

## BURY & WHITEFIELD PRIMARY SCHOOL

### Pupil Premium Strategy Statement

1. Summary information					
<b>School</b>	Bury & Whitefield Jewish Primary School				
<b>Academic Year</b>	2020-2021	<b>Total PP budget</b>	£20, 830	<b>Date of most recent PP Review</b>	N/A
<b>Total number of pupils</b>	126	<b>Number of pupils eligible for PP</b>	14	<b>Date for next internal review of this strategy</b>	Sep 2021

2. Current attainment		
<b>Phonics Screening Check</b>		
<b>Pupils eligible for PP</b> 11.1%	<b>Pupils not eligible for PP</b> 88.9%	<b>National average</b> 82%
<b>End of KS1</b>		
	Pupils eligible for PP (school)	Pupils not eligible for PP National average
% achieving expected standard or above in reading, writing & Maths (1 child)	100%	65%
% making expected progress in reading (1 child)	100%	75%

% making expected progress in writing (1 child)	100%	69%
% making expected progress in maths (1 child)	100%	76%
<b>End of KS2</b>		
In 2020, there were three pupils in Y6 eligible for pupil premium. One pupil was low ability whilst at the school.	<i>Pupils eligible for PP (school)</i>	<i>Pupils not eligible for PP (National)</i>
<b>% achieving age-related expectation (ARE) or above in reading, writing &amp; maths</b>	<b>33.3%</b>	<b>65%</b>
<b>% making expected progress in reading</b>	<b>66.7%</b>	<b>73%</b>
<b>% making expected progress in writing</b>	<b>66.7%</b>	<b>78%</b>
<b>% making expected progress in maths</b>	<b>33.3%</b>	<b>79%</b>
<b>3. Barriers to future attainment (for pupils eligible for PP)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	1 pupil had medical funding in 2020-21 and another has severe medical problems which prevented attendance at school..	
<b>B.</b>	66.7% achieved 'greater depth' in Reading in Y6 2020.	
<b>C.</b>	33.3% of children made less progress in writing than the none Pupil Premium children in Year 4.	
<b>D.</b>	Social, emotional and mental health issues affect some pupils eligible for pp.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>E.</b>	Attendance – 35.7% pupils eligible for pupil premium had lower attendance rates than other pupils at the school during the academic year 2020-2021. 1 pupil has severe medical problems. 64.3% had as good as or better attendance than the none Pupil Premium children	
<b>F.</b>	Some pupils eligible for pupil premium do not receive any support from home with their homework or home schooling during school closures.	
<b>G.</b>	Some pupils eligible for pupil premium cannot afford to pay for school trips, music tuition etc and do not experience a range of enrichment experiences outside of school.	

<b>H</b>	The impact of the C19 pandemic and school closures.	
<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	Pupils with SEN/D make expected progress in reading, writing and maths by end of year (EOY). All eligible pupils will have an <b>individualised programme of support</b> , which will be monitored on the school's SEN/D provision map.	Most pupil premium children made expected progress in reading, Those in Year 6 made slightly more and those in Years 1 & 5 made just less than in writing. A Year 6 pupil premium child made less than expected progress in maths. Children in Years 1 & 5 made more or just slightly less than expected progress.
<b>B.</b>	<b>A reduction in anxiety for some pupils and a reduction in behaviour incidents for other pupils. One to one mentoring or Mindfulness interventions</b> will be provided to affected pupils including <b>additional support</b> at lunchtime to reduce impact in afternoon sessions.	Fewer reported lunchtime incidents. Improved outcomes for pupils needing Mindfulness support. Pupil and parent voice collected were positive.
<b>C.</b>	Attendance gap between pupils eligible for pupil premium and other pupils has closed by end of year.	Attendance data in July 2021 will show that the gap has closed.
<b>D.</b>	Eligible pupils experience a wide range of <b>enrichment activities</b> .	Due to school closures, there weren't as many enrichments activities available. However, some pupils had private musical instrument lessons; children were invited to sports clubs in the summer term; and a range of virtual activities were offered e.g. virtual Chester Zoo trip and Space Escape sessions. A virtual holiday club was also offered, showcasing a variety of activities.
<b>E.</b>	Children from disadvantaged background will be fully supported with their learning, whether at home or in school.	Those children who could not access home learning were invited to attend school to improve their mental and emotional wellbeing, as well as secure academic achievement. Technology (tablets and laptops) was purchased and provided to those who needed. Online learning programmes were purchased to provide instant feedback; ensuring attainment was maintained.

