

Broadbottom CE (VC) Primary School



Pupil Premium Strategy 2020-2021

Our school vision is:



“Let your light shine”.....Matthew 5:16

School Overview	
Metric	Data
School name	Broadbottom C of E Primary School
Pupils in school	94
Proportion of disadvantaged pupils	23%
Pupil Premium allocation this academic year	£29,590
Academic year or years covered by statement	2020 - 2021
Publish date	October 2020
Review date	October 2021
Statement authorised by	J Marrow
Pupil Premium Lead	D Heydon

Disadvantaged pupil progress scores for last academic year (2019 – 20)	
Measure	Score
Reading	Not available due to Covid-19
Writing	Not available due to Covid-19
Maths	Not available due to Covid-19

Disadvantaged pupil performance overview for last academic year (2019-20)				
Measure	Score			
	Reading	Writing	Maths	GPS
Meeting Expected Standard at KS2	50%	50%	50%	50%

Strategy aims for disadvantaged pupils	
Measure	Activity
Priority 1	To ensure all relevant staff have received appropriate training to deliver intervention strategies. E.g., Echo Learning/NELI/3 rd Space Learning/Lexia.
Priority 2	To develop resilience through pastoral/resilience coach, care/P4C and allocated mentoring to develop confidence and application.
Barriers to learning these priorities address	CPD for staff to enable quality teaching interventions and additional specific support to narrow the gap in learning due to Covid-19.
Projected spending	£10,000

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Teaching priorities for current academic year		
Aim	Target	Target date
To narrow the gap between disadvantaged and advantaged pupils against the national average in reading .	To achieve the national average, attainment scores in KS2 reading 78%	July 2021
To narrow the gap between disadvantaged and advantaged pupils against the national average in writing	To achieve the national average, attainment scores in KS2 writing 83%	July 2021
To narrow the gap between disadvantaged and advantaged pupils against the national average in mathematics .	To achieve the national average, attainment scores in KS2 mathematics 84%	July 2021
To narrow the gap between disadvantaged and advantaged pupils against the national average in phonics .	To achieve the national average, attainment scores in KS1 phonics 84%	July 2021
To narrow the gap between disadvantaged and advantaged pupils against the national average in combined reading, writing and mathematics .	To achieve the national average, attainment scores in KS2 reading, writing and mathematics 84%	July 2021

Focus support on disadvantaged pupils reaching the expected standard in reading, writing and mathematics 2021.	
Key Areas	Activity
Priority 1	To ensure all relevant staff have received appropriate training to deliver intervention strategies. E.g., Echo Learning/NELI/3 rd Space Learning/Lexia. To be able to support pupils access learning platforms and assessment.
Priority 2	To develop resilience training for pupils, staff and parents to provide consistent approaches to support pupils well-being and confidence. P4C training for all staff and implementation throughout all key stages. Allocated mentoring to develop confidence and application for disadvantage pupils.
Barriers to learning	CPD for staff to enable quality teaching interventions and additional specific support to narrow the gap in learning due to Covid-19.
Projected spending	£9,000

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Targeted academic support for current academic year 2020-21	
Measure	Activity
Priority 1	To purchase and introduce Power Of Reading across all year groups. To increase reading for pleasure To ensure that quality text is provided to develop writing.
Priority 2	To establish mathematics and English interventions for pupils falling below age related expectations.
Priority 3	To introduce Read, Write, Ink to standardise the teaching of phonics in EYFS and
Projected spending	£400

Wider strategies for current academic year 2020-21	
Measure	Activity
Priority 1	To develop a shared outdoor art gallery to exhibit pupil, staff and community art projects. To develop links with local artists to share their skills and talents with pupils. To demonstrate cultural capital borne from talents and interests.
Priority 2	To develop a raised bed allotment to enhance the curriculum and provide well-being opportunities for children to enjoy growing their own produce. To demonstrate cultural capital as an enterprise scheme for pupils to sell their own produce.
Barriers to learning	Improving attendance and readiness to learn for the most disadvantaged pupils.
Projected spending	£500

Monitoring and implementation		
Area	Challenge	Mitigating Action
Teaching	To ensure that sufficient time is allocated to staff for professional development.	Use of inset days and staff training and Level 3 Teaching Assistants.
Targeted Support	To develop a timetable of support to ensure that pupils are allocated sufficient time to address attainment and progress in reading, writing and mathematics.	Organisation of support staff to ensure that they are fully equipped and able to lead intervention and support sessions for individuals and groups.
Barriers to Learning	To develop the use of CPOMS to collect confidential and systematic chronology of records.	All staff to have training how to accurately report information to provide a concise chronology of a pupil's journey through school.
Wider Strategies	To improve the attendance of pupil premium children who have intermittent days off school.	To engage with families. To communicate regularly any concerns. To work with the EWO. To address any barriers to attendances. To provide pastoral and well-being support.

Review: previous year's aims and outcomes 2019-20	
Aim	Outcome
Due to Covid-19 no data has been produced for progress. Attainment has been included for this year instead, based on teacher assessment.	
(Progress) Attainment in Reading and Writing	A significant improvement in Reading and Writing from 2018 – 2019. Quality text to be introduced to further improve outcomes in Writing.
(Progress) Attainment in Mathematics	A significant improvement in Mathematics from 2018-2019. Continued work to build more resilience in Mathematics and attitudes to learning with regards to failure.
(Progress) Attainment in Phonics	Exceeded the disadvantage national average, further improve teaching of Phonics via the introduction of Read, Write, Ink.
Other	To monitor and address sporadic attendance amongst certain pupils. To work with the LA and EWO Service and attend regular networks.