



BLACKROD PRIMARY SCHOOL
PUPIL PREMIUM STRATEGY 2020-2021



Pupil Premium Strategy Statement 2020/21

1. Summary information					
School	Blackrod Primary School				
Academic Year	2020/2021	Total PP budget	£37 935	Date of most recent PPG Review	July 2021
Total number of pupils	R-Y6: Total: 292	Number of pupils eligible for PP	27 – Y1-6	Date for next internal review of this strategy	Sept 2021
2. Current attainment – 2019 results *last set of results due to COVID 19					
			Pupils eligible for PP 4 ch'n	Pupils not eligible for PP (national average)	
% achieving expected level at Key Stage 2	Reading		100%	73%	
	Writing		100%	78%	
	Maths		100%	79%	
	Combined		100%	65%	
% achieving higher level at Key Stage 2	Reading		0%	27%	
	Writing		0%	20%	
	Maths		0%	27%	
	Combined		0%	11%	
Average Scaled Score For Disadvantaged Children	Reading		SUPP	Local Authority	National
	Writing		SUPP	105 (reading)	105 (reading)
	Maths		SUPP	106 (maths)	106 (maths)
			*Suppressed due to less than 5 PP children		

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

A.	Key skills in Maths and English need to be revisited and revised, in all year groups, with gaps identified from previous year.
B.	Lack of quality first teaching for children who have been isolating.
C.	Cohort attainment scores are lower for each year group due to school closure.
D.	Pupils isolating at home miss first quality teaching learning opportunities.
E.	Accelerated progress required in order for some children to reach greater depth.
F.	Accelerated progress required in order for some children to reach ARE.

External barriers *(issues which also require action outside school, such as low attendance rates)*

G.	Pupils identified with social and emotional needs that affect their behaviour and attitude to learning.
H.	Home issues, increased number of referrals to outside agencies.

4. Intended outcomes (desired outcomes and how they will be measured)		Success criteria
A.	Key skills in Maths and English need to be revisited and revised, in all year groups, with gaps identified from previous year.	<ul style="list-style-type: none"> ▪ In house assessment data used to identify gaps. ▪ Interventions to address gaps identified in learning ▪ Specialist TA 4's to be used within key phases to support English and Maths ▪ 1:1/group support with specialist Maths TA. ▪ 1:1/group support with specialist Maths TA. ▪ Additional phonics sessions and reading interventions in Reception and KS1.
B.	Greater reading opportunities and quality first teaching for children who have been isolating.	<ul style="list-style-type: none"> ▪ Children meeting end of year reading targets <ul style="list-style-type: none"> - KS1 Phonics 90% - EYFS GLD – 92% - KS1 reading – 90% - KS2 reading 92%
C.	Close the attainment gap for each year group.	<ul style="list-style-type: none"> ▪ Reading, writing and maths combined attainment reaches 85% across all year groups, with no 'Child Left Behind.'
D.	Pupils isolating at home receive quality teaching/learning opportunities.	<ul style="list-style-type: none"> ▪ Teachers deliver direct teaching to access at home via Teams ▪ Pupils are familiar with using online technology to access learning both in school and at home ▪ Regular two way communication and feedback between teacher, child and parents when learning at school and at home <p>Home learning matches the same outcomes of learning in school so returning pupils reconnect to the curriculum swiftly</p>
E.	Accelerated progress in order for some children to reach greater depth.	<ul style="list-style-type: none"> ▪ Reading, writing and maths combined at GD level across all year groups, 35% with no 'Child Left Behind.'
F.	Accelerated progress required in order for some children to reach ARE.	<ul style="list-style-type: none"> ▪ Reading, writing and maths combined at ARE level across all year groups, 85% with no 'Child Left Behind.'

G.	Pupils identified with social and emotional needs receive the right support	<ul style="list-style-type: none"> ▪ New behavior policy embedded ▪ School focus on mental health and resilience. Calma Class ▪ New mental health units taught in PSHE sessions ▪ School to access Bolton's Behaviour support services for identified children.
H.	Home issues, increased number of referrals to outside agencies.	<ul style="list-style-type: none"> ▪ School to work with Encompass ▪ Referrals to outside agencies for family support as needed.
I.	Enhance pupils' educational experiences whilst promoting cultural capital	<ul style="list-style-type: none"> ▪ Children experience a variety of additional activities both within school time and out of school time. ▪ Blackrod Hub to work alongside school.

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?
A. Key skills in Maths and English need to be revisited and revised, in all year groups, with gaps identified from previous year.	<p>Review of timetables and planning to meet the needs of each cohort.</p> <p>Termly assessments and trackers used</p>	Use of both summative and formative assessments will give a greater overview of needs.	<p>SLT to monitor assessment timetables.</p> <p>Purchase of correct year group resources and assessment materials.</p> <p>Interventions planned to meet the needs of each child.</p>	SLT	<p>December 2020</p> <p>April 2021</p> <p>July 2021</p> <p>Costing: £600 for resources/books</p>
B. Greater reading opportunities and quality first teaching for children who have	<p>CPD/INSET</p> <p>Twilights to upskill teachers and teaching assistants in using revisit and revise strategies</p>	Pupils to be provided with regular opportunities to revisit and revise key skills and knowledge, in all subjects, so they know more and remember more through overlearning, repetition and recall.	Through first quality teaching and remote learning. Monitoring and evaluation through work sampling, pupil voice to strategically manage teaching and learning across school.	Class teachers and SLT	<p>Ongoing</p> <p>Costings: £1000 CPD Leadership</p>

