

Badsworth Primary School Pupil Premium Strategy Statement - 2019-2020

Summary Information			
School	Badsworth CE (VC) J&I School		
Academic Year	2019-2020	Total PP budget allocated for the academic year	39
Total Number of Pupils	200	Number of pupils eligible for PP funding	
Pupil Premium Lead: Jenny Griffiths			

Disadvantaged pupil performance overview for last academic year (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
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 One	To ensure all pupils receive quality first teaching by teachers receiving continuous professional development so that pupil premium children outcomes can be improved.
Priority Two	To ensure all pupils, specifically the lowest 20%, achieve good or better progress in reading.
Priority 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.
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 addressed by these priorities	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	

Teaching priorities for current academic year

Aim	Target	Target Date
Progress in Reading	All children to achieve good or better progress.	July 2020
Progress in Writing	All children to achieve good or better progress.	July 2020
Progress in Maths	All children to achieve good or better progress.	July 2020
Phonics	All children except children with a specific learning difficulty to pass the phonic screen check by the end of KS1.	June 2020
Other	All pupil premium children to achieve 96% attendance.	July 2020

Quality of Teaching for all			
Desired Outcome One: To ensure all pupils receive quality first teaching by teachers receiving continuous professional development.			
Chosen Approach/Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	RAG and broad evaluation
Acting DHT to attend Senior Leadership Training	<p>Newly appointed Acting Deputy Headteacher to attend Senior Leadership training to support him in his role as a school leader so he can better understand the role of pupil premium.</p> <p>To deliver key messages to staff and SMT in order to raise outcomes at Badsworth School ensuring progress is good or better for pupil premium children.</p>	<p>Acting DHT to attend the Aspire Leadership Training</p> <p>After each session ADHT to disseminate training to SLT and discuss implementation at Badsworth</p>	<p>DHT attended all sessions and developed his knowledge of pupil premium and ensuring this was a focus area in school.</p> <p>Some sessions were cancelled/rearranged due to COVID-19.</p>
SEND Co to achieve SEND Co qualification	<p>SEND Co has been in place for 2 years and after approaching 3 year in post to complete the required qualification.</p> <p>28% of SEND children are also pupil premium so school's SEND provision can be improved, therefore raising outcomes for pupil premium and SEND children.</p>	<p>SEND Co to apply for qualification at Leeds Beckett University</p> <p>Release time available for assessments to be submitted</p>	<p>SEND Co achieved the SEND Co qualification.</p> <p>As a result, SMTLP format has been modified to ensure staff are held to account of for the provision provided for SEND Children.</p> <p>During lockdown PP/SEND children were contacted fortnightly. PP/EHCP children were contacted by SEND Co and Class teacher. School work which linked specifically to EHCP targets was posted out to the child's home to ensure the targets were being met.</p> <p>PP/SEND children were offered paper packs during lockdown. 2 x family took up this offer. 7% of Pupil Premium children</p>

<p>Science SL to attend training</p>	<p>Second year of Science SL being in post and received no training outside of school. Training to provide skills for teachers to plan investigation lessons ensuring pupil premium children's engagement in lessons.</p> <p>Pupil premium children invited to a science after school club to enrich first hand experiences for pupil premium children.</p> <p>New OFSTED Framework September 2019</p> <p>Whole school curriculum review</p>	<p>Release being provided for the Science Leader to attend STEM training and network meetings</p> <p>Time for the Science SL to disseminate information back to SLT and staff meeting and implement in curriculum review</p>	<p>Science SL reviewed the school's curriculum to ensure lessons were providing the opportunity for pupil premium children with first hand investigations.</p> <p>Pupil Premium children were targeted to attend the science after school clubs. 8% of pupil premium children attended the club.</p>
<p>Computing SL to attend SMART training</p>	<p>School leasing interactive whiteboards and SMART not being used to its full potential.</p> <p>Providing engagement for pupil premium children – children being more 'active' learners within the classroom setting.</p> <p>Chrome Books usage increases so children can become independent learners.</p> <p>New OFSTED Framework September, 2019</p> <p>Whole school curriculum review</p>	<p>Release time for Computing SL to attend SMART Training</p> <p>Release time for teachers to attend open classroom at neighbouring schools</p> <p>Time for the Computing SL to disseminate information back to SLT and staff meeting and implement in curriculum review</p>	<p>Teachers used this training during COVID Lockdown, to ensure children were engaged and completing home learning .</p>

