

Badsworth CE J&I School Pupil Premium Overview – 2021-2021

Metric	Data
School name	Badsworth CE J&I School
Pupils in school	197
Proportion of disadvantaged pupils	16%
Pupil premium allocation this academic year	£45, 660
Academic year or years covered by statement	2020-21
Publish date	01 December
Review date	01 November 2020
Statement authorised by	Miss J. Griffiths
Pupil premium lead	Miss J. Griffiths
Governor lead	Mr J. Gillespie

External Results from academic year 2018-2019. No performance overview of academic year, 2019-2020 due to COVID-19.

Disadvantaged pupil performance overview for last academic year of external results (EYFS) 4 pupils

Measure	Percentage (Number) of PP pupils reaching Exp +	Percentage (Number) of all pupils reaching Exp+	Percentage (Number) of PP pupils reaching Exc	Percentage (Number) of all pupils reaching GDS
Reading	75% (3/4)	83% (25/30)	0%	7% (2/30)
Writing	75% (3/4)	83% (25/30)	0%	13% (4/30)
Maths	75% (3/4)	93% (28/30)	0%	27% (8/30)
GLD	75% (3/4)	80% (24/30)		

Disadvantaged phonics pupil performance overview for last academic year

Measure	Percentage (Number) of PP pupils meeting threshold	Percentage (Number) of all pupils meeting threshold
Year 1	60% (3/5)	83% (25/30)
Year 2 (meeting the threshold Y1 or Y2)	50% (3/6)	79% (23/30)

Disadvantaged pupil performance overview for last academic year (Year 2) 6 pupils

Measure	Percentage (Number) of PP pupils reaching EXS+	Percentage (Number) of all pupils reaching EXS+	Percentage (Number) of PP pupils reaching GDS	Percentage (Number) of all pupils reaching GDS
Reading	33% (2/6)	69% (20/29)	16% (1)	31% (9)
Writing	33% (2/6)	66% (19/29)	0%	21% (6)
Maths	33% (2/6)	66% (19/29)	16% (1)	28% (8)
RWM Combined	33% (2/6)	59% (17/29)	21% (6)	0%

Disadvantaged pupil performance overview for last academic year (Year 6) 4 pupils

Measure	Percentage (Number) of PP pupils reaching EXS+	Percentage (Number) of all pupils reaching EXS+	Percentage (Number) of PP pupils reaching GDS	Percentage (Number) of all pupils reaching GDS
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Reading	75% (3/4)	77% (23/30)	25% (1/4)	13% (4/30)
Writing	75% (3/4)	90% (27/30)	0%	20% (6/30)
Maths	50% (2/4)	77% (23/30)	0%	20% (6/30)
RWM Combined	25% (1/4)	63% (19/30)	0%	3% (1/30)

Disadvantaged pupil progress scores for last academic year

Measure	Progress Score for PP pupils	Score for non-PP children
Reading	2.5	-1.4
Writing	1.1	0.4
Maths	-1.9	-0.7

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	To ensure all pupils, specifically the lowest 20%, achieve good or better progress in reading.
Priority 2	To ensure that all pupils are able to have rapid and accurate recall of age appropriate mathematical knowledge to allow them to work with increasing independence.
Priority 3	To ensure all pupils receive quality first teaching by teachers receiving continuous professional development so that pupil premium children outcomes can be improved.
Other Approaches	To ensure home life does not have a negative effect on pupil attainment and the amount of progress they make
Barriers to learning these priorities address	Below age expected reading & mathematics skills Poor language Children not being ready and prepared for school, attendance, children having limited or no first-hand experiences.
Projected spending	£45,660

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	All children to achieve good or better progress.	Sept 21
Progress in Writing	All children to achieve good or better progress.	Sept 21
Progress in Mathematics	All children to achieve good or better progress.	Sept 21
Phonics	All children except children with a specific learning difficulty to pass the phonic screen check by the end of KS1.	June 21
Other	All pupil premium children to achieve 96% attendance.	July 21

Quality of Teaching for all				
Desired Outcome One: To ensure all pupils, specifically the lowest 20%, achieve good or better progress in reading.				
Chosen Approach/Action	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 provide a language rich environment in EYFS	<p>2019 data showed 33% Pupil Premium not achieving GLD.</p> <p>2019 showed the percent of pupil premium children being below national for expected + in speaking and listening at 75%.</p> <p>The cohort missed early years provision due to national lockdown.</p>	<p>Half Termly Pupil Progress Meetings</p> <p>Regular monitoring of the learning environments</p> <p>Monitoring of speaking & listening at termly assessment points</p>	Marie Parker (EYFS Lead)	<p>Half Termly</p> <p>Half Termly</p> <p>Termly</p>

