

**Friday Bridge Primary School**

**Pupil Premium Strategy 2020-2021**

**Update Dec 2020 Update March 2021**

<b>2020-2021</b>		
<b>PP Budget for academic year:</b> <b>£51,765.00</b>	<b>Number of pupils on roll-</b> <b>99</b>	<b>Dates of most recent external review:</b> April 2018 (LA) July 2018 (Ofsted) <b>March 2020 (LA)</b>
<b>PP Lead- Sophie Foston</b> <b>Governor Lead- Geena Hird</b>	<b>Number of pupils eligible for PP funding –</b> <b>36</b> <b>% of school population- 36%</b>	<b>Dates of planned internal reviews:</b> <b>Autumn term 2020</b> <b>Spring Term 2021</b> <b>Summer Term 2021</b>

<b>2020-2021 Year Group</b>	<b>Number of pupils eligible for PP funding</b>	<b>PP % of cohort</b>
<b>Reception</b>	3	20%
<b>Year 1</b>	4	29%
<b>Year 2</b>	4	23%
<b>Year 3</b>	6	43%
<b>Year 4</b>	7	50%
<b>Year 5</b>	6	35%
<b>Year 6</b>	6	55%

	% ARE for 2019-2020	% GDS for 2019-2020	% PPG ARE 2019-2020	% Non PPG ARE 2019-2020
	Reading	Writing	Maths	Combined
	Mar 2020	Mar 2020	Mar 2020	Mar 2020
Year 1 Cohort	78.6%	57.1%	78.6%	
GDS	0%	0%	0%	
PPG	50%	50%	50%	
Non PPG	90%	60%	90%	
Year 2 Cohort	41.6%	41.6%	50%	41.6%
GDS	8.3%	8.3%	14.3%	8%
PPG	20%	20%	20%	20%
Non PPG	57.2%	57.2%	71.4%	57.1%
Year 3 Cohort	85.7%	92.8%	92.8%	
GDS	21.4%	14.3%	21.4%	
PPG	85.7%	85.8%	85.8%	
Non PPG	85.7%	100%	100%	
Year 4 Cohort	82.4%	70.6%	76.4%	
GDS	12.5%	12.5%	12.5%	
PPG	60%	60%	60%	
Non PPG	91.6%	75%	83.3	
Year 5 Cohort	53.9%	46.2%	53.9%	
GDS	15.4%	0%	7.7%	
PPG	66.7%	50%	50%	
Non PPG	42.9	42.9%	57.3%	
Year 6 Cohort	66.7%	66.7%	66.7%	60%
GDS	20%	13.3%	13.3%	13%
PPG	60%	60%	75%	60%
Non PPG	70%	70%	63.7%	60%

### **2019-2020 Summary**

**Progress towards priorities was significantly affected from March 2020 onwards by school closures due to COVID-19. There is no end of year data available.**

**Prior to school closures funding was used to provide additional classroom support for PP pupils in English and Maths in order to accelerate progress and narrow gaps.**

**First Class at Number was used for PP pupils in UKS2 to enhance High Quality Teaching in Mathematics and address learning gaps.**

**Additional reading material was purchased to provide a widened range of High quality texts for KS2 and encourage reading for pleasure.**

**My Concern was implemented May 2020 to support Safeguarding and monitoring of vulnerable and disadvantaged pupils- this will now be embedded 2020-2021.**

**Focused nurture support and intervention was provided for our most vulnerable pupils – reducing fixed term exclusions.**

**Forest Schools was developed and ready for implementation- this will continue into 2020-2021.**

Assessment Data for 2019-2021 is taken from March 2020 assessments prior to COVID-19 school closures. This represents teacher assessment of pupils who if in school were on track to achieve ARE/ GDS. COVID closures will have widened the gaps and therefore baseline assessments will be made in September 2020.

