



Pupil Premium Review and Pupil Premium Strategy Plan



Pupil premium review 2019-2020 and strategy statement for 2020-21 Thomas Bullock Primary Academy

1. Summary information					
School	Thomas Bullock Primary Academy				
Academic Year	2020/21	Total PP budget	£16140	Date of most recent PP Review	December 2020
Total number of pupils	194	Number of pupils eligible for PP	12 (6.3%)	Date for next internal review of this strategy	December 2021

Date of most recent review	Ofsted 2020 and November/ December 2020
Review date	November 2021
Statement authorised by	Headteacher
Pupil premium lead	Headteacher
Governor lead	Vicky P- November 27,2020 Meeting

2. Current attainment and progress– 2020-21							
(size of cohort)	EYFS (4)	Year 1 (4)	Year 2 (5)	Year 3 (6)	Year 4 (3)	Year 5 (4)	Year 6 (5)
% expected standard or above in reading, writing & maths	0%	25%	0%	16%	66%	0%	20%
% expected standard or above / progress in reading	25%	25%	0%	33%	66%	25%	40%

Average progress score	-	-	0	-1.5	-1	-1	0
% expected standard or above / progress in writing	0%	25%	0%	16%	66%	25%	20%
Average progress score	-	-	0	-0.5	-1	-1	-2
% expected standard or above / progress in mathematics	0%	25%	20%	33%	66%	0%	40%
Average progress score	-	-	0	-1.5	-1	-2	-1

% at age related expectation Phonics Y2 (2019-202)	Phonics Test November 2020
Y1 Statutory assessment of School Disadvantaged	Exp:80%
Y1 Statutory assessment of School Non-Disadvantaged	Exp:100%

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (issues to be addressed in school, such as poor oral language skills)	
A.	A number of new disadvantaged children joined the school with low prior attainment, particularly in speech and language, reading and writing.
B.	Some disadvantaged children are at risk of underachievement as their rates of progress are lower than required.
C.	The teaching of Maths has not proved to be consistent across the school and therefore Maths are below EXS. Fluency is poor.
D.	A number of disadvantaged Pupils in Year 6 with below 100 Standardised score were teacher assessed working at or above 100. Therefore there is a serious disadvantage in attempting to Close the Gap.

Additional barriers (including issues which also require action outside school, such as low attendance rates)		
E.	Some disadvantaged children present challenging behaviour and need additional plans and provision to support positive engagement	
F.	Some disadvantaged children have social factors outside of school which are being supported.	
G.	There are a number of PP pupils with very low attendance.	
H.	Some PP pupils have family with academic barriers causing additional problems in supporting home-learning.	
4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	Ensure that the curriculum and interventions promote vocabulary and key literacy skills.	Progress and attainment for disadvantaged children rises in line with the rest of the cohort by July 2020. Vocabulary is strengthened and pupils with gaps in vocabulary receive additional support. A whole school focus on closing the vocabulary gap. Due to the barriers caused by school closure this is an ongoing focus of the school.
B.	Ensure that interventions closely target gaps in learning and accelerate progress	By Autumn 2020 PiXL therapies are run consistently across KS2 and KS1. Plans and evaluations show that specific objectives have been met by participants. Tracking of pupils to close the gap is clear and progress is evident.
C.	Improve the teaching of Maths across the school by introducing Maths Mastery	Introduce a new Maths Leader and improve the teaching of Maths through a range of PiXL therapy sessions for disadvantaged and an improved programme of teaching. Investment in maths to close the gap by developing a range of new strategies with updated resources. Investment in training and CPD from outside of school.
D.	Ensure that therapies/interventions and plans lead to improvements in behaviour and engagement	Case studies and behaviour reviews show improved behaviour and engagement for target disadvantaged children. Additional support is received.

