



## Pupil premium strategy statement: St Botolph's C of E Primary School 2020-21

1. Summary information					
Academic Year	2020-21	Total PP budget	£71,540	Date for next internal review of this strategy	Sept 2021
Total number of pupils in school	310	Number of current pupils eligible for PP	36	Number of pupils for whom funding is received retrospectively	48

2. Current PP attainment (2019-2020 data)	<i>Based on progress up to lockdown March 2020 and progress shown post-lockdown following Sept baseline and Autumn 2020 standardised test and internal tracking</i>			
		Reading	Writing	Maths
% making <b>at least expected progress</b> from their FS starting points in reading, writing and maths in KS1	14 (5 SEN)	<b>93% (13)</b>	<b>86% (12)</b>	<b>86% (12)</b>
End of KS1 (Year 2) <b>TA % reaching EXS or better</b>	8 (4 SEN)	<b>38% (3)</b>	<b>38% (3)</b>	<b>38% (3)</b>
% making <b>at least expected progress</b> from their Y2 starting points in reading, writing and maths in KS2	32 (15 SEN)	<b>94% (30)</b>	<b>91% (29)</b>	<b>94% (30)</b>
End of KS2 (Year 6) <b>TA % reaching EXS or better</b>	12 (6 SEN)	<b>33% (4)</b>	<b>42% (5)</b>	<b>42% (5)</b>

3. Barriers to future attainment (for pupils eligible for PP including high ability)
When considering the nature of support needed, we give careful consideration to each individual child and the area(s) they need most support with. These

fall under 6 main headings/barriers (considered in this priority order):	
<b>a. Attendance</b>	<ul style="list-style-type: none"> <li>Attendance rates for pupils eligible for PP up to lockdown March 2020 (2019-20) was <b>95.5%</b> (slightly below the group target of 96% and below the whole school target of 97% ). This includes inconsistent attendance for some and/or punctuality issues. This reduces their school hours and causes them to fall behind on average.</li> </ul>
<b>b. Behaviour/attitudes for learning</b>	<ul style="list-style-type: none"> <li>Behaviour issues for a small number of pupils (eligible for PP) is having a detrimental effect as they are unable to take responsibility/control their behaviour therefore impacting on their learning and therefore their academic progress.</li> <li>Low aspirations as a result of home environment/experiences/expectations impacts on their attitudes to learning and therefore their academic progress.</li> </ul>
<b>c. Social/Emotional/Mental Health needs</b>	<ul style="list-style-type: none"> <li>SEMH issues for many of our pupils eligible for PP (eg. Attachment, low self-esteem; bereavement; anger management difficulties) is having a detrimental effect as they are not always emotionally 'ready to learn' and therefore this impacts on their learning and academic progress.</li> <li>A number of our PP pupils are currently/historically Children in Need/Child Protection, experiencing a lot of ACEs</li> </ul>
<b>d. Academic (English &amp; Maths)</b>	<ul style="list-style-type: none"> <li>Entry baseline in basic English and Maths key skills, in addition to poor oral skills, are lower for some pupils eligible for PP than for other pupils. This slows academic progress in subsequent years, particularly in reading.</li> <li>For some pupils eligible for PP, a lack of home support (sometimes due to parents own educational experiences and abilities) impacts on their opportunities for continued support at home.</li> <li>A number of our pupils (the majority in KS2) whom are eligible for PP are also SEND (14/36 = 3%). Their SEND complexities impacts on their academic progress.</li> </ul>
<b>e. Academic (other)</b>	<ul style="list-style-type: none"> <li>Some PP pupils find it challenging to apply their basic skills across the curriculum which ultimately impacts on them achieving the expected writing standard at the end of KS2</li> </ul>
<b>f. Wider opportunities</b>	<ul style="list-style-type: none"> <li>Many of our PP eligible pupils have less opportunities to participate in learning beyond the school day (both school clubs and externally)</li> </ul>

