

# Blakesley Hall Primary School

## Pupil Premium Expenditure – 2020-2021



### Pupil Premium Expenditure Rationale

After a four year upward trend in the progress and attainment for disadvantaged children the Covid-19 global pandemic occurred. As a consequence formal data measures were limited in measuring the impact of support through the expenditure plan. The pastoral support remains measureable and successful.

The focus for this academic year is to once again provide both academic and pastoral support for our disadvantaged children. The additional provision of catch-up premium funding will also be allocated to support all children that have a need.

### Our self-evaluation tells us that as a school we need to provide:

High quality teaching and learning resources in the classroom to improve pupils' academic achievement in all areas of the curriculum

Social and emotional support for pupils and their families in a range of different ways

Resources for pupils to become life-long learners (aspiration to excellence)

Resources to remove barriers to learning so that pupils can attend school regularly and be in class ready and able to learn (e.g. signposting to early help and external agencies for families in need)

Varied opportunities for parents/carers to be involved in supporting their children's education and be part of school life

Total number of pupils eligible for pupil premium funding	Number of eligible boys	Number of eligible girls	Number of pupils eligible for free school meals in the last six years (ever 6 FSM)	Number of looked after children (LAC)
228	111	117	228	0

Review 2019/20 academic year		Total pupil premium allocation for 2019/20: £356,425 = 45% of pupil population
Summary of objectives	Summary of expenditure	Impact on progress and attainment of eligible pupils
Additional teachers, TAs, Mentors, Speech Therapist and EAL teachers – whole school	£140,000	<b>High impact</b> – Initial progress towards assessment targets indicated that another year of upward trends in the data was likely in KS2 and KS1. Data from the end of autumn term demonstrated that attainment and progress exceeded outcomes from the previous year at the same point for each year group.  The consequences of Covid-19 prevented formalised testing from taking place, as a result there is no official end of year data to reinforce this.
Resource Base and Nurture	£80,000	<b>High impact</b> – Jigsaws continues to grow in capacity with an additional class starting (Lego). The support and development of the ASD pupils continues, with further children progressing and returning to class. As the provision has grown, the needs of children across the school has also grown, meaning that several children are accessing the specialist support whilst being allocated to the mainstream classes.
PiXL (Partners In Excellence)	£3,500	<b>High impact</b> – Once again the PiXL programme has enabled accelerated progress in the end of key stage year groups. The programme has been expanded this year and will be deployed in all year groups, where PiXL therapies will enable children to be effectively targeted and supported to identify the gaps in learning from lockdown.
Learning resources in core subjects	£15,000	<b>High impact</b> – English and Mathematics curriculum well-resourced. The new phonics scheme (Letters and Sounds) and the corresponding books better meet the needs of our children. The profile for both subjects is high. The Reading for Pleasure initiative also supported measureable improvement. Maths No Problem continues to be used across the school.  Formal measurements of data outcomes is not applicable, as the end of key stage assessments were not conducted this year due to Covid-19.
Sports Plus – Out of hours learning	£22,500	<b>High impact</b> – High impact on pupils' self-esteem and learning behaviours as well as access to the curriculum by all groups (link to Sports Premium also). Participation in clubs targeting disadvantaged has increased, as well as participation in sporting events.
Evolve Mentoring Programme	£30,000	<b>High impact</b> – Targeted children and families have seen improved learning behaviours, attendance and outcomes as a result of the mentoring through the autumn term. The Evolve mentor continued to support target children through lockdown and ensured that the wellbeing and support for his focus children and families was maintained.
Wider opportunities and educational trips contributions	£15,000	<b>High impact</b> – Whilst only taking place in autumn 1, there was an impact on pupils' self-esteem and learning behaviours as well as access to the curriculum by all groups. Broadening understanding of children regarding the wider world and aspirations. An example of this was