1. Review of expenditure	
Previous Academic Year	2019/20

i. Quality of teaching for all				
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
Consultant led training in the effective teaching of maths	Improved quality teaching in maths so that attainment rises to be at least in line with national averages.	Maths is improving. The school has taken part in Maths Hub activities and had consultancy training. This has not yet finished and will be a continued PP action for 20-21.	PP pupils receiving additional support did improve with PiXL therapies however many of the staff have changed since the maths training took place last year. Therefore, training to be undertaken and shared by new Maths Leader. Improving attainment and rates of progress in maths remains a priority for the whole school and disadvantaged children are included in focus groups of vulnerable children across the school.	£595
Consultant to work alongside staff to support teaching of reading	Improve first quality teaching and attainment in reading	Attainment in reading, particularly for disadvantaged children, was below national average. VNET consultancy and training given and shared to improve.	Teachers received some consultancy and some leadership training and support through VNET for improving QFT and supporting the teaching of reading. Improving reading is a school focus for disadvantaged pupils. We are looking at other systems to develop reading which are more effective and cost efficient.	£3100 VNET Package
EYFS Support	Clearly identify disadvantaged vocabulary gaps for pupils in EYFS	Starting points are lower due to vocabulary gaps therefore vocabulary ninja was added to teaching to improve across the school.	This did not embed. The teacher developing this project went on MAT leave and due to the Coronavirus this was not completed. The project will begin again in 2020-21 using evidence from the Cambridge University Wonderful Words Project developing language environments and closing barriers for PP pupils.	£100
ii. Targeted support				

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP,	Lessons learned (and whether you will continue with this approach)	Cost
Target TA support in interventions and in class to support progress of disadvantaged children	Identified children will make accelerated progress to catch up with TA support.	<p>In each class there are disadvantaged children who are at risk of underachievement. The use of assessment based interventions will provide specific teaching or critical concepts and skills.</p> <p>Teachers identified disadvantaged pupils individual and grouped gaps and targeted these children.</p> <p>Core meetings to track pupils were consistently held.</p> <p>TAs have performance management targets that focus on effective interventions.</p> <p>SENCO to build and update a PIXL Gap new provision map</p>	<p>The criterion for focused teaching has been those at the appropriate level of attainment and in receipt of pupil premium funding first. 90% of pupils in an intervention programme are in receipt of Pupil Premium.</p> <p>We will know this is improving when analysis of data shows that children in receipt of pupil premium are achieving as well and sometimes better than non PP children.</p> <p>Currently this is an ongoing project for our pupils. Initial outcomes are good and improving. We will continue with this approach.</p>	£23,428 (TA Support)

PiXL Membership to close the gap for disadvantaged pupils	Targeted and forensic gap analysis will develop opportunities for fast improvement.	We subscribe to PiXL and use interventions to forensically detail gaps in learning and quickly tackle marginal disadvantaged pupils. See above for the 1-1 tuition and small groups of key marginal. We have organised the support staff and much of the training this term around developing this system to improve outcomes for PP and other pupils.	Following assessment of pupils, we look at the rate of progress and actively drive quick gap analysis to develop QFT and specific learning for disadvantaged pupils in class and through therapy sessions. Teaching and learning both in class and in therapies is derived from specific and deliberate choices made based upon forensic analysis of pupils gaps and needs. This is a positive approach having good outcomes. This will continue.	£2700 + Travel/ Cover £1500
iii. Other approaches				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP,	Lessons learned (and whether you will continue with this approach)	Cost
Provide effective pastoral support for disadvantaged children	Children within group attend regularly and meet individual targets	Disadvantaged pupils were given sufficient pastoral support. Only small groups or some of the PP pupils benefited from this as those without learning behaviours did not.	Some of the disadvantaged children present some challenging behaviour and need additional measures to support their engagement. Pupils did find the support useful through ELSA however due to teacher commitments this was not always consistent. We have reviewed this and will spend funding to employ the Benjamin Foundation in 2020-21.	£2274

Provide breakfast club for targeted children	Good attendance, improved behaviour due to established morning routine and opportunity to support home learning.	Pupils to attend school settled and ready to learn. Be well fed and focused.	Some of the disadvantaged children present some challenging behaviour, have disrupted attendance and are not supported with their learning at home. This proved to be a successful project however space during the pandemic has proved to be a huge problem and therefore this is not being run as it previously was. We will be looking at ways to use our Fit for Sport company to run this on our behalf.	£5800
Total 2019-2020 Expenditure: £39,497				