<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Increased attendance rates and punctuality for pupils eligible for PP.	Due to Covid, attendance targets are not appropriate to set but we expect PP attendance to be at least in line with their non PP equivalent peers.
<b>B.</b>	Behavioural issues of identified pupils addressed.	Fewer behaviour incidents recorded for these pupils. Pupils attitudes are positive and they aspire in order to achieve the

	Poor attitude/low aspiration of identified pupils addressed.	targets set for them.
<b>C.</b>	SEMH pupils are supported so academic progress is made.	SEMH (PP eligible) pupils make progress at least in line with the targets set.
<b>D/E</b>	<p>Improve basic English and Maths skills for pupils eligible for PP in Reception class.</p> <p>Improve basic English and Maths skills for ALL pupils eligible for PP to ensure higher rates of progress across school.</p> <p>SEND (PP eligible) pupils continue to progress at a good rate relative to their starting points.</p>	<p>Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP make good progress or better from their starting points.</p> <p>Pupils eligible for PP make as much progress as 'other' pupils identified across the school in maths, reading and writing. Measured by teacher assessments and standardised tests.</p> <p>SEND (PP eligible) pupils make progress at least in line with the targets set.</p>
<b>F.</b>	Increased opportunities for PP pupils to participate in learning beyond the school day. (Covid allowing)	At least maintained attendance/participation by PP pupils in internal clubs able to be offered. Increased number of PP pupils in roles of responsibility.

5. Planned expenditure					
Academic year		2020-21			
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved attainment for all	<p>1) Targeted interventions across the school for all pupils not achieving expected progress by increased staff:child ratio across the school</p> <p>2) Formal and informal feedback, peer coaching and mentoring across the school.</p>	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources identify focusing on improving attainment for all pupils is an effective way to improve attainment for PP.	<p>Peer and SLT observations to ensure agreements are embedded in daily practice.</p> <p>Performance management targets</p>	Head	<p>Dec 2020</p> <p>April 2021</p> <p>June 2021</p>
Improved basic Maths and English skills	<p>Staff attending specific training on identified 'weaknesses'</p> <p>Language immersion for all pupils including modelling correct language and using more advanced language from the start.</p> <p>Increased reading and writing expectations.</p>	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources identify focusing on core skills as being an effective way to improve attainment, and it is an approach that we can embed across the school.	<p>Courses selected using evidence of effectiveness and ensuring they are specific to the needs identified.</p> <p>Use INSET days and staff meetings to deliver training/agree action.</p> <p>Peer and SLT observations to ensure agreements are embedded in daily practice.</p>	Head	<p>Aug/Sep 2020</p> <p>Jan 2021</p> <p>June 2021</p>
Improved attainment cross-curricular	<p>CPD for staff on curriculum expectations</p> <p>INSET on curriculum</p> <p>SIP and CDP Priority</p>	<p>We want to ensure that PP pupils can achieve across the curriculum as well as in R,W &amp; M.</p> <p>We will train all teachers in practices to provide opportunities for children to use and apply their skills and knowledge across the curriculum.</p>	<p>Course selected using evidence of effectiveness and linked to school ethos.</p> <p>INSET day to deliver training.</p> <p>Peer and SLT observations and planning/work scrutiny.</p>	Deputy	<p>Jan 2021</p> <p>April 2021</p> <p>June 2021</p>
Improved behaviour management and support for SEMH.	Continue staff training on challenging behaviour and Mental Health/well-being.	We want to ensure that PP pupils who are unable to take responsibility/control their behaviour and those with SEMH needs are supported successfully in order for them to be able to access their learning.	<p>Training selected using evidence of effectiveness.</p> <p>'Behaviour champions' observations to</p>	SENCO	Ongoing