		the London Parliament Trip for Year 5 children. (See curriculum Learning Journeys and Pastoral Curriculum rationale)
Funded places at breakfast clubs	£1,000	Moderate impact – Whilst provision of support for vulnerable families improved attendance and greater parental engagement initially in the autumn term, the support could not be measured for the whole year due to
Family Learning – Parent workshops	£2,000	Moderate impact – There is a high impact on parents that struggle to engage with school as well as their children's learning. There is also high impact for the pupils who cannot access the curriculum. The impact on self-esteem, confidence and improved attitudes to learning.
Wrap-around Care	£2,000	Moderate impact – Further places have been provided for disadvantaged families with a need for support and additional care.
Updated technology for use in school	£26,000	Moderate impact – Provision of class iPads and enhanced technology in classrooms has ensured that learning remains current and relevant to all pupils. There has been a focus in engaging disadvantaged pupils in Code Clubs and Film Club.
Music for all provision and funded music lessons	£10,000	Moderate impact – Children in Year 4 participate in Music for All. Disadvantaged pupils have an opportunity to continue to learn their instrument in following academic years through subsidised lessons through the school.

### **Pupil premium objectives for 2020/21**

**Total pupil premium allocation: £333,560**

1. Quality First Teaching (and teaching support) for disadvantaged pupils in all groups
2. Parental engagement activities to support pupils' improved attitudes to learning
3. Additional resourcing to promote equality of access and help remove barriers to learning
4. Additional resourcing for well-being and mental health of vulnerable disadvantaged pupils
5. Address the poor attendance of the most vulnerable groups (including disadvantaged pupils)

### **Barriers to Learning for Disadvantaged Pupils at Blakesley Hall**

1. Low aspirations of some disadvantaged families, regarding academic and career goals and expectations;
2. Newly arrived families in the UK, some with limited understanding of the education system;
3. High number of English as additional language (EAL) families and families where English is the second language spoken in the home;
4. Parental engagement can also act as a barrier to learning, engaging hard to reach families and ensuring regular attendance;
5. Poor lifestyle choices regarding diet, exercise and insufficient sleep;
6. High quantity of unemployment and families registering highly on the poverty index.

## Objective 1: Ensure Quality First Teaching for all pupils

Actions	Success criteria	Timescales	Person responsible	Cost/resource implications
Employment of a specialist ASD teacher to support Jigsaw and Lego classes and to provide training to all school staff	<p>All children with additional needs have lessons tailored to support them effectively.</p> <p>All staff are skilled in understanding what provision is required for the children in their classes.</p>	All year – data collection points	Adam Protherough (Head of School) Pam Key (Assistant Headteacher/Inclusion)	£55,475
Additional part-time teacher for Key Stage 1	<p>Disadvantaged children in Year 1 and Year 2 receive support in making accelerated progress in their phonics</p> <p>Disadvantaged children in Year 1 and Year 2 close the gap in maths and English.</p> <p>Outdoor learning and forest schools lessons and clubs are provided for disadvantaged children.</p>	Carry over from 2019-2020	Rachel Hack (Assistant Headteacher/ English Lead/ Phase Leader) Surinder Paddam (Year 2 Leader)	£11,015
Additional basic skills support staff (one teacher and one TA) to provide tailored support and interventions for closing the gap for disadvantaged pupils	<p>Target children in phase one make accelerated progress from their starting points.</p> <p>The gaps in learning close for the target children in phonics, maths and English.</p>	November to March	Rachel Hack (Assistant Headteacher/ English Lead/ Phase Leader) Surinder Paddam (Year 2 Leader)	£34,853
Support staff in Jigsaws and Lego ASD base – One permanent and two agency members of staff	<p>Jigsaw and Lego base have suitable provision and support for all of the children with complex needs.</p> <p>The children make progress from their starting points</p> <p>The provision grows and develops meeting the needs of all children providing them with valuable learning experiences</p>	All year – data collection points	Pam Key (Assistant Headteacher/Inclusion) Emma Thorne (Deputy SENCO and Inclusion/ Jigsaw Teacher)	£60,095
Specialist PE teaching to effectively challenge the most able and support disadvantaged pupils (Sports Plus)	<p>Specific clubs to target Most Able pupils and key disadvantaged groups.</p>	September to July	Adam Protherough (Head of School) Luke Merriman (P.E. Coordinator)	£20,000

