

Pupil premium strategy and evaluation statement



1. Summary information					
School	Bourton Meadow Academy				
Academic Year	2020/2021	Number of pupils eligible for FSM, Ever 6* pupils	39	48 children	
Total number of pupils on roll September 2020	577	Number of service children	6	Date of most recent PP Review	April 2021
Total PPG budget	£52,455	Number of LAC children	3	Date for next internal review of this strategy	July 2021

2. Current attainment – Please note that due to Covid 19, statutory assessments did not take place in 2019-20. The data below is for the 2018/ 2019 academic year.		
	Bourton Meadow Pupils eligible for PP % reaching expected standard	Bourton Meadow pupils not eligible for PP % reaching expected standard
End of EYFS Good level of development	25%	78%
Phonics End of Year 1	33%	90%
Reading End of KS1	63%	78%
Writing End of KS1	75%	75%
Maths End of KS1	73%	83%
Reading End of KS2	73%	77%
Writing End of KS2	64%	88%
Maths End of KS2	55%	85%
Combined R, W & M End of KS2	55%	73%

2ii Progress	Bourton Meadow Pupils eligible for PP % making at least expected progress from starting points	Bourton Meadow Pupils not eligible for PP % making at least expected progress from starting points
KS1 Reading	88%	88%
KS1 Writing	88%	79%
KS1 Maths	88%	81%
KS2 Reading		
	55%	55%
KS2 Writing		
	73%	76%
KS2 Maths		
	55%	59%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Social, emotional and wellbeing difficulties
B.	Gaps developed in pupil's learning on return to school after closure (Covid 19)
C.	Limited access to resources to support learning and fulfil potential
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Low attendance for some PP children
E.	Low parental engagement for some PP children

4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	To support transition back into school (after Covid 19 closure) and beyond to ensure all PP children feel happy, safe and secure. (Whole school target adapted from school recovery and development)	PP Children's behaviour and attitudes to learning demonstrate they are happy, feel safe and secure and ready to learn. Behaviour and attitudes across school are outstanding as judged by external validation by January 2021.
B.	To identify gaps in learning caused by school closure and implement rapid catch up programmes/ 1:1 sessions which close gaps. (Whole school target adapted from school recovery and development)	Data will show that attainment levels for PP children are at least the same when compared to end of Spring term 2020.
C.	Ensure all PP children are provided with the resources required to achieve their full potential.	All PP children are able to access and complete their learning the same as non-pp children.
D.	Improve poor attendance figures (non-covid 19 related) for PP children throughout school and target with personalised strategies.	Individual PP children identified with poor attendance improve as a result of action/s taken.
E.	Improve parental engagement by PP Lead engaging and building a good rapport with PP families.	Parental survey completion and results will report that parents feel they have received good or better communication regarding PP.