**5. Planned expenditure**

<b>Academic year</b>	<b>2020-21</b>				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To provide quality first teaching to accelerate the progress of GAT pupil premium. Daily morning intervention.	1 hour a day HLTA delivery & set up.  Plus HLTA working with specified PPG children.  SENCO time to monitor & plan intervention	Research(John Hattie, Sutton Trust toolkit) have shown that small group interventions with highly qualified staff are effective in promoting pupil progress.	Pupil Progress meetings focus on PP children. Target Tracker is used effectively to monitor children's progress. Phonics progress is assessed regularly. Evidence in teachers' planning shows actions are taken to meet the needs of children.	HT & DH/SENCO	Learning plans reviewed each term. Pupil progress meetings held each term with the HT and DHT and each class teacher. Class attainment and progress reported termly to governors.
To engage children within whole class teaching	Wide variety of learning resources purchased & access to platforms at home and at school.	Children learn in different ways. We are ensure we appeal to different learning styles.	Weekly book scrutinies and walk-throughs, Subject Leader Monitoring, Pupil Voice, Staff Meetings & Staff Performance Management.	HT/DH & Subject Leaders.	This will be reviewed termly.
<b>Total budgeted cost</b>					<b>£12,956.35</b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

Ensure pupils with SEN/D meet expected progress targets in R/W/M. Ensure pupils with additional needs meet targets on the Provision Map.	Additional TA /HLTA interventions for one to one and small group support in literacy, maths and social skills.	EEF one to one tuition shows moderate impact particularly if planned to complement day to day teaching, if delivered by a specialist teacher and if a structured, time-limited programme is used. Although not always delivered by a teacher, interventions are planned by QTS staff.	Provision will be mapped termly on a costed provision map. Pupil attainment and progress will be monitored termly at pupil progress meetings.	HT & DH	Provision Maps are reviewed each term. Pupil progress meetings held each term with the HT and DHT and each class teacher. Progress reported termly to governors by Subject Leads
<b>Total budgeted cost</b>					£2,549
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Sports coach to provide opportunities for pupil premium children to engage in sports activities at lunchtime at no cost	Half an hour lunchtime intervention 3 times a week.	Increase children's Team building with a love of cross country running. Reduce any incidents of negative behaviour. Improved work ethic to the start of the afternoon.	Speak to the children taking part as well as the staff on playground duty.	SJ/HT	Survey the teachers about pupil behaviour in the afternoon. Speak to the teachers on lunchtime duty to check the pupils are being considerate to each other.
Close the attendance gap between those eligible for PP and other pupils.	To monitor the attendance of PP pupils and take actions through direct work with parents e.g. reward systems/incentives.	First day phone calls have reduced absence rates in previous years.	Monitor attendance figures of all pupils each fortnight. Discuss impact of incentives with targeted pupils. Analyse all attendance and absence figures at the end of each term according to different groups i.e. gender, SEN, PP. Incentives for children- for 100% attendance each term & at the end of the school year.	CS/EE	Review attendance figures each term with full governing body.

Reduce reported incidents in class and on playground. Reduce impact on afternoon learning.	Additional one to one pastoral support for children with behaviour difficulties at lunchtime.	Planned programme of outdoor learning to build self-esteem and health. See EEF outdoor learning benefits.	A planned programme of activity tailored to individual needs.	Key Stage Leads	Monitoring of planned programme. Incident logs monitored to show reduction in incidents.
Medical needs are met and do not adversely affect learning.	Provide on-going medical support for pupils with conditions and support in writing health care plans with parents.	Some pupils' medical needs impact on their learning opportunities due to appointments, absence and feeling unwell. Having a person to discuss their needs and concerns with makes a difference to their confidence.	Via care plans – reviewee as needed. Discussion with medical specialists and parents.	HT/DH	Health care plans monitored at least annually with parents. Pupils' views sought as part of review.
Eligible pupils have same opportunities for enrichment activities as other pupils.	Provide funding for pupils eligible for pupil premium to go on day trips, take part in enrichment activities at school including music tuition or theatre trips.	Some pupils have very limited enrichment opportunities. This allows for planned enrichment such as music tuition, holiday clubs etc...	Monitor involvement and plan specific trips e.g. theatre experiences. Offer a variety of after school clubs and in-school activities.	HT	Annual review of pupil involvement in extra-curricular experiences.
<b>Total budgeted cost</b>					£5,294.61