<https://www.tes.com/news/covid-19-may-cost-decades-progress-attainment-gap>

**Pupil Premium Priorities linked to Whole School Improvement Plan- 3 year strategy- 2020-2023**

2020-2021	2021-2022	2022-2023
<ul style="list-style-type: none"> <li>• Funding is used to support pupils in making accelerated progress in Maths and English</li> <li>• Disadvantaged pupils make accelerated progress in core subjects so attainment gaps are narrowed</li> <li>• ADPR processes are implemented to monitor and evaluate progress of PP pupils</li> <li>• Parents are fully informed about the purpose of the Pupil Premium Funding in respect of additional support to boost their child’s progress, and attainment, in English and Maths.</li> <li>• Provision for Disadvantaged Pupils is a priority and on everyone’s agenda (staff, parents, governors)</li> <li>• The school website provides clear, helpful information for parents</li> <li>• Barriers to learning are reviewed regularly with new actions identified to address shortfalls (language and communication, reading, phonics, mental health issues)</li> <li>• Monitor first aid logs and take actions to ensure disadvantaged pupils are safe</li> </ul> <p>EYFS</p> <ul style="list-style-type: none"> <li>• All pupils make strong progress from baseline assessments in all areas including disadvantaged pupils</li> <li>• There is no gap in progress measures between PP and Non PP pupils</li> <li>• Planning reflects upon how PP pupils can be supported to make accelerated progress</li> </ul>	<ul style="list-style-type: none"> <li>• Funding is used to support pupils in making accelerated progress in Maths and English</li> <li>• Disadvantaged pupils access a wide and interesting curriculum and make accelerated progress in all subjects so attainment gaps are closed.</li> <li>• Barriers to learning are reviewed regularly with new actions identified to address shortfalls (language and communication, reading, phonics, mental health issues)</li> <li>• ADPR processes are embedded and utilised to monitor and evaluate progress of PP pupils</li> <li>• Core Subject leaders are able to confidently discuss and evaluate how PP is being used to support pupils in their curriculum area.</li> </ul> <ul style="list-style-type: none"> <li>• All pupils make strong progress from baseline assessments in all areas including disadvantaged pupils</li> <li>• PP pupils are effectively supported to make rapid progress from baseline assessments to minimise the gap between PP and Non PP pupils achieving GLD</li> </ul>	<ul style="list-style-type: none"> <li>• There is a narrowed gap in attainment between PP and Non PP in all core curriculum areas where there is no identified SEN.</li> <li>• Disadvantaged pupils have opportunities to develop career aspirations through varied opportunities and experiences</li> </ul> <ul style="list-style-type: none"> <li>• There is no gap between PP and Non- PP achieving GLD (unless SEN)</li> </ul>

<b>Barriers to future attainment for pupils eligible for PP</b>
<b>Internal Barriers</b>
Low attainment upon entry to school across all areas
Consistency of teaching- issues around recruitment and retention of staff
Consistent High Quality Teaching
Literacy development and skills- including communication, language, reading and writing.
Challenges affecting mental health and well-being of pupils
<b>External Barriers</b>
High Level of additional needs of PP pupils- SEND
Attendance- particularly following closures of school due to COVID -19 and subsequent gaps in education
Community Cohesion
Support and engagement from home- including engagement with home learning during period of school closure , consistency of routines and reading

Pupil Premium Priorities	Desired Outcomes	Success Criteria	Evaluation		
			Autumn 2020-2021	Spring 2020-2021	Summer 2020-2021
<b>Teaching</b>					
<p><b>To ensure high standards of teaching and learning across the school (At least 75% teaching is good or better and where teaching is not at least good it is rapidly improving)</b></p>	<p>Teachers are highly, developed and skilful in identifying pupil needs and building upon what pupils know, can do and understand</p> <p>Strategies are used to support PP pupils within the classroom to make accelerated progress</p>	<ul style="list-style-type: none"> <li>Professional development of staff is prioritised to ensure HQT</li> <li>Training and development needs are rapidly identified through appraisal to lead to improvement</li> <li>NQT is provided with effective support</li> <li>Learning gaps are quickly identified and are strategies implemented to address these</li> <li>Staff turnover is minimised to ensure consistency</li> <li>Increase continuity in classroom environments and use of working walls and scaffolds to support learning</li> </ul>	<p>New staff are in place across the school and teaching and learning is of a consistent high standard. Consistent approaches have been adopted in all classes with targeted teaching in place to address gaps in learning. This needs to continue to ensure that all pupils make accelerated progress to catch up. Training opportunities for staff have been identified and will be sought as appropriate and available.</p>	<p>Appraisal reviews have been conducted to identify any training needs for staff and to ensure that staff are effectively supported to deliver HQT. Monitoring of provision during home learning was highly positive and reflective of high standards of teaching and learning. A consistent approach to remote learning was developed across all classes. Classroom environments to continue to be developed in summer term to ensure consistency and effectiveness. SLT are currently participating in the EEF project- supporting disadvantaged pupils.</p>	<p>School and LA evaluation identifies the quality or teaching and learning to be at least good. Effective subject and senior leadership has led to improvements across the curriculum with further improvement priorities identified in readiness for September 2021. The staff structure is stable and staff demonstrate a strong commitment to upholding the school vision and values. Appraisal has identified appropriate CPD opportunities to further strengthen and improve teaching.</p>
<p><b>To support disadvantaged pupils to make rapid accelerated progress from low</b></p>	<p>High quality teaching in early years leads to accelerated progress and narrowing of the gap</p>	<ul style="list-style-type: none"> <li>Early years staff training and development is prioritised to ensure that pupils have the best possible start</li> </ul>	<p>EYFS staff are supported by NQT mentor and LA – further training and support planned for next term</p>	<p>NQT in EYFS continues to be effectively supported by mentor and LA. Further CPD opportunities to be</p>	<p>APDR processes have been reviewed to ensure that they are more manageable and therefore more effective in identifying</p>

