburgh School
Pupils in school	103
Proportion of disadvantaged pupils	10.7%
Pupil premium allocation this academic year	£15500
Academic year or years covered by statement	2019-20
Date	September 2019
Review date	April 2020
Statement authorised by	FGB
Pupil premium lead	Carla Stedman
Governor lead	Christopher Scott

## Pupil attainment for last academic years

KS2	2019 NPP (14)	2019 PP (1 child)	2018 NPP (10)	2018 PP (2)
Reading	93%	0%	100%	100%
Writing	100%	0%	100%	100%
Mathematics	93%	0%	100%	50%
SPAG	93%	0%	80%	50%
RWM	86%	0%	100%	50%

KS1	2019 NPP (13)	2019 PP (4)	2018 NPP (16)	2018 PP (3)
Reading	92%	25%	87.5%	67%
Writing	92%	25%	87.5%	100%
Mathematics	85%	25%	87.5%	100%
Phonics	<b>2019 NPP (21)</b>	<b>2019 PP (0)</b>	<b>2018 NPP (14)</b>	<b>2018 PP (4)</b>
	95%	N/A	93%	50%

## Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Consolidate maths mastery teaching throughout the school so that measures diminish between PP and NPP children
Priority 2	Social emotional and mental health concerns identified early and appropriate support enables all children to access their learning.
Priority 3	To ensure children are able to transition from a phonics based reading approach so that they can access a wide range of reading strategies. All children will be fluent readers
Barriers to learning these priorities address	<p>Learning can be negatively affected by social and emotional barriers</p> <p>Impact of small cohort numbers (especially where PP numbers are less than or equal to 5)</p> <p>Lack of space to allow children access for break out activities.</p>
Projected spending	£15,500 (broken down below)

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	September 2021
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	September 2021
Progress in Mathematics	Achieve national average progress scores in KS2 Mathematics (0)	September 2021
Phonics	Achieve above the national average expected standard in PSC	September 2021

## Targeted academic support for current academic year

Measure	Activity
<p><b>Priority 1</b></p> <p>Consolidate maths mastery teaching throughout the school so that measures diminish between PP and NPP children</p>	<p>Maths Audit in March/April 2020 and supply cost for 1 day (£600)</p> <p>Maths Consultant to lead whole school staff training following outcomes of Maths audit (£400)</p> <p>Maths consultant to provide bespoke training to teachers and support staff (£2000)</p> <p>Maths Consultant to lead interventions and reasoning after school club, Spring term (£2000)</p> <p>Projected Spend: £5000</p>
<p><b>Priority 2</b></p> <p>Social emotional and mental health concerns identified early and appropriate support enables all children to access their learning.</p>	<p>Subscription to Boxall Profile (£150)</p> <p>Thrive yearly online subscription (£450)</p> <p>Yearly training for Thrive Practitioner (£210)</p> <p>Whole school CPD from school counsellor (£400)</p> <p>TA costs for additional time to attend training (£100)</p> <p>Contribution to salary costs for Thrive practitioner (£4340)</p> <p>Build experiences to ensure our PP children have equal access to extra-curricular activities to raise aspirations for the future (£750)</p> <p>Projected Spend: £6400</p>
<p><b>Priority 3</b></p> <p>To ensure children are able to transition from a phonics based reading approach so that they can access a wide range of reading strategies. All children will be fluent readers</p>	<p>Contribution to TA salaries for after school club phonics/reading. (£400)</p> <p>CPD and supply costs (£1200)</p> <p>Subscription to Monster Phonics (£153)</p> <p>Link to English Action Plan</p> <p>Projected Spend: £1753</p>
<p>Barriers to future attainment</p>	<p>Learning can be negatively affected by social and emotional barriers</p> <p>Impact of small cohort numbers (especially where PP numbers are less than or equal to 5)</p> <p>Lack of space to allow children access for break out activities.</p>
<p>Projected spending</p>	<p>£13,153</p>

## **Review of 19-20**

Actual funding received: £13,200

Actual expenditure: £11,047

Carry over to 2020-21: £2,153

Areas highlighted in yellow above weren't able to take place due to Covid-19 and school closure.

Areas highlighted in green above are actions that will continue due to their positive impact on the children and school.

Prior to Covid, Children accessing Thrive were making progress with their targets (evidence can be seen in Thrive assessments and Boxall Profiles). Throughout Lockdown 1.0, Thrive support changed and children and parents accessed supported via weekly phone calls. Feedback from children and parents was very positive.

Interventions for Year 6 weren't able to happen, however remote learning for the Year 5s with the maths consultant took place over the Summer 2<sup>nd</sup> term. Progress was seen in English and Maths, again feedback from the children and parents was very positive.

Additional phonics sessions did take place prior to lockdown and the children were on track to passing the Phonics screening check (evidence Screening check assessments). Monster Phonics lessons and resources were shared with parents during lockdown for the children to work through.