6. Planned expenditure					
Academic year		2019/2020			
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					
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?
Maths Hub membership	All teachers will benefit to support disadvantaged gaps with the support of using manipulatives and planning a mastery style and engaging curriculum.	EEF CTG toolkit explains that Mastery style curriculums ensure that all pupils are achieving at an expected rate of progress.	New Maths Lead and HT to train alongside of the Maths Hub and engage in developing QFT. Monitoring and team-teaching to be implemented.	Maths Leader and HT	Termly reviews to take place. Cost: £300
Times Tables Rock stars	Following recent QLA from November Assessments multiplication fluency is	We were below national in the arithmetic tests in all year groups for the	We will hold a launch day and ensure all disadvantaged pupils have access to a home-	Maths Leader and DHT	Termly reviews

	particularly poor. Home engagement is also poor in current systems. This is to be rapidly improved for PP pupils.	November assessments with PP pupils scoring particularly low.	device in order to complete daily and weekly homework tasks linked to TT rock stars. A club in school will also run after school to ensure that disadvantaged pupils in each year group have an opportunity to practice in school.		TT Rock stars' subscription is £130 plus food for TT clubs £50 per term. Cost: £280.00
CLPE, Reading Masters and Talk for Writing Training	Disadvantaged pupils are amongst our lowest readers in the school and on average have the poorest vocabulary. This to be rapidly improved this year.	Reading comprehension whilst above PiXL family nationally was below in reading for disadvantaged particularly in relation to vocabulary. Recent writing moderations internally show that pupils particularly disadvantaged pupils have a poor usage of vocabulary in writing and poor understanding of stories and non-fiction text types.	Training has been scheduled into the termly Staff Meeting and CPD training toolkit. All training is clear with purpose to be on improving and closing the reading and writing gap for pupils. Reading well is the fastest way to develop writing and vocabulary and oracy methods improve comprehension and develop a wide and varied vocabulary base from EYFS to Y6.	KS1 and KS2 Phase Leaders English Leader, DHT and HT	Books and Team teaching and learning walks. CLPE: £1600- CPD and £1000 resources TFW: £160- CPD (EYFS/Y1) Reading Masters: £500- CPD and resources Cost: £3260
CPD Maths	Following recent QLA from November Assessments multiplication and calculation is particularly poor. This is to be rapidly improved for PP pupils.	Improved quality teaching in maths so that attainment rises to be at least in line with national averages. QLA from Nov	Maths leader from Educator Solutions to lead and develop training January 18 th for all staff.	Maths Leader and DHT	Monitoring of tools shared by Maths Specialist and ideas and practices by Maths Leader and DHT. Cost: £595- CPD Educator Solutions

		assessments evidenced gap.			
Powerful Words- Mrs Wordsmith	Improve the vocabulary gap across the school. Support teachers to use good quality texts with Tier 2 words and identify gaps to be developed quickly. Enable disadvantaged pupils to close the 25k word gap between disadvantaged and advantaged pupils.	Following evidence from the Cambs Powerful words project where 79% of disadvantaged pupils met or exceeded the EXS standard in 2019/20. Exceeding goal by 9% and their non-disadvantaged peers by 2.5%.	CPD, resources and training to be organised and training to be cascaded appropriately. Planning to be monitored and supported.	HT and EYFS Lead	Monitoring through book looks and pupil voice. Powerful words project CPD and KS2 classroom resources. Cost: £740 https://www.teachincambs.org.uk/wp-content/uploads/2020/11/Powerful-Words-2020-21-flyer.pdf
Total for Quality of Teaching:					£4,435
ii. Targeted Support					
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?
Target TA support in interventions and in class to support progress of disadvantaged children	Identified children will make accelerated progress to catch up. Assessment QLA gaps are evidenced and FWR in class	In each class there are disadvantaged children who are at risk of underachievement. The use of assessment based interventions will provide specific teaching or critical concepts and skills	Teachers will identify disadvantaged target children. These will be tracked in pupil progress meetings. TAs will have performance management targets that focus on effective interventions. SENCO to build and update a PIXL Gap new provision map	HT, RSL and SENCO 2,100 TA hours £23,100	The criterion for focused teaching has been those at the appropriate level of attainment and in receipt of pupil premium funding first. At least 40% of the children who receive an intervention programme are in receipt of Pupil Premium. We will know this is improving when