<p><b>baseline upon entry</b></p>	<p>Pupils make accelerated progress in R, W, M</p> <p>Effective phonics teaching leads to better outcomes</p>	<ul style="list-style-type: none"> <li>• Regular assessment shows that PP pupils are making accelerated progress in core areas</li> <li>• PP pupils make good progress through a systematic early reading programme (RWInc)</li> <li>• APDR processes are implemented to track and support progression of PP pupils</li> </ul>	<p>Assessment shows evidence of progress from September baselines</p> <p>PP pupils are making strong and sustained progress through RWInc 50% of PP pupils in Y2 achieved the standard for the PSC in Dec 2020.</p> <p>APDR is in place and targets have been reviewed for Spring term- this practice will continue to be embedded</p>	<p>made once restrictions allow.</p> <p>Pupil needs are identified in a timely manner and addresses appropriately to accelerate learning- this is evidenced and evaluated through effective provision mapping and APDR processes for disadvantaged and SEND pupils. These need to continue to be effectively used as a purposeful document to evaluate and support progression.</p>	<p>pupil needs and evaluating provisions in place.</p> <p>Teacher assessment for 2021 shows that there are significant gaps between PP and Non- PP in Y1 and Y3 and 5. However this correlates with overlapping SEND needs in these cohorts.</p> <p>In Year 6- the gap between PP and Non PP was only significant in Mathematics- this was due to learning gaps and lack of evidence in some areas of the Maths curriculum due to lockdown.</p>
<p><b>Targeted Academic Support</b></p>					
<p><b>To utilise additional adults effectively in order to provide targeted academic support</b></p>	<p>Pupils benefit from phonics teaching within small groups- leading to accelerated progress</p> <p>Pupils are supported effectively within the classroom and benefit from smaller groups and adult support within core subjects</p>	<ul style="list-style-type: none"> <li>• All staff delivering RWInc have accessed training to ensure high quality teaching</li> <li>• RWInc is taught systematically within small groups which are reviewed half termly to ensure progress</li> <li>• Adults are deployed effectively within the classroom to support teaching and learning</li> <li>• The gap between PP and Non PP pupils is closed</li> </ul>	<p>RWInc training has been accessed by all staff (online during COVID restrictions). Relevant staff continue to meet regularly with RWInc Development Leader to continually monitor and evaluate progress. RWInc is taught with consistency and fidelity and relevant 1:1 support is in place in KS1. Adults within all classrooms are effectively deployed to maximise</p>	<p>RWInc continued to be delivered during school closures – within KS1 appropriate groups were led by teaching and support staff. In KS2 RWInc continued to be led as an intervention with disadvantaged pupils identified on provision maps. Upon return to school, pupils were assessed to ensure that targeted teaching of phonics continued.</p>	<p>RWInc assessments have been conducted 6 weekly and evidence pupil progress. This has then informed grouping and has identified PP pupils to receive 1:1 tuition leading to further progression. Class teachers have effectively planned provision within the classroom- targeting individual learning needs through enhanced scaffolding and support. Progress for PP pupils has</p>

