

Pupil premium strategy statement: Bawtry Mayflower Primary School

The Government believes that the Pupil Premium funding, which is additional to the main school funding, is the best way to address inequalities between pupils in specific groups. Pupil Premium Funding is therefore used to tackle disadvantage in order to reach the pupils who need it most. The government awards the funding to help raise attainment for these pupils.

National data shows that as a group nationally, pupils who have been eligible for FSMs at any point in time have consistently lower educational attainment than those who have never been eligible for FSMs. All schools are required to publish, on their websites, what funding they have received and how the money is being spent. Each school may decide how best to use the funding and they are held accountable for how it has been used to support pupils from low income families.

At Bawtry Mayflower we are making provision for disadvantaged pupils; however, we also recognise that not all pupils who receive free school meals will be disadvantaged. We also recognise that not all pupils who are disadvantaged will be registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support pupils or groups of pupils the school has identified as being disadvantaged.

At Bawtry Mayflower we strongly believe that it is equally true that outstanding teaching and leadership and a relentless focus on improvement will make a real difference - whatever the context, or degree of challenge facing a school. We know this because there is compelling evidence which demonstrates that high quality teaching and leadership are vital in raising attainment. We also know that schools that are most effective in improving outcomes for disadvantaged pupils always use evidence about what makes a real difference to change their practice.

We recognise that disadvantaged pupils are not a homogenous group and employ targeted approaches for groups or individuals facing particular barriers to ensure the best possible learning outcomes for all. Whilst the pupil premium has focused many schools' attention on raising the attainment of low performing pupils, more able disadvantaged pupils are at risk of underachievement too.

At Bawtry Mayflower we wholeheartedly believe that ultimately the impact of pupil premium should lead to improved attainment for all disadvantaged pupils. However, important outcomes, which will lead to this might include - increased rates of progress, improved attendance, improving family engagement, developing skills and personal qualities whilst extending opportunities.

Planned Expenditure for 2020/21

Schools are funded Pupil Premium @ £1345 per pupil for

- all pupils who are eligible for free school meals (FSM).
- all pupils who have been eligible for free school meals (FSM) at any point during the last 6 years.

Schools are funded a further £310 per pupil for

- all pupils who have parent/carers who are service personnel.

Schools are funded a further £2345 per pupil for

- all pupils who have been looked after continuously for more than six months by someone other than their immediate family.

The government awards the funding to help raise attainment for these pupils. National data shows that as a group, pupils who have been eligible for FSM at any point in time have consistently lower educational attainment than those who have never been eligible for FSM.

1. Summary information					
Academic Year	2020/21	Total PP budget	£52,900	Date of most recent PP Review	
Total number of pupils	260	Number of pupils eligible for PP	41 (15.7%)	Date for next internal review of this strategy	July 2021

2. End of Year SATS results - these results represent a very small cohort of children in Year 2 (5 pupils) and 6 (5 pupils) in Summer 2019		
KS1	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% passing phonics screening at Year 1		
% passing phonics screening at Year 2 (re-sits)		
% meeting expected standard in reading		
% meeting expected standard in writing		
% meeting expected standard in maths		
KS2		
% meeting expected standard in reading		
% meeting expected standard in writing		
% meeting expected standard in maths		

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school</i>)		
A.	Early identification of children in receipt of PP in FS and KS1	
B.	Progress and attainment of pupils in receipt of PP funding across school	
C.	Reading attainment for children in receipt of PP funding	
D.	Maths attainment for children in receipt of PP funding	
E.	Depth across the curriculum	
External barriers		
F.	Wider opportunities for some children in receipt of PP funding	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Early identification of pupils eligible for PP funding in Early Years and Key Stage One	√ More parents complete the PP forms to highlight pupils in school. This ensures the correct children are eligible for funding and targeted additional support can be put in place.
B.	Improved attainment and progress for those eligible for PP across school	√ Across school, the difference is diminished between PP and non-PP. This is achieved across all outcomes - GLD, phonics, KS1 and KS2.
C.	Improved reading results across school as a result of embedding new approaches to teaching reading across school.	√ Attainment and progress of children in reading will have improved.
D.	Improved maths results across school as a result of more focus being given to the teaching of and opportunities for reasoning in maths across school.	√ Attainment and progress of children in maths will have improved.
E.	Depth of knowledge across the wider curriculum.	√ Childrens understanding of key concepts across the wider curriculum will be developed.
F.	Increase in number of children attending after school clubs and school trips. Increase in number of children accessing and completing remote learning.	√ More pupils than the previous year will attend school trips, residentials and a range of after school clubs.