Teaching assistants employed to teach the pupils who are newly arrived with EAL	Children are targeted for support in lessons and identified for out of class interventions to aid their rapid progress.	All year – data collection points	Pam Key (Assistant Headteacher/Inclusion)	£34,575
Employment of Speech and Language Therapist	Targeted disadvantaged children make good or better progress in speech and language.  The number of children with delayed speech and language reduces.	All year – data collection points	Pam Key (Assistant Headteacher/Inclusion)	£7,300 (2.5 days)
WELCOMM speaking, listening and communication	Children's speaking and listening skills will improve for EYFS pupils.  An increase in GLD for communication.	September to July	Laura Bowker (Year Group Leader)	£330
Early Excellence	Teachers complete the Early Excellence training.  Early Excellence is deployed across EYFS.  Expected increase of GLD 10% projected by consortium schools participating.	All year – data collection points	Laura Bowker (Year Group Leader)	£1500

## Objective 2: Parental engagement activities to support pupils' improved attitudes to learning

Actions	Success criteria	Timescales	Person responsible	Cost/resource implications
ESOL teacher engaged to support the parents of pupils with EaL (particularly Romanian, Gypsy Roma and newly arrived families)	Greater engagement (volunteering in school) Greater understanding of the English school curriculum.  Parents are better able to support children at home (eg with phonics, reading and mathematics)	January to July	Adam Protherough (Head of School)	N/A
Family Learning is provided to specific hard to reach disadvantaged families	Family engagement with the school and support available.  Participation grows and pupil/ parent voice indicates positive outcomes.	December to July	Dionne Cameron (Deputy Headteacher)	£500
Key conversations regarding attendance, attainment and behavior are held at important points during the year.	Escalation of important messages passed to SLT to ensure parents and carers respond appropriately to concerns. At critical points in the year prior to NCAs etc.	All year – data collection points	Adam Protherough (Head of School) Dionne Cameron (Deputy Headteacher)	N/A

### Objective 3: Additional resourcing to promote equality of access for all pupil groups

Actions	Success criteria	Timescales	Person responsible	Cost/resource implications
One Billion maths APP from Education Endowment Foundation deployed across Reception, Year 1 and Year 2	Key gaps in mathematical understanding are addressed in EYFS and KS1.  Effective targeting and support address the gaps in knowledge and enable disadvantaged and underachieving pupils in making accelerated progress.	December to July	Sheraz Shahnawaz (Lead Practitioner/ Maths Lead)	£488
Mathletics provision for all pupils  Key marginal disadvantaged booster groups using Mathletics	Key marginal disadvantaged pupils make greater than expected progress term by term. Assessments completed by Year Leaders and class teachers indicate increased progress and attainment.	All year – data collection points	Adam Protherough (Head of School) Sheraz Shahnawaz (Lead Practitioner/ Maths Lead)	£2,500
Partners in Excellence (PiXL) membership to close the attainment gap in reading and mathematics in Year 5 and 6	Key marginal children identified. Key marginal children make good or better progress. Attainment and progress in Year 6 continues to improve. Focused teaching to 'fill the gaps' is carried out Robust assessment and interventions follow process.	All year – data collection points	Jane Reid-Leonard (Assistant Headteacher/ Assessment)	£2,700
Provision of new resources for Reception	Reception children have access to high quality resources to aid their rapid progress towards GLD from very low starting points. This will include better outdoor resources and furniture to improve continuous provision.	July to October 2019	Pam Key (Assistant Headteacher/ inclusion)	£5,000
Subsidised school trips for disadvantaged pupils (Subject to covid restrictions)	Disadvantaged families receive subsidised places on school trips so that children can attend events and residential.	January to July	Adam Protherough (Head of School) Ryan Walmsley (Curriculum Lead/ Lead Coach)	£10,000