	Named Family and Metal Health Wellbing Lead	The EEF Toolkit suggests that targeted interventions matched to pupils with particular needs can be effective.	ensure plans are in place and effective.		
Accelerated progress towards termly targets	Assertive mentoring termly reviews with staff and pupils	Regular progress reviews and discussions re next steps alongside regular feedback/feedforward is proven to be a very effective approach and keeps all focused on progress.	Timetabled reviews with staff as part of KS meetings and SLT time (Performance management target)  Timetabled weeks for pupil 1:1 meetings with their teachers.	Head	Sept 2020 Jan/Feb 2021 June 2021
<b>Total budgeted cost</b>					<b>£23,750</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>
Improved Maths and English core skills	One-to-one and small group provision:	Some of the students need targeted support to catch up.	Organise timetable to ensure staff delivering provision have sufficient preparation and	SENCO & Deputy	Dec 2020 April 2021

	<p>Additional phonics Toe-to-toe Dyslexia specialist input Core skill practice (handwriting; reading; spelling; number bonds/times tables)</p> <p>Additional staffing to enable targeting throughout the day.</p>	<p>We will use a variety of tried and tested approaches which have previously been effective.</p>	<p>delivery time on a regular basis.</p> <p>Monitor provision through Provision tracker and IIP outcomes.</p>		<p>June 2021</p>
<p>Improved Year 6 results</p>	<p>Small group provision delivered by senior teacher and Y6 teachers targeting specific areas of weakness after school for Y6 pupils (<i>in addition to catch-up funding, targeted at PP pupils only</i>)</p>	<p>Some of the students need targeted support to maximise their progress over KS2. We will use our strongest teachers to support these children. We will use a variety of tried and tested approaches which have previously been effective.</p>	<p>Monitor provision/impact through DoL and test outcomes.</p> <p><i>Extra teaching time and preparation time for boosters paid for out of PP and catch-up funding budget</i></p>	<p>UKS2 leader</p>	<p>Dec 2020 April 2021 June 2021</p>
<p>Improved support for SEMH to ensure PP pupils are able to access learning.</p>	<p>Targeted support from internal/external experts: Family &amp; Mental Wellbeing Lead. SENCo Ashmount/Oakfield Ed Psych Akira Counselling</p> <p>Dedicated forest school sessions</p>	<p>We want to ensure that PP pupils who have SEMH needs are supported successfully in order for them to be able to access their learning. Forest school is proven to work for children with SEMH needs, it encourages independent learning and pupils gain confidence and resilience. The EEF Toolkit suggests that targeted interventions matched to pupils with particular needs can be effective.</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time on a regular basis.</p> <p>Ensure identification of target pupils is transparent and properly recorded.</p> <p>Monitor whether improvements in SEMH translate into improved attainment.</p> <p>Monitor provision through Provision Mapping and IIP outcomes.</p>	<p>SENCO &amp; Deputy</p>	<p>Dec 2020 April 2021 June 2021</p>

<b>Total budgeted cost</b>					<b>£32,250</b>
<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>
Increased attendance rates/punctuality	Office staff member & FMWL to monitor pupils and follow up quickly on absences.  Education Welfare Officer & FMWL offering focussed support re attendance & punctuality for PPG/LAC Parents and children.  Free breakfast club offered/encouraged	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	Meet with JS & NR about existing absence issues.  Early contact with parents when a child's attendance is falling behind (letters / phone call).  All involved collaborate to ensure school processes work smoothly together.  Ensure staff identify lateness and offer breakfast club.	Head	Oct 2020 Jan 2021 March 2021 May 2021 July 2021
Increased access to wider opportunities both within school and beyond	(Covid allowing) Provide additional extra-curricular opportunities to enable a more engaging and innovative curriculum that inspires the pupils.  Provide specific after school clubs driven by PP pupils.  No charge for breakfast club/music tuition/school trips and after school provision.  Staff to nominate/invite targeted children for breakfast club, sports clubs and/or afterschool clubs.	If children's attitudes to learning are poor as they have no inspiration/aspiration to learn then it is a challenge to improve attainment. If children have no interest in the clubs on offer, they won't attend.  Attitude is as important as ability as we want to inspire the children to want to learn and want to succeed.	Allocated funding to each phase to provide an inspiration day/2 half days per year.  Dedicated adults and timetabling for specific PP driven clubs.	Head	June 2021
				Head/	Termly