6. Review of expenditure			
Previous Academic Year		2019-2020	
Quality Teaching for all			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach).
To provide quality first teaching to accelerate the progress of G&T and pupil premium children through daily morning interventions.	1 hour a day HLTA delivery & set up. Plus HLTA working with specified PPG children. SENCO time to monitor & plan intervention.	Improved grades demonstrated at the end of the year. Children received more than age related expectations.	As this seemed to positively impact our G&T children, we would continue with this approach and look into other ways to further enrich their curriculum.
To engage children within whole class teaching.	Wide variety of learning resources purchased & access to platforms at home and at school. Subscription to software licences, BUG Club, Purple Mash, 3P Learning Mathematics, Century Tech, 2Simple Software. Twinkl resources, Literacy Shed, White Rose Maths Resources, Reading Comprehension workbooks, Phonics on line.	Grades and progress scores are improved.	Grades and progress scores are improved. Purchasing of White Rose materials, Bug Club, Purple Mash and Twinkl allowed for a consistent approach to teaching across the school, meaning children knew how to access and what to expect. This showed a positive impact on progress and will be continued.
<b>Targeted support</b>			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include	Lessons learned (and whether you will continue with this approach).
Ensure pupils with SEN/D meet expected progress targets in R/W/M. Ensure pupils with additional needs meet targets on the Provision Map.	Additional TA /HLTA interventions for one to one and small group support in literacy, maths and social skills.  Provision maps were reviewed each term.  Impact discussed at pupil progress meetings, which are held twice a term, with class teacher and relevant SLT.	Teachers and SLT are aware of challenges facing specific children, ensuring relevant interventions are put into place. This should mean gaps can be filled and progress made.	Additional support provided to SEND pupils, which allowed them to make expected progress even if they are not ARE.

<b>Other Approaches</b>			
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach).</b>
Sports coach to provide opportunities for PP children to engage in sports at lunchtimes, at no cost.	½ hour lunchtime activity, 3x a week.	Increase children’s team-building skills through a love of sports. Reduce any incidents of negative behaviour in the playground. Improve work ethic to the start of afternoons, with positive attitudes.	Do more of the same as this led to positive results. Children were much happier outside and came into the classroom with positive spirits. It also allowed them to build up to something and feel more confident to enter sports competitions.
Close the attendance gap between those eligible for PP and other pupils.	To monitor the attendance of PP pupils and take actions through direct work with parents e.g. reward systems/ incentives, first-day phone calls.	Incentives discussed with targeted pupils.  In R, Y1, Y2, Y3 and Y6, the PP children achieved higher attendance levels than non-PP children, with many achieving 100% attendance. In Years 4 and 5, the non-PP had higher attendance than PP due to medical problems.	School strategies seem to be working.
Reduce incidents in class, and on the playground, in order to reduce negative impacts on afternoon learning.	Additional 1-1 pastoral support for children with behavioural difficulties, at lunchtime.	Fewer recorded lunchtime incidents. Incident logs show a reduced number of playground altercations. Teachers and pupil voice record that the playground is happier.	This will continue for pupils who require playground support.

Medical needs are met and do not adversely affect learning.	Provide ongoing medical support for pupils with medical conditions and support in writing healthcare plans with parents.	Children with medical needs have an improved attendance due to them feeling happier and safer in school.	All pupils with medical needs have regularly updated healthcare plans. This will continue for those pupils needing healthcare support.
Eligible pupils have same opportunities for enrichment activities as other pupils.	Provide funding for eligible pupils to go on day trips, take part in enrichment activities at school, including music tuition or theatre trips.	Some pupils have limited enrichment activities. This allows for planned enrichment trips such as music tuition etc... Children are excited by – and enjoy – taking part in these extra opportunities.	Monitor involvement and plan successful trips for these pupils to enrich their cultural capital.
Eligible pupils attend residential adventure holidays/ trips.	Provide funding for Y5/6 pupils to attend residential holiday in Llandudno.	Outdoor learning is beneficial for the wellbeing of all these pupils. The objectives for the trip are met and children are always complimentary upon return.	Continue and plan ahead for Ghyll Head next time.

## 7. Additional detail

In order to be more effective we will:

1. Create a pupil premium strategy statement in order to be strategic in pupil premium spending and to be more specific when reporting on impact for individual pupils. The strategy will result in greater clarity and improved achievement due to the specific focus on spending. The strategy will be published on the website in September 2021.
2. The Head Teacher, SENCO & class teachers will meet termly to ensure all PP children with SEND receive appropriate support. The governing body will receive a written report each term from the HT. A governor will monitor the end of year website strategy report.
3. Measurable targets for pupils eligible for pupil premium will be set and agreed with class teachers. The progress of pupils eligible will be monitored termly by the HT and discussed at pupil progress meetings. The progress of pupils in each cohort will be available to governors in the HT's termly report.