			progress and support learning needs. Where there are gaps in attainment of PP and Non PP this links to SEND needs.	Attendance and engagement of remote learning were monitored and there were no notable differences between PP and Non- PP.	been evidenced through individualised APDRs.
<b>Interventions are effective in addressing gaps in learning and accelerating progress</b>	Interventions demonstrate measurable impact  Gaps in learning are identified and addressed in a timely and effective manner	<ul style="list-style-type: none"> <li>• Provision maps effectively identify pupil learning needs</li> <li>• Interventions are regularly reviewed</li> <li>• Progress from starting points is evidenced in Reading, Writing and Maths</li> <li>• Teaching assistants are skilful in the delivery of all interventions</li> </ul>	Provision maps are updated and reflect pupil needs – Targeted interventions are reviewed ongoing. There is clear evidence of progress in all core subjects from September baselines Teaching assistants effectively support pupils within the classroom and in delivering interventions	Adults were deployed during school closures to effectively support teaching and learning both in school and remotely. Where appropriate this included leading intervention groups. Provision maps have been reviewed following school closures to target learning needs. Interventions have been implemented to reflect these and are regular and consistent. These will continue into the summer term as appropriate. Support staff have had access to CPD including English grammar and vocabulary support, ELKAN and Maths Hub training.	ELKAN support has proven to be effective in improving speech and language of disadvantaged pupils in KS1. There is strong evidence of this within intervention logs and through APDRs. Additional interventions in core subjects have supported pupils in narrowing learning gaps. This has been evidenced in teacher assessments and in monitoring activities. Support staff are highly trained and effective in their roles and communication remains strong between teachers and support staff.
<b>Wider Strategies</b>					
<b>To improve mental health and well-being of pupils</b>	Pupils mental health and well-being is prioritised	<ul style="list-style-type: none"> <li>• Increase in pupil attendance- no evident gap between attendance of PP and non-PP pupils</li> <li>• Pupils are confident and happy- they can all name a trusted adult they can go to</li> </ul>	During Autumn A there has been a gap in attendance between PP and Non PP pupils this needs to be monitored	Attendance for Autumn term was 97% for Non PP and 93% for PP. This gap needs to be monitored and key issues pertaining to individual pupils addressed	Attendance data continues to be positive and is broadly in line with National and Local data. There is no notable difference between PP and

		<ul style="list-style-type: none"> <li>• <i>Opportunities for enrichment activities are developed to enhance the curriculum and boost motivation</i></li> </ul>	<p>Pupil discussion shows that all pupils are confident and can name a trusted adult</p> <p>Enrichment activities have been limited due to COVID. However Sports club and ukulele group have continued and pupils across KS2 have enjoyed participating in sign language as part of their music provision for which there has been excellent feedback from PP parents</p>	<p>should this continue in summer term. During school closures there was no notable difference in attendance between PP and Non PP pupils during live sessions.</p> <p>Pupils talk confidently and feedback is positive in relation to learning and experiences in school as evidenced in pupil interviews.</p>	<p>Non- PP where pupil specific issues are not identified.</p> <p>Pupils are happy and positive. Where appropriate nurture support has been put in place for most vulnerable pupils and referrals made as required. We now have 2 trained ELSA TAs who will be implementing this support from September 2021.</p> <p>Opportunities for curriculum enrichment through events held internally Eg. music whole school performance, equine facilitated learning, art and science days have been used to provide curriculum enhancement where restrictions have prevented visits outside of school. Our residential was able to go ahead as planned and was a fantastic opportunity for pupils to broaden their experiences and challenge themselves physically whilst also developing resilience, perseverance and team-working skills.</p>
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<p><b>To improve community cohesion</b></p>	<p>Parental engagement and involvement is promoted</p>	<ul style="list-style-type: none"> <li>• <i>Increase in attendance at parent consultations</i></li> <li>• <i>Increased attendance at school community events</i></li> <li>• <i>Parents are actively involved in their child's education and wider aspects of school life</i></li> </ul>	<p>Parents attended parent consultations in Oct 2020 via zoom or telephone. Community events have been limited due to COVID. Parents are accessing Teams to communicate with class teachers with increasing regularity and confidence. Steps have been taken to ensure that the website is more accessible and parent friendly to show what pupils are doing in school.</p>	<p>Parental engagement during school closures was extremely positive. Parents actively contributed to their children's education. Communication between home and school has been effective as evidenced in parental surveys and questionnaires. Parents are well informed in relation to their child's learning.</p>	<p>Parental engagement continues to be positive and parents have attended parent consultations virtually and have responded to parent surveys with 100 % saying they would recommend the school to another parent. Our website is increasingly utilised through regular updates in relation to learning including videoed performances to try to ensure that parents remain involved in school life despite restrictions.</p>
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Linked Priorities	Action	Rationale	Monitoring	Staff Lead	Cost (approx./proposed spending)	Review Date
<p><b>Teaching</b></p>	<p>Ensure that teaching staff have access to high quality training and development opportunities</p> <p><i>(EEF- Using the Pupil premium to improve teaching quality benefits all pupils and has a particularly positive effect on pupils eligible for the Pupil Premium)</i></p>	<p>Staff knowledge and skills should be developed to improve the quality of teaching and learning benefitting all learners leading to accelerated progress.</p>	<p>Learning walks Lesson observation Work scrutiny External visits Pupil Progress meetings Governor monitoring</p>	<p>SF to identify training needs of staff through appraisal and monitoring</p>	<p>£ 12,000</p>	<p>Annually</p>