Equal access to activities, additional opportunities and resources	Dedicated opportunities funding allocated for parents to enable access to a specified criteria	If the children haven't got access to funding to enable them to experience opportunities and resources that their non-equivalent peers access then we are limiting their potential.	Monitored spending by Office Manager, regularly reviewed and discussions with Parents to ensure funding is utilised.	Office Manager.	
Improved parental engagement (for some of our PP children)	NR to assist with parental engagement from the outset with new parents. Early parent/teacher meetings. Covid allowing - Parental workshops in EYFS and parent lessons Y1-6 Regular newsletters	EEF toolkit identifies the power of parental engagement.  Professional knowledge/experience can see the power of parental support and engagement in the children's learning and academic success.	Attendance at Parent evenings/workshops/lessons (may have to be virtual).  Responses to Parental surveys/parent feedback.	Head	June 2021
<b>Total budgeted cost</b>					<b>£15,600</b>

### Completed Sept 2021

6. Review of impact and expenditure				
i. Quality of 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)	Actual Cost
Improved attainment for all	1) Targeted interventions across the school for all pupils not achieving expected progress  2) Formal and informal feedback, peer coaching and mentoring across the school.	Considering the disruptive year due to covid closures and reduced attendance in school, pupil progress was at least maintained and for many improved for identified individuals and across year groups and the whole school.  Progress was good overall (2020-21) although there were a few of the more vulnerable children who had a particularly difficult year (SEMH/Covid-related anxiety).	High impact on learning and progress when interventions are specific and targeted. Half termly review and ongoing monitoring by KS leads ensured the provision was timely and effective. These approaches need to be continued with continued emotional support for our very vulnerable children. The full-time cover supervisor roles in KS2 enable LKS2 and UKS2 to teach in year groups for English and Maths and need to continue.	£10,000

Improved basic Maths and English skills	<p>SIP Priority.</p> <p>Staff attending specific training on identified 'weaknesses'</p> <p>Language immersion for all pupils including modelling correct language and using more advanced language from the start.</p> <p>Increased writing expectations.</p>	<p>Clear impact trail evident from monitoring.</p> <p>Pupil progress was improved for identified individuals and across year groups and the whole school.</p> <p>Children's standardised scores improved over the year.</p>	The focus on basic skills needs to remain a priority.	£2000
Improved attainment cross-curricular	<p>CPD for staff on Curriculum</p> <p>SIP and CDP Priority.</p>	Children achieved in all areas of the curriculum and received a well-rounded curriculum experience	We need to maintain the focus on a whole curriculum entitlement, ensuring children's strengths in non-core subjects are celebrated.	
Improved behaviour management and support for SEMH.	<p>Staff training on challenging behaviour and Mental Health/well-being.</p> <p>Named Family and Metal Health Wellbing Lead</p>	<p>Identified children accessed relevant support (internal and external agencies) which enabled them to feel safe in school and access learning.</p> <p>Where applicable, funding was successfully gained to support our more complex SEND pupils.</p> <p>Over lockdowns, our most vulnerable pupils received regular contact and personalised support</p>	We must maintain this support for our most vulnerable pupils.	£7,750
Accelerated progress towards termly targets	Assertive mentoring termly reviews with staff and pupils	Pupil progress was improved for identified individuals and across year groups and the whole school.	This approach needs to continue.  (as above re SEMH)	£6000

