

# Pupil premium strategy / self-evaluation **Bishops Tawton Primary School**

1. Summary information					
<b>School</b>	Bishops Tawton Primary School				
<b>Academic Year</b>	20/21	<b>Total PP budget</b>	£25,485	<b>Date of most recent PP Review</b>	01/21
<b>Total number of pupils</b>	174	<b>Number of pupils eligible for PP</b>	16 (9%)	<b>Date for next internal review of this strategy</b>	7/21

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving expected standard or above in reading, writing &amp; maths</b>	N/A	N/A
<b>% making expected progress in reading (as measured in the school)</b>	N/A	N/A
<b>% making expected progress in writing (as measured in the school)</b>	N/A	N/A
<b>% making expected progress in mathematics (as measured in the school)</b>	N/A	N/A

- Data not collected due to COVID-19 school closure and remote learning.

3. Barriers to future attainment (for pupils eligible for PP)	
<b>Academic barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	Writing progress and attainment below reading/maths for this group
<b>B.</b>	Reading attainment/progress, wider reading and support at home (reading/writing gap)
<b>C.</b>	Meeting the needs of the most able
<b>D.</b>	Physical development (gross/fine motor skills) Enhanced curriculum for most able
<b>E.</b>	<b>Covid-19 – school closure and remote learning in place</b>
<b>Additional barriers</b> <i>(including issues which also require action outside school, such as low attendance rates)</i>	

<b>F.</b>	Family support. Pastoral care, Working with other agencies (attendance)	
<b>G.</b>	Covid-19 – school closure and remote learning in place – family support engagement during lockdown	
<b>4. Intended outcomes</b> ( <i>specific outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	Narrow the gap for disadvantaged groups between reading/writing	Gap closes
<b>B.</b>	Most able children exceed expected outcomes from their starting points	% greater depth dis group
<b>C.</b>	Health and wellbeing needs are met for disadvantaged groups	Participation in PE + extra-curricular activities
<b>D.</b>	Attendance for disadvantaged group, remove barriers to learning	Attendance % increases

<b>5. Review of expenditure</b>				
<b>Previous Academic Year</b>		<b>2019/20 (£25,680)</b>		
<b>i. Quality of teaching for all</b>				
<b>Action</b>	<b>Intended outcome</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>
Quality first teaching	ARE and above	Teacher assessments used due to COVID-19, school closure and remote learning	How well are the PP children supported in reaching expectations in all subjects? How well are PP children supported in reading at home? How well are the PP children prepared to sit the reading test? How does this compare to teacher assessment?  What are the strengths in reading at KS1 for this group?	*22,300

Senior Leadership target and review of PP children	All group needs are revised and met	Leading provision across the school and monitoring progress via pupil progress meetings. Case study project.	Ensure most up to date information re PP children is available to all staff. Continue with case studies and raising awareness for TAs	As above
TA supported teaching	ARE and above	As above	How well do support staff target PP children in order for them to meet or exceed in both key stages?	*7,500

## ii. Targeted support

Action	Intended outcome	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)	Cost
Interventions (TA and teacher led)  See SDP	ARE and above	1:1 reading:  Writing: Teacher Guided focussed support  Maths intervention: Teacher guided focussed support	How can the gap between reading and writing/maths for this group be closed?  What does the progress and attainment in Y6 tell us this year?	As above
Ability groupings within class	ARE and above	Reading attainment	Quality first teaching and teacher input has direct impact on learning outcomes. Yr 2 straight class=focussed	As above

## iii. Other approaches

Action	Intended outcome	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)	Cost

Family support, Thrive	Attendance for disadvantaged group, remove barriers to	Gap closing for attendance of this group?	Attendance data shows gap closing but still very low for one PP child: continue to work with other agencies. Track improvements through transition	HLTA
Play therapy	Removing barriers	Child is more engaged in learning and making progress. Parent has accessed and benefitted from play therapist input	How can this approach support other PP children?	
Residential and Trip subsidy Fun fit intervention	PP children access enhanced experiences beyond the classroom	PP children developed as learners Self-esteem and relationship development. Self-confidence and resilience  Improved gross and fine motor skills	How can these experiences be evidenced as directly improving outcomes for this group? Children and parents report that they can access a wider curriculum and enhanced learning experience as a result of subsidised trips and music lessons that they would not otherwise get	Up to 50% per trip

## 6. Planned expenditure

<b>Academic year</b>	<b>2020/21</b> (£25,485)
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The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

### i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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Quality first teaching	ARE and above in all subjects	To ensure that children reach their potential in all areas of the curriculum Teacher guided targeted groups	Curriculum review, action research. Cover supervisors provide non-contact time	Lead Teacher (HH)	Termly 6 FTE Teachers
Senior Leadership target and review of PP children	All group needs are revised and met	Leading provision across the school and monitoring progress via pupil progress meetings. Case studies embedded.	Regular monitoring and sharing data	SLT	Termly
TA supported teaching	ARE and above in all subjects	Targeted in class support for groups and 1:1	Class teachers review and monitor impact	DC/DP	Termly £22,988
<b>Total budgeted cost</b>					(6 FTE teachers) £22,988 (TA cost)
<b>ii. Targeted support</b>					
<b>Action</b>	<b>Intended outcome</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>
Interventions (TA and teacher led)	ARE and above	Direct teaching of specific difficulties	Review outcomes	SENDco DC	Termly
Ability groupings within class	ARE and above	How well teachers can deliver quality first teaching with TA support for all groups	Review outcomes	All	Termly

Fun Fit	Development of fine and gross motor skills for targeted children	TA: Direct teaching of a specific programme to enhance children's core strength.	Review outcomes for this group	SENDco	Annually
Covid Catch up funding	To support children with tailored interventions following the first lockdown	To target children with identified gaps in learning using teacher assessment and pupil interaction during the first lockdown. 1:1 and group sessions with Teachers or LSA employed specifically for this intention	Class teachers to monitor and review progress and narrowing of attainment gaps.	SLT	Termly
<b>Total budgeted cost</b>					As above –See Catch up funding plan
<b>iii. Other approaches</b>					
<b>Action</b>	<b>Intended outcome</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>
Family support, Thrive	Attendance for disadvantaged group, remove barriers to learning	Removing barriers to learning and supporting the child within the family	Case reviews and pupil progress	HLTA (DP)	Annually £1000.00
Play therapy	Removing barriers	More in depth approach for individual children	Case reviews	HLTA (DP)	Termly £300.00

Revised curriculum and action research	All children achieve across the curriculum	SLs lines of enquiry to address those children falling below across the curriculum	SDP	SLT	Termly
Music Tuition	Enhanced curriculum	Learning an instrument impacts upon development...	Review outcomes for this group	Lead Teacher (HH)	Annually
<b>Total budgeted cost (*= 9% total teaching/TA costs)</b>					<b>22,988 + 1300.00</b>
<b>Total:</b>					<b>24,288.00 + Trips subs</b>
<b>7. Additional detail</b>					
Costs calculated at % of total staff costs depending on how many pp children in cohort (9%)					