<b>Teaching</b>	Maintain smaller class size in EYFS through appointment of support staff to provide enhanced support within core subjects	Baseline assessments often low and there are significant gaps in pupil development upon entry to early years. Additional support within the classroom and smaller groups of children will provide greater opportunity for focused support.	EYFS monitoring of assessment LA EYFS team visits	CL/ SF	£8,000	Termly review of progress to identify impact
<b>Teaching</b>	Increased awareness and accountability of teachers for evaluating progress of PP pupils through focused tracking, monitoring and review.	Release time for staff to work alongside peers and PP Lead to develop and implement ADPR for PP pupils and develop rigorous Pupil Progress review systems will support staff in developing teacher awareness of pupil learning needs and plan for progression.	PP pupil progress meetings ADPR Assessment data HT report to governors	SF	£4,000	Staff to attend PP pupil progress meeting with SLT half termly and release time termly to work with key stage colleagues and PP lead
<b>Teaching</b>	All Support Staff to attend inset days and relevant training	All staff are upskilled and developed to support teaching and learning in the classroom thereby improving Quality of Teaching and Learning.	Lesson observations- focus upon support staff role Staff feedback	SF	£2,000	5 inset days per year + additional training to meet CPD needs
<b>Targeted Academic support</b>	Additional staff appointed to lead phonics across EYFS and KS1 Including a member of staff assigned to deliver 1:1 tuition for PP pupils to target individual gaps in learning	Pupils benefit from small groups and this will allow for pupils to be grouped appropriately according to programme assessments thereby addressing learning needs and accelerating progress.	Phonics drop in RWInc leader visits Phonics tracker	LB (English/ Phonics Lead)	£8,000	6 weekly assessments and review of groupings and pupils identified for 1:1 tuition
<b>Targeted Academic support</b>	Additional adult in KS2 class to provide booster support specifically in Mathematics- including First class at number, Number Sense and Success at Number as interventions and in supporting class teaching.	There are currently gaps in pupil knowledge and understanding in mathematics which need focused intervention either within small groups or 1:1 to address to enable pupils to catch up and access the curriculum. Upper KS2 has a high proportion of pupils eligible for PP who will benefit from this support.	Provision mapping Intervention evaluations and observations Pupil progress meetings Annual report to governors	NF (Maths Lead)	£8,000	Review with regularity with ongoing assessment- provision maps to be reviewed at least half termly
<b>Wider strategies</b>	Enhanced Music and Drama provision through Act II Theatre Group to promote inclusion and widen experiences for all pupils	Access to a wide and varied music curriculum develops pupil knowledge, skills and appreciation of music. Involvement in the whole school production is important in developing language and communication skills and increasing confidence.	Pupil interview Parental questionnaires Governor visits	KG (Music Lead)	£4,000	Annually

		As a whole school, parental event this is also important in developing community cohesion and parental engagement.				
<b>Wider strategies</b>	Pupils will access a range of off-site visits to enhance learning and personal development- subsidised to ensure accessibility to all.	All children are able to be involved in visits which support their learning and provide enrichment opportunities and develop cultural capital	Pupils feedback Teacher evaluation of visits Topic discussions	Class Teachers	£3,000	Enrichment visits to enhance topics across a range of subjects. KS2- 1 residential per year
<b>Wider strategies</b>	All PP pupils to be invited to attend Breakfast Club daily	PP pupils are encouraged to attend breakfast club free of charge. This will increase readiness to learn and pupil health and well-being.	Pupil and parental feedback Governor monitoring	LW	£3,000	Annually
		Total			£ 52,000	