#### Objective 4: Additional resourcing for the wellbeing and mental health of pupils to help remove barriers to learning

Actions	Success criteria	Timescales	Person responsible	Cost/resource implications
Key staff trained in Mental Health First Aid, mindfulness, wellbeing and bereavement support	SLT, teaching staff and support staff provide wellbeing and mental health support to all children including disadvantaged children.  Provision is made available to disadvantaged families/ parents as well as school staff to support their needs and remove barriers to learning.	Mid-year and end of year pupil voice	Adam Protherough (Head of School) Dionne Cameron (Deputy Headteacher)	£1,000
On site school support mentor and family support workers	Counselling and mental health support provided to pupils in need. Children accessing the service feel happier and supported in school. Parental support to help families in need.	Mid-year and end of year pupil voice	Dionne Cameron (Deputy Headteacher) Tina Bates (Lead Mentor)	Redeployment of current staff and community volunteers
Funded places at Breakfast clubs vulnerable pupils (and those with poor attendance – see objective below)	Disadvantaged pupils and poor attenders attend breakfast club. Breakfast club attendance remains consistent. The attendance increases for the disadvantaged pupils and poor attenders.	Mid-year and end of year pupil voice	Dionne Cameron (Deputy Headteacher) Tina Bates (Lead Mentor)	£3,000
Deployment of Evolve Health Mentor for the year across KS2	In addition to responsibilities of the previous year, the health mentor will be engaged in supporting the mental health of target children's parents, ensuring that care, support and strategies can be effectively employed at home, as well as in school. Workshops and after school clubs run to support children with social and emotional concerns. Playground support for focus children reducing playground incidents for children of concern. Classroom based support every morning, with a focus on disadvantaged pupil support. Identified key marginal in Year 4, 5 and Year 6.	Carry over from 2019-2020	Adam Protherough (Head of School) Jadon (Evolve Mentor)	£11,000



### Objective 5: Improve the attendance of the most vulnerable pupils (including disadvantaged groups)

Actions	Success criteria	Timescales	Person responsible	Cost/resource implications
Employment of part time mentor with responsibility for attendance 2020/21	<p>Attendance is effectively monitored and tracked to identify trends in absence.</p> <p>Families are supported in maintaining good attendance.</p> <p>Positive attendance initiatives are provided for children and attendance continues to improve.</p> <p>Fast Track process is followed effectively.</p>	December to July	Dionne Cameron (Deputy Headteacher)	£10,000-£21,000 (full year)
Parent partnership workers to support families to improve their pupils' attendance	<p>Timetabled liaison with hard to reach families</p> <p>The number of hard to reach families reduces</p> <p>The attendance of poor attenders increases.</p>	November to July	Dionne Cameron (Deputy Headteacher)	N/A Volunteers and Mentors
Attendance trips and rewards for best attenders and most improved attenders (Subject to Covid Restrictions)	<p>Review points on the sustainability plan indicate targets are being met.</p> <p>Attendance improves.</p> <p>Punctuality improves.</p> <p>Parental engagement improves.</p>	January to July	Dionne Cameron (Deputy Headteacher)	£1,000 (Diamond Anniversary Fund carryover)

## Catch Up Premium Funding - £48,640 paid over 3 terms (autumn term allocation £12,160)

### Catch Up Premium Expenditure Rationale

The recovery from lost learning due to Covid-19 and the use of catch up premium is the first priority of the School Development Plan (see 'SDP 2020-2021'). The Education Endowment Foundation (EEF) 'Covid-19 Support Guide for Schools' has been used to maximise the impact of the expenditure plan.

After reviewing each year group and identifying focus classes and key pupil groups (see 'Gaps in Learning' document), targeted support has been allocated to the areas of greatest need. One-to-one small group tuition, intervention programmes, enhanced CPD, supporting great teaching, and access to technology have been prioritised in the plan.