<p>English Hub Phonics Audit</p>	<p>Phonics re- check</p> <p>Monitoring of the lowest 20% show are not making as much progress as others.</p> <p>School's audit of phonic reading books demonstrated a lack of coherence between reading books and phonic phase.</p> <p>In 2019 below national in EYFS exceeding in reading at 7%</p> <p><i>EEF – Phonics research</i></p> <p>Year 1 children in 2019-2020 missed key phonic learning as a result of national lockdown.</p> <p>December 2020 Year 2 phonic screen check is 68%</p> <p><i>Floppy phonics scheme of work has been purchased but lack of resources to support learning taking a phonic book home.</i></p>	<p>Regular Phonics assessments</p> <p>Regular monitoring of the teaching of phonics</p> <p>Pupil voice</p> <p>Children heard to read regularly</p> <p>Half Termly pupil progress meetings</p> <p>Monitoring of class data by SLT</p> <p>Staff CPD time allocated by Floppy Phonics Training and additional Early Help Hub Training for EYFS & KS1 staff.</p> <p>Phonic reading books purchased.</p>	<p>Jake Thomson (Acting DHT)</p> <p>Marie Parker (SEND Co)</p>	<p>Termly</p> <p>Half Termly</p> <p>Half Termly</p> <p>Weekly</p> <p>Half Termly</p> <p>Half Termly</p> <p>Feedback to staff at PDM.</p>
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<p>To provide opportunities for children to read widely and often as a vehicle to develop a love of reading which gives them the foundation for future learning.</p> <p>Each class to use high quality Guided reading textbooks.</p> <p>Each teacher will spend some of their curriculum time reading a high quality text aloud to their children so that children have the ability to comprehend whole texts at a higher level.</p>	<p>EEF – Phonics research</p> <p>KS2 results being below or in line with national expected standard or above</p> <p>2018 - 0 Pupil Premium children passing phonics retake in Year 2</p> <p>Below national in EYFS exceeding in reading</p> <p>This will ensure high quality texts and questioning are used throughout the school therefore raising the standard of guided reading teaching.</p>	<p>Half termly pupil progress meeting</p> <p>Focused QLA</p> <p>Monitoring of class data by SLT</p> <p>Staff CPD time allocated</p>	<p>Jake Thompson (Acting DHT)</p> <p>Jenny Griffiths (Headteacher)</p>	<p>Half Termly</p> <p>Termly</p> <p>Termly</p> <p>Half Termly</p>
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Quality of Teaching for all				
Desired Outcome Three: To ensure that all pupils are able to have rapid and accurate recall of age appropriate mathematical knowledge to allow them to work with increasing independence.				
Chosen Approach/Action	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 the speed and recall of times tables	In 2019 only 23% of children in Year 4 achieved above 20/25 in Year 4 Times Tables Trial 50% of pupil premium children achieving age expected+ in maths at the end of KS2.	Subscribe to Times Tables Rockstars Set half termly competitions to engage children across Year 2 to Year 6. Timetabling of Chromebook/ipads for Year 3 & 4 to ensure weekly practise. Pupil usage discussed at half termly pupil progress meetings	Dominique Jenkins (Maths SL) John Illiffe (Year 4 teacher)	Half Termly Half Termly Half Termly Half Termly
To work with the Maths Hub for the Maths Mastery Programme	New SL starting April 2019 33% of children achieving age expected + in maths at the end of KS2 50% of children achieving age expected + in maths at the end of KS2	Subject leader and Year 3 teacher to attend Maths Hub Training Maths Subject Leader to feed back to SLT and agree implementation process	Dominique Jenkins (Maths SL) Rhiannon Davison (Year 3 teacher)	After each SL training session
NQT to attend NQT Maths Hub Training	NQT training year has been disrupted due to COVID-19 national lockdown and NQT training being disrupted due to lockdowns and the restricted opportunity to observe experienced teachers due to covid restrictions.	NQT to attend Maths Hub NQT Training. NQT to liaise with NQT mentor and Maths SL to share knowledge and agree next steps within school.	Georgina Bellis (Year 1 teacher)	After each training session.