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Improved Maths and English core skills	One-to-one and small group provision: Additional phonics Toe-to-toe Dyslexia specialist input Core skill practice (handwriting; reading; spelling; number bonds/times tables)  Additional staffing to enable targeting throughout the day.	The children who accessed the 1:1/small group provision made measurable steps of progress in the identified areas which impacted on their overall attainment.  Additional staffing enabled a quick response and targeted work on identification.	Whilst being a costly resource, this approach needs to continue as it enabled focussed response to identified needs.	£8,340
Improved Year 6 results	Small group provision delivered by Y6 teachers targeting specific areas of weakness during after school booster clubs for Year 6	Had they taken KS2 SATs, we would have seen continued improvements in the last formal Y6 results from 2018-19.  All children were ready to approach the SATs with confidence and practice SATs were very promising.	This approach needs to continue and increase in weeks and number of pupils accessing it as it enabled focussed response to identified needs.  We need to maintain the additional UKS2 cover to enable the UKS2 cover supervisor to release the senior teacher more regularly and from the start of the academic year.	£2,660
Improved support for SEMH to ensure PP pupils are able to access learning.	Targeted support from internal/external experts: Family & Mental Wellbeing Lead. SENCo Ashmount/Oakfield Ed Psych Akira counsellor  Dedicated forest school sessions	Identified children accessed relevant support (internal and external agencies) which enabled them to feel safe in school and access learning.  Where applicable, funding was successfully gained to support our more complex SEND pupils.	Whilst being a costly resource, this approach needs to continue as it enabled focussed support for our most complex children.  We must maintain this support for our most vulnerable pupils.	£7,200 £7,980  £2250 £1520  £1900

<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the	<b>Lessons learned</b>	<b>Cost</b>

		success criteria? Include impact on pupils not eligible for PP, if appropriate.	(and whether you will continue with this approach)	
Increased attendance rates/punctuality	<p>Office staff member/FMWL to monitor pupils and follow up quickly on absences.</p> <p>Education Welfare Officer/FMWL offering focussed support re attendance &amp; punctuality for PPG/LAC Parents and children.</p> <p>Free breakfast club offered/ encouraged</p>	<p>Despite a Covid impacted year, attendance was 98% overall (higher than the National average for the year of 95%). 97% target overall up until point of closure due to lockdown.</p> <p>Wraparound (breakfast/after school care was negatively impacted by Covid lockdowns but when in action, attendance at this provision remained strong.</p>	These approaches need to be maintained.	<p>£1000</p> <p>£3,800</p>
Increased access to wider opportunities both within school and beyond	<p>Provide additional extra-curricular opportunities to enable a more engaging and innovative curriculum that inspires the pupils.</p> <p>Provide specific after school clubs driven by PP pupils.</p> <p>No charge for breakfast club/music tuition/school trips and after school provision.</p> <p>Staff to nominate/invite targeted children for breakfast club, sports clubs and/or afterschool clubs.</p>	<p>When after school activities were able to happen, PP pupils were involved in an increased number of enrichment activities.</p> <p>All PP children attended at least 1 after school activity over a minimum 4 week period driven by their interests.</p> <p>The choices offered for clubs were enhanced through this personalised approach.</p>	<p>It is quite challenging to plan and deliver a bespoke/tailored programme of events and depending on the activity, had increased staffing requirements or could not be delivered due to Covid restrictions.</p> <p>However, the impact of having all children access something tailored to their interests/wishes means that this approach needs to be maintained.</p>	(covered within increased staffing and opps funding)
Equal access to activities, additional opportunities and resources	Dedicated opportunities funding allocated for parents to enable access to a specified criteria	100% of funding was accessed ensuring all pupils benefitted.	This opportunity needs to be continued.	£10,800
Improved parental engagement (for some of our PP children)	<p>NR to assist with parental engagement from the outset with new parents.</p> <p>Early parent/teacher</p>	<p>Vulnerable families accessed NR from entry to school.</p> <p>Early meetings enabled any issues to be quickly responded to.</p>	These approaches need to be maintained.	(no cost as already covered within funding streams)

	meetings.			
	Regular newsletters			

**INCOME/EXPENDITURE = £71,540**