Actions	Success criteria	Timescales	Person responsible	Cost/resource implications
The deployment of an additional teaching assistant in Reception	From initial baselining the recovery curriculum has identified additional need for support in EYFS to close the significant gaps in academic development and social interactions.  All children make progress towards GLD from their own starting points.	October to July	Pam Key (Assistant Headteacher/Inclusion) Laura Bowker (Reception Lead)	£5120
The deployment of an additional teaching assistant in Year 3	The significant needs of Year children with gaps in their learning are addressed.  Target children make accelerated progress in their writing, reading and maths.	October to July	Rachel Hack (Assistant Headteacher/ English Lead/ Phase Leader) Ryan Walmsley (Curriculum Lead/ Lead Coach/ Year Group Lead)	£3,584
An additional teacher (mornings only) to support the accelerated progress of Year 2 children in their phonics, writing and maths	The significant needs of Year children with gaps in their learning are addressed.  Target children make accelerated progress in their phonics, writing and maths.	October to July	Rachel Hack (Assistant Headteacher/ English Lead/ Phase Leader) Surinder Paddam (Year 2 Leader)	£4,200
Webcams for all classrooms	All teaching and support staff can receive tailored CPD in their classrooms at a safe social distance.  Children can virtually experience visits and visitors.  Staff meetings and insets can be conducted virtually.	October to July	Adam Protherough (Head of School) Mark Main (School Systems Administrator Clark IT)	£1,485
1Billion maths APP from the EEF is installed on iPads and	Targeted children with gaps in their maths understanding develop their mathematical knowledge.	November to July	Sheraz Shah Nawaz (Lead Practitioner/ Maths	£488

used in Reception, Year 1 and Year 2	Target children make accelerated progress.		Lead)	
OCC Occupational therapist employed to support Jigsaws and Lego classes (one day a week)	ASD children receive specialist support from an occupational therapist.  Support for ASD	September to July	Pam Key (Assistant Headteacher/Inclusion) Emma Thorne (Deputy SENCO and Inclusion/ Jigsaw Teacher)	£8229
Additional funds allocated for NTP mentor programme.	Mentor support is deployed in KS1 and KS2 to address gaps in learning in key year groups.	January to July	Adam Protherough (Head of School)	£10,000
CGP Reading comprehension books for Year 3, Year 4, Year 5 , Year 6	Reading comprehension is supported with the use of additional resources.  Reading comprehension progress and attainment improve.  Progress from baseline is accelerated.	November to July 2020	Adam Protherough (Head of School) Rachel Hack (Assistant Headteacher/ English Lead/ Phase Leader)	£522.50
Nuffield Early Language Intervention (NELI) implemented in Reception and Year 1	Staff are trained and deliver the NELI programme.  Children in Reception and Year 1 make accelerated progress in their speech and language.  The speech and language gap closes for targeted children.	November to July	Adam Protherough (Head of School) Pam Key (Assistant Headteacher/Inclusion) Laura Bowker (Reception Lead) Rachel Hack (Assistant Headteacher/ English Lead/ Phase Leader)	N/A
The purchase of multiple 4G Wi-Fi dongles to supplement internet access for laptops provided for home learning when class bubbles are closed.  The school has procured laptops from the DfE and BEP, but a number of families lack adequate internet access at home. Portable dongles will be	When class bubbles close, the school provides laptops with WI-FI dongles to families that would otherwise be unable to access online learning.  Bubble closures do not prevent disadvantaged pupils from accessing work, effective learning continues for all pupils.  Further gaps in learning do not grow if a class bubble closes.	December to July	Adam Protherough (Head of School) Dionne Cameron (Deputy Headteacher) Phase Leaders (All Assistant Headteachers)	£500

provided to enable children to access learning online. See 'Home Learning Contingency Plan' and 'Laptop Allocation for Bubble Closures' documents.				
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