<p>Continued focus on CPA approach across school</p>	<p>% of pupil premium children achieving age expected in maths at the end of KS2 in 2019.</p> <p>QLA of Year 6 SATs</p> <p>Children across school missed full time education during academic year 2019-2020 due to COVID 19.</p>	<p>EYFS teacher to attend Maths Hub training</p> <p>Purchase of additional practical resources</p> <p>Purchase and have training on Numicon.</p> <p>Regular SL release time to monitor CPA approach in school.</p> <p>Monitoring of maths across school – talking to children, lesson drop ins, maths book monitoring</p> <p>Consistency across school</p> <p>Booster groups for Year 6 children within lesson time</p> <p>Purchase WRM Premier to support WRM scheme of work.</p>	<p>Dominique Jenkins (Maths SL)</p> <p>SLT</p>	<p>Half termly monitoring</p>
<p>Teaching assistant time for each cohort to ensure focused intervention can take place.</p>	<p>End of year Year 1 – 6 assessments</p> <p>Termly assessment measuring pupil progress</p>	<p>Maths groups identified at Pupil Progress Meeting</p> <p>Timetabled time for each class to have a teaching assistant.</p>	<p>Class teachers</p> <p>Jenny Griffiths Assessment Leader (Headteacher)</p>	<p>Half termly at assessment point</p>

Other Approaches				
Desired Outcome One: To ensure home life does not have a negative effect on pupil attainment and the amount of progress they make				
Chosen Approach/Action	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 purchase CPOMS to allow all SLT to monitor behaviour, home life and attendance.	<p>Recently fully trained Safeguarding Team, DHT trained DSL March 2020.</p> <p>All SLT and Safeguarding Team being updated with home life issues and incidents in school.</p> <p>SLT to have the ability to monitor attendance, working with families to improve over attendance percentage for pupil premium children.</p> <p>Sharing information during a national lockdown or bubble isolating.</p>	<p>CPOMS training for DSL which will allow monitoring of homelife and attendance resulting in support being offered if required.</p> <p>Removal of paper cause for concern forms.</p> <p>Training for newly appointed staff.</p>	Jenny Griffiths (Headteacher)	<p>Discussed at SMT meetings</p> <p>All staff aware of concerns for pupils.</p>

Other Approaches				
Desired Outcome Two: To ensure social and emotional issues do not prevent pupils from making at least expected progress in all subjects.				
Chosen Approach/Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
HLTA to lead nurturing sessions to share SEMH skills to resolve situations and understand emotions.	Pupil Premium children in school require additional emotional support in a safe environment	Timetabled slots Half termly meetings to feedback with Safeguarding Team	Jenny Griffiths (Headteacher)	Each half term at regular meetings Pupil Voice
Staff training to support pupil premium children with social and emotional issues which are barriers.	Staff training required updating Increased percentage of pupils with social and emotional needs	Training organised for all staff Time for staff to disseminate training across school	Jenny Griffiths (Headteacher) Jake Thomson (Deputy Headteacher) Marie Parker (SEND CO)	Through monitoring of children's behaviour CPOMS incidents
Planned sessions with early intervention Future in Mind support.	Pupil premium children being identified early to for school/children/parents to receive early intervention strategies to support children with social and emotional issues.	Termly meetings with CAMHS support worker Intervention meetings to be arranged for CAMHS worker and parents/pupils Half termly update meetings with HLTA and Safeguarding Team.	Jenny Griffiths (Headteacher) Marie Parker (SEND CO)	Each term at meeting with CAMHS practitioner

<p>To improve cultural capital for pupil premium pupils</p>	<p>Low percentage of pupil premium children who attend after school clubs and out of school activities.</p> <p>We feel it is important that pupil premium children experience curriculum enrichment that they may not experience elsewhere giving the children a rich experience to help them in their studies.</p>	<p>50% reduction in cost for school visits, music lessons and after school clubs.</p> <p>Transport offered for attendance of matches and tournaments.</p> <p>All Year 4 learn flute by Wakefield Music Services</p>	<p>Jenny Griffiths (Headteacher)</p> <p>Rachel Maguire (SBM)</p>	<p>Each half term via HT and SBM meetings.</p>
<p>To offer free school milk for all pupil premium pupils</p>	<p>To ensure children are having a healthy drink during the morning</p> <p>To support a healthy diet</p>	<p>Administrative staff to organise via payment and letters to parents of pupils on the pupil premium register.</p>	<p>Jenny Griffiths (Headteacher)</p>	<p>Each term when milk is re-ordered.</p>