					Analysis of data shows that children in receipt of pupil premium are achieving as well and sometimes better than non PP children. Cost: £23,100
PiXL Membership to close the gap for disadvantaged pupils	Targeted and forensic gap analysis	We subscribe to PiXL and use interventions to forensically detail gaps in learning and quickly tackle marginal disadvantaged pupils. See above for the 1-1 tuition and small groups of key marginal.	Following assessment of pupils consistently we will look at rate of progress and actively drive quick gap analysis to develop QFT and specific learning for disadvantaged pupils in class and through therapy sessions	HT, RSL and TAs £2700 + Travel £1500 +TA Support as above	When gap analysis shows that disadvantaged pupils gaps are narrowing and QFT is specific HT/DHT and KS2 Phase Leader have weekly core meetings to develop and identify disadvantaged and pupil gaps. Cost: £4,200.00
Total for Targeted Support:					£27,300
iii. Other approaches					
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?
Provide effective pastoral support for disadvantaged children	Children within group attend regularly and meet individual targets with Benjamin Foundation	Disadvantaged pupils are given sufficient pastoral support. Benjamin Foundation is an effective support for pupils with behavioural needs.	Some of the disadvantaged children present some challenging behaviour and need additional measures to support their engagement.	SENCO and ELSA Leader £800+ per term	Termly meetings with Benjamin Foundation to develop strategy for disadvantaged pupils and discuss individual needs. Cost: £2,400

Forest School	Children presented by challenging issues outside of school work together in forest schools with a QT and Forest Schools Leader alongside of classroom TA to develop social skills and life skills.	Bi-weekly forest schools development to support and improve PSHE and SEMH is evidenced widely.	Excellent QFT well versed in supporting forest schools is working with our pupils and has good communication with staff.	HT and KS2 Phase Leader £950 per term	Termly meetings with Forest Schools leader to develop strategy for disadvantaged pupils and discuss individual needs. Cost: £2,850
Good to be Green	Encourage all pupils to be green all week.	However in particular year groups across school the majority of behaviour incidents occur by disadvantaged pupils.	Termly Good to be Green draws for toy vouchers- £50 per term plus café with HT. Coaching with HT for behavioural needs	HT and SBM	Coaching is internal costings and behaviour to improve over time as evidenced in behaviour log. Cost: £150
Parental Support	To improve home-learning additional support for disadvantaged families.	During lockdown many of our PP pupils and vulnerable families attended school however it was recognised that those that did not would have been supported by parent Maths, Reading and Writing sessions	As our reading and phonics training sessions were well attended we would like to offer online maths, reading and writing with your child sessions to support home learning and parent understanding in school practices.	EYFS Lead, English Lead and Maths Lead	Look to outside agencies to support termly training for parents' sessions.
Access to technology	During the catch-up extended school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.	Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and	Purchasing 10 Chromebooks, 1 trolley and starting RM SLA to include management of Chromebooks. This will enable the existing stock of laptops to be allocated to teachers. Chromebooks can now be used by the children to support the curriculum. They can also be	Computing Lead and HT £354.22 ea. from PP for group work and interventions	Monitoring the use to ensure that disadvantaged pupils are able to develop learning and use technology well. Cost: 3,542

		communicate learning to children.	learned to parents to support home-learning if needed.		
Total for Other Approaches:					£8,942
Total Expenditure 2020/ 2021: £40, 677.00					
Less Total received 2020/ 2021: £16,140.00					
Total Overage to fund 2020/2021: £24,537.00					