Quality of Teaching for all			
Desired Outcome Two: 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?	RAG and broad evaluation
To provide a language rich environment in EYFS	<p>33% Pupil Premium not achieving GLD.</p> <p>Percent of pupil premium children being below national for expected + in speaking and listening at 75%.</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>	<p>Although the academic year was not completed in the usual way 100% of the pupil premium children moved from 30-50+ to 40-60 in communication and language from the baseline in September 2019 to March 2020.</p>
English Hub Phonics Audit	<p>Phonics re- check</p> <p>Monitoring of the lowest 20% show they 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>Below national in EYFS exceeding in reading at 7%</p> <p><i>EEF – Phonics research</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</p>	<p>Phonic intervention in Year 1. Children split into three phonic groups.</p> <p>At Spring Assessment 2020. No phonics screen data due to COVID-19.</p> <p>25% of Pupil Premium children at Phase 6</p> <p>50% of Pupil Premium children at Phase 5</p> <p>25% of Pupil Premium children at Phase 3</p> <p>Daily Letters and Sounds Phonic videos provided during school closure.</p> <p>School has purchased new phonic scheme of Floppy Phonics to implement in 2020-2021.</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>EEF – Phonics research</p> <p>KS2 results being below or in line with national expected standard or above</p> <p>0 Pupil Premium children passing phonics retake in Year 2</p> <p>Below national in EYFS exceeding in reading</p>	<p>Half termly pupil progress meetings</p> <p>Focused QLA</p> <p>Monitoring of class data by SLT</p> <p>Staff CPD time allocated</p>	<p>At Spring term Year 6 assessments showed 89% of the cohort were teacher assessed working at national or above.</p> <p>School carried out phonic audit and as a result applied for English Hub Funding. School was given a match funding grant to support the purchase of phonic books and training.</p>

<p>To use QLA accurately to target areas for specific cohort needs.</p> <p>To improve the pupil's understanding of assessment domains</p>	<p>KS2 results being below or in line with national expected standard or above</p>	<p>English Lead visiting neighbour schools to develop reading strategies for QLA</p> <p>SLT to review and adapt for Badsworth School</p> <p>Teachers to carry out QLA and to be used to target pupils at Pupil Progress Meeting</p> <p>English Lead to visit neighbouring schools to improve pupil's knowledge of assessment domains</p>	<p>Termly at each assessment point</p> <p>At Spring term Year 6 reading assessments showed 89% of the cohort was teacher assessed working at national or above.</p> <p>Introduction of Reading Gems to focus the delivery of assessment domains across school, unfortunately this was not completed due to school closure in March, 2020 due to COVID-19.</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?	RAG and broad evaluation
To improve the speed and recall of times tables	<p>Only 23% of children in Year 4 achieved above 20/25 in Year 4 Times Tables Trial</p> <p>50% of pupil premium children achieving age expected+ in maths at the end of KS2.</p>	<p>Subscribe to Times Tables Rockstars</p> <p>Set half termly competitions to engage children</p> <p>Timetabling of Chromebook/ipads for Year 3 & 4 to ensure weekly practise.</p> <p>Pupil usage discussed at half termly pupil progress meetings</p>	<p>No Statutory Year 4 Multiplication Check carried out due to Covid-19.</p> <p>100% of Year 6 Pupil Premium children were assessed at age expected or above at the end of Spring term.</p> <p>80% of pupil premium children in Year 4 were teacher assessed at age expected at the end of spring term.</p>
Training for new Maths Subject Leader	<p>New SL starting April 2019</p> <p>33% of children achieving age expected + in maths at the end of KS1</p> <p>50% of children achieving age expected + in maths at the end of KS2</p>	<p>Subject leader to attend Maths Hub Training</p> <p>Maths Subject Leader to feed back to SLT and agree implementation process</p>	<p>CPA being used across school to support pupil's learning. In particular of pupil premium children.</p> <p>100% of pupil premium children teacher assessed at age expected or above in Year 6 at the end of Spring Term 2020.</p> <p>40% of pupil premium children were teacher assessed as age expected or above at the end of KS1 at the end of Sprig Term 2020.</p>