√ The majority of pupils will be accessing and completing remote learning.

5. Planned expenditure

Academic year 2020/21

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.

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?
<p>Improved attainment and progress for those eligible for PP across school.</p> <p>Improved reading results across school as a result of embedding new approaches to teaching reading across school.</p> <p>Improved maths results across school as a result of new approaches to</p>	<ul style="list-style-type: none"> Internal CPD Specific CPD around the development of the curriculum. Specific CPD around memory and metacognition. Time for teachers to reflect on and develop the progression of skills documents. Time for teachers to work in phases to evaluate the use of concept organisers. Continue to embed the new approach to teaching reading through school. NFER assessments. 	<p>High quality teaching and learning has the greatest impact on the attainment and progress of children.</p> <p>Collaborative learning shows moderate impact for a low cost with 5 months gains. (EEF) https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/collaborative-learning/</p> <p>Effective feedback has high impact for very low cost with 8 month + gains (EEF) https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/</p> <p>Mastery learning has moderate impact for very low cost with + 5 month gains (EEF)</p>	<p>Monitoring and evaluation</p> <p>Personalised observations / discussions with teachers / TA (TEAMs)</p> <p>Regular monitoring of purple books will take place with specific focus on PP provisions.</p> <p>Senior leaders and external consultants will offer coaching and support to develop provisions for PP children and ensure strategies are having a positive impact.</p> <p>Senior leaders throughout school to monitor and evaluate impact of initiatives regularly.</p> <p>Assistant deputy heads to monitor the impact of TAs in lessons.</p>	<p>NW, JJ, CD, BP, CD</p> <p>JR</p> <p>JJ, NW, BP, CD</p> <p>JJ, NW, BP, CD</p> <p>BP, CD</p> <p>LP</p>	<p>July 2021</p>

<p>teaching maths across school.</p> <p>Depth across the curriculum.</p>	<ul style="list-style-type: none"> • Release time for senior leaders. • To continue to improve the effective use of teaching assistants through a specifically designed programme of learning and training with CD • Moderation • NFER assessments resources – MAZE • Time for all staff – disciplined enquiry approach • Reading resources • LP Fluency reading project • Year 3/4 adult release time • 10% BP salary • 10% CD salary • MC - % of learning mentor time % of leadership time • Sharing good practice – SPP project, visiting, DL30 project (Remotely / TEAMS) other schools. 	<p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/</p> <p>Teaching reading comprehension strategies has moderate impact for very low cost + 5 months gains (EEF)</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/</p> <p>Metacognition and self-regulation has high impact for very low cost +7 months gains (EEF)</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/</p>	<p>LP to carry out analysis on the project's outcomes and feed into senior leaders.</p> <p>JR to monitor and ensure there are high standards of teaching.</p> <p>JR to meet with senior leaders to share findings from observations, monitoring pupil voice and any updates in training attended.</p> <p>JR to feed into pupil progress meetings, areas of strengths and areas for development across school.</p> <p>JR to compile a targeted plan for improvement built on best practice evidenced across school.</p> <p>Peer reviewers to feed back to school findings from SPP reviews and improvement champions to lead a workshop of support.</p>	<p>JR</p> <p>JR, BP</p> <p>JR, BP</p> <p>JR</p> <p>SW, CD, JR</p>	
Total budgeted cost					
ii. Targeted support					