been isolating.			This is ongoing by SLT.		
C. Close the attainment gap for each year group.	To use collaboration (SLT support and curriculum teams) as the drive to improve teaching and learning in order to raise standards. Pupils receive good/outstanding teaching with a focus on gaps.	Provide bespoke CPD opportunities for staff in the sharing of good practice. This is provided in house with support from SLT members and subject leaders, alongside an educational consultant. Bespoke training for middle leadership staff members on pedagogical practice, supported by an educational consultant.	Observations and drop ins identify, select and drive CPD needs and focus for teaching support. SLT manage and oversee collaboration of team teaching, coaching and 1:1 support to impact on quality of teaching and learning, SLT monitor impact through monitoring and evaluation.	SLT	December 2020
D. Pupils isolating at home receive quality teaching/learning opportunities.					April 2021
E. Accelerated progress in order for some children to reach greater depth.					July 2021
F. Accelerated progress required in order for some children to reach ARE.	Purchase of new book banded books	Children need to over practice the skills they have been taught in class at home.	Staff training on reading levels and 1:1 reading in school.	SLT	December 2020
	Purchase of online subscriptions to support home learning	Children receive additional support at home through closely matched packages that addresses current learning in class at a differentiated level.	SLT monitoring of the effectiveness of packages.		April 2021
					July 2021
					Costing: £4500
Total budgeted cost					£9100

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?
A. Key skills in Maths and English need to be revisited and revised, in all year groups, with gaps identified from previous year.	Use of Level 4 and TAs to facilitate learning beyond the lesson: Pre-learning sessions -Misconceptions groups -Boosters -Additional TA hours -Redirection of L4 teaching assistants	Use of Rising Stars Assessment identifies specific gaps in learning which will meet the needs of identified individuals.	Latest data is used to identify, select and drive targeted intervention needed. Teachers use most recent assessments to be used to identify vulnerable groups. SLT monitor termly intervention records, reading records and review. Teachers receive teaching and learning support with the fluidity of groupings within and beyond lessons in response to pupils' knowledge skills and understanding,	SLT	December 2020 April 2021 July 2021
				SLT	£1000 for intervention resources
B. Greater reading opportunities and quality first teaching for children who have been isolating.	Use online learning platforms to revisit and revise key skills, linked to the learning taught in class.	Bespoke learning platforms. The purpose is to close gaps in learning through timely interventions.	Latest data is used to identify, select and drive targeted intervention needed. Teachers will track pupil progress and monitor strengths and areas for development.	Class teachers and SLT	£ 1000
C. Close the attainment gap for each year group.					
D. Pupils isolating at home receive quality teaching/learning opportunities.		SENco has excellent relationships with families and is best placed to remove barriers to learning	SENco to work closely with families, monitored through the EHA process.	SLT	£5448.00
E. Accelerated progress in order for some children to reach greater depth.					

F. Accelerated progress required in order for some children to reach ARE.		Additional TA interventions to support all PPG children to meet their targets.	Monitoring of impact via ongoing assessments .		£8470 (TA2) £6759 (TA4)
Total budgeted cost					£22677

iii. Behaviour, Welfare and Safeguarding					
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?
Pupils identified with social and emotional needs receive the right support	<p>Key workers in class</p> <p>Referral to Behaviour support services</p> <p>Calma Class</p> <p>Education Psychology Assessments</p>	Strong links between the SENco and vulnerable families will support the work of outside agencies.	<p>Feedback from other agencies, parents and pupils.</p> <p>Regular meetings in the Early Help process with pupils identified early on.</p> <p>Decrease on incidents logged on CPOMs.</p>	SENco/AHT	<p>Half Termly</p> <p>Costing: £350 for CPOMs (25%)</p> <p>£2600 Behaviour Support Services (75% of cost)</p> <p>£1080 EP assessments / support services</p>
Total budgeted cost					£4030

iv. Wider Opportunities					
H. Enhance pupils' educational experiences whilst promoting cultural capital	<p>A range of learning experiences (academic and extra-curricular) are provided and accessed by pupils</p> <ul style="list-style-type: none"> - Visits and trips: hook pupils engagement and further learning - visitors to Rec/KS1/2 -Experiences that develop the whole child and SMCS experiences - Year 6 end of year -Space camp experience in Year 3/4 	<p>Providing pupils with these experiences broadens their understanding of the wider world and will impact positively on outcomes.</p> <p>-Subsidising trips ensures we can offer top quality experiences for our pupils.</p>	<p>Creative curriculum reviews: evidence from:</p> <ul style="list-style-type: none"> - Monitoring - Reflections - Pupils books - Pupil voice <p>Sharing through performance, assembly, twitter, workshop: parent feedback</p>	SLT	<p>Half termly</p> <p>Costing: £2000</p>
Total budgeted cost					£2000
Final budgeted cost					£37807