<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>Regular SL release time</p> <p>Monitoring of maths across school – talking to children, lesson drop ins, maths book monitoring</p> <p>Resources to be purchased</p> <p>Consistency across school</p> <p>Booster groups for Year 6 children within lesson time</p> <p>After school club for Year 6 SATs Revision</p>	<p>Although, the academic year was not complete Year 6 teacher assessments were carried out at the end of Spring term.</p> <p>100% of pupil premium children teacher assessed at age expected or above in Year 6 at the end of Spring Term 2020.</p> <p>Year 6 booster groups had started in spring term and Year 6 SATs revision clubs had begun. 63% of Year 6 pupil premium children attended SATs Revision Club</p> <p>All staff had training on White Rose CPA approach resulting in a whole school progressive display from FS to Year 6 showing CPA approach.</p>
<p>A HLTA will use 0.5% of her time to lead groups from years 2-6 and catch up groups for Year 6.</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 the HLTA</p>	<p>HLTA worked with specific groups of children. Pupil premium children were targeted for this support.</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?	RAG and broad evaluation
<p>To purchase CPOMS to allow all SLT to monitor behaviour, home life and attendance.</p>	<p>New SLT and 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>CPOMS training for DSL which will allow monitoring of homelife and attendance resulting in support being offered if required.</p> <p>Whole staff training</p> <p>Removal of paper cause for concern forms.</p>	<p>All pupil premium children were monitored through CPOMS. During lockdown, CPOMS was vital for DSLs and class teachers to monitor and record any concerns with regard to pupil well-being, learning etc</p> <p>All pupil premium children were contacted regularly and the pupil premium children with a social worker or who were highlighted on Wakefield's vulnerable tracker were contacted weekly or twice weekly. Weekly home visits were carried out and home visit forms were completed and sent to Wakefield's MASH team. This was invaluable during school closure.</p> <p>29% of pupil premium children accessed school, at some point, in the key worker/vulnerable children bubble throughout lockdown.</p> <p>100% FS pupil premium children attended school, at some point, when FS bubble returned.</p> <p>50% of Year 1 pupil premium children attended school, at some point, when Year 1 bubble returned.</p> <p>62% of Year 6 pupil premium children, attended school, at some point, when Year 6 bubble returned to school.</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?	RAG and broad evaluation
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	Less incidents on CPOMS – To continue
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	Beneficial for staff while training was attending, this was prevented due to COVID-19 lockdown. All staff attended attachment training
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.	Very beneficial, pupil premium discussed and intervention work planned. This was also continued to be used during COVID-19 lockdown. To continue.

<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>8% of pupil premium children took part in individual music lessons.</p> <p>26% of pupil premium children access an after-school club during Autumn and Spring Term. No clubs were offered in Summer Term due to COVID-19.</p> <p>13% of pupil premium children took part in Year 4 flute lessons led by Wakefield Music Services.</p> <p>23% of pupil premium children accessed 50% reduction on school visits.</p> <p>This will be offered again next year to ensure the same opportunities are provided to all children.</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>21% of pupil premium children took up the offer of free school milk.</p> <p>This will be offered again to ensure all pupils are provided with the opportunity to have milk in school.</p>