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?
<p>Early identification of pupils eligible for PP funding in Early Years and Key Stage one.</p> <p>Improved attainment and progress for those eligible for PP across school.</p> <p>Improved reading results across school as a result of embedding new approaches to teaching reading across school.</p> <p>Improved maths results across school as a result of new approaches to teaching maths across school.</p>	<ul style="list-style-type: none"> • Revision classes • RWI Hotspotting 1:1 • Assessment resources NFER • PRE and POST teach • Reading fluency intervention • HR embedding Fluency reading project • Additional reading sessions • Maths with parents • Re-organisation of TA time to meet needs of pupils. • 1:1 targeted support for pupils in need • JR PP days x 15 days • Time for TAs to work with – PP children • Pleasure and engagement for reading programme. • National tutoring programme. • Nuffield early language intervention. 	<p>The EEF toolkit states that targeted interventions matched to specific students' needs can be highly effective.</p> <p>Reading comprehension strategies-EEF moderate impact for very low cost based on extensive evidence + 5 months gains (EEF) https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/</p> <p>Internal evaluation and assessment of evidence based intervention; RWI hot spotting show that children within these groups make accelerated progress.</p> <p>Early years interventions – EEF state moderate impact with gains of 5 months based on extensive evidence. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/early-years-intervention/</p> <p>Metacognition and self-regulation has high impact for very low cost +7 months gains (EEF) https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/</p>	<p>Termly intervention scrutiny- documenting lesson observation and measurable impact measures.</p> <p>Rigorous pupil progress meetings- termly with SLT.</p> <p>Monitoring – SENCO /PP</p> <p>SD - RWI time</p> <p>JR to compile a targeted plan for improvement built on best practice evidenced across school.</p> <p>LP to carry out analysis on the project's outcomes and feed into senior leaders.</p> <p>JR to monitor and ensure there are high standards of teaching.</p> <p>SW – Monitoring of maths across school. Particular focus to be paid towards times tables in year 3 / 4.</p> <p>Monitoring of the impact of NELI on children's language skills</p>	<p>Senior leaders</p> <p>NW, BP, CD, JR</p> <p>JR, MW</p> <p>JR</p> <p>LP</p> <p>JR</p> <p>SW</p> <p>JC/JR/CD</p>	<p>July 2020</p>

		Nuffield Early Language Intervention has been evaluated by the EEF as a promising project with +4 months gains. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention/			
Total budgeted cost					
iii. Other approaches					
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?
D. Increase in number of children attending after school clubs and school trips.	Funded trips and residentials Funded after school clubs Engaging our disadvantaged families	EEF state a moderate impact for outdoor learning with gains of 3 months. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/	Monitoring of engagement of children in trips. Evaluation of impact on work. Learning conversations with the children to gather their views of the clubs offered. Work closely with SENCO and SPP schools.	JR JR JR JR, MW	July 2020
D. Increase in number of children accessing and	Learning packs Remote learning devices	EEF best evidence recommendations for supporting pupils to learn remotely highlights the importance of access to technology, supporting children to work independently and approaches taken for remote learning to suit different content and pupils.	Monitoring of engagement on TEAMS. Evaluation of work completed on TEAMS.	JR JR	Weekly / Half termly Half termly

<p>completing remote learning</p>	<p>Personalised remote learning (Short burst activities – 4/5 questions max)</p> <p>TEAMs training</p> <p>Metacognition training</p> <p>Timetables for parents re remote learning</p> <p>Resources to support parents EEF (Engagement)</p> <p>Video tutorials for TEAMs.</p> <p>Class texts purchased for children to have at home</p>	<p>https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely/</p>	<p>Work closely with SLT / DSL.</p> <p>Work closely with teachers with regards to monitoring children / parents engagement.</p>	<p>JR</p> <p>JR / Teachers</p>	<p>July 2021</p> <p>Weekly / Half termly</p>
Total budgeted cost					