5. Planned expenditure					
Academic year	2020/2021				
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?
B -All staff to be aware of PP children, to plan, support and challenge as appropriate and also request interventions from PP Lead.	Quality first teaching/ planning. PP Lead to regularly share updated information regarding PP children with staff. Teachers to communicate with PP Lead.	This approach is supported by a body of research (Sutton Trust, Social Mobility Commission and DFE) which has found that good teachers are especially important for pupils from disadvantaged backgrounds. For poor pupils the difference between a good teacher and a bad teacher is a whole year's learning.	Updated PP lists shared throughout school termly PP observations in lessons PP and non-PP book looks and comparisons Monitoring and Evaluation of Teaching and Learning Analysing Data to monitor performance PP Intervention request form shared with all staff	DY/LB/DB	Each half term
B -Diminish differences between the progress (and therefore attainment) of PP pupils and their peers.	Dedicated Pupil Premium Leader to work 2 days a week.	Research undertaken by NFER has identified leadership to be a key element in raising disadvantaged pupils' attainment.	Data monitoring Pupil Progress meetings PP Lead/ Teachers to identify and monitor PP pupils that are cause for concern	DY/DB/LB	Each half term
B -Recruit and retain effective teachers that deliver quality first teaching and are aware of PP children, ensuring they plan, support and challenge as appropriate.	Ensure teaching in all subjects is of the highest quality. Staff development and quality CPD.	DFE report: supporting the attainment of disadvantaged pupils: articulating success and good practice. Nov 2015 identifies QFT as the key to ensuring PP pupils make progress.	Updated PP lists to circulate as appropriate. Planning to take into account PP children. PP children's book's to be marked first. Progress Meetings Teachers to have regular discussions with PP Lead and DB concerning their PP children.	DY/ All Teachers/ DB	Each half term
Total budgeted cost					£27,664
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 -Ensure all PP children settle back into school successfully after a lengthy absence.	<p>Phone all PP parents after return to school to discuss how they have settled in.</p> <p>Communicate with PP children's teachers via email and ensure they are aware I am available to support PP children.</p> <p>Teachers to hold parents evening mid-October and June.</p>	<p>It is important to ensure a smooth transition back into school for PP children, especially as some of these children are identified as finding changes difficult to manage.</p> <p>Some PP children attended RAP around care which meant they were placed in smaller bubbles and so may find the larger groups difficult to adjust to. Other PP children spent time at home and may have found accessing the home learning difficult, therefore it is important to ensure children are settled in well to enable them to learn the best they can. Evidence shows that those children who are most settled and comfortable in school perform the best academically.</p>	<p>Ensure phone calls are made to all PP parents and voicemail left if no answer.</p> <p>Email all teachers to explain that I am available to support children and they should email me to address any concerns they have with PP children.</p> <p>Teachers to report to DY regarding any issues PP parents raise.</p>	DY/ All teachers	October, March, May & July 2021
B -1:1/group focused writing sessions with identified PP children.	1:1 weekly personalised writing sessions for children identified as regressing in the October baseline assessment throughout the school.	The EEF reports that additional one to one tuition by an experience teacher is very effective in helping learners catch up.	<p>DY to work with focus children weekly identified by data or requested by class teacher.</p> <p>DY to communicate regularly with members of staff.</p>	DY/All teachers	Every half term
B -1:1/group focused reading and comprehension sessions with identified PP children.	1:1 weekly personalised reading/comprehension sessions for children identified as regressing in the October baseline assessment throughout the school.	The EEF reports that additional one to one tuition by an experience teacher is very effective in helping learners catch up.	<p>DY to work with focus children weekly identified by data or requested by class teacher.</p> <p>DY to communicate regularly with members of staff.</p>	DY/SH/DB	Every half term
B -1:1/group focused Maths sessions with identified PP children.	1:1 weekly personalised Maths sessions for children identified as regressing in the October baseline assessment throughout the school.	The EEF reports that additional one to one tuition by an experience teacher is very effective in helping learners catch up.	<p>DY to work with focus children weekly identified by data or requested by class teacher.</p> <p>DY to communicate regularly with members of staff.</p>		Every half term

<p>C- To ensure all PP children have the correct resources required for learning in class and at home.</p>	<p>Complete a whole school PP resources audit.</p> <p>Communicate with parents and teachers regarding resources for PP children.</p>	<p>We have seen throughout the school that those children who have the correct resources feel more included within the class and are ready to begin learning both in class and at home. From having an open door policy for PP parents to request resources, we have families comfortable with approaching the school/PP Lead and asking for support with supplies.</p>	<p>Send out a simple yes or no audit to teachers ensuring enough time to complete.</p> <p>Ensure PP Lead communicates with Office/Finance department to discuss parental requests for resources/uniform.</p>	<p>DY/ Teachers/ Finance</p>	<p>Every half term</p>
<p>A- Targeted support for PP children with emotional difficulties.</p>	<p>Have bank of books/resources readily available for children to read and share that cover difficult emotions that child may be facing.</p> <p>Have PP Lead/ to work 1:1 or direct Inclusion team to work with identified children on their pastoral needs.</p>	<p>A high number of our PP children are involved with the inclusion team. We also have our SPP children that can face emotional difficulties depending on their situation at home e.g. father deployed. In England, a number of studies have identified a link between SEL interventions and academic outcomes.</p>	<p>Email all teachers and the Inclusion team to ensure that they are aware of the books.</p> <p>Ensure teachers/PP parents are aware of how to contact PP Lead regarding emotional difficulties.</p>	<p>DY/ Teachers</p>	<p>Review resources required on a needs basis</p>
Total budgeted cost					<p>£ 14,528</p>
<p>iii. Other approaches</p>					
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>
<p>A- Eliminate barriers for learning for PP children.</p>	<p>Barriers to learning working document kept up to date and readily available.</p> <p>'Check ins' with PP children, their class</p>	<p>Studies show that early intervention to remove barriers is more effective the younger the pupil is. Therefore, we aim to identify and eliminate any barriers to learning that our PP/SPP children may have and to continue monitoring throughout their time at</p>	<p>Keep an up to date 'Barriers to learning' document based on all PP/SPP children throughout the school.</p>	<p>DY/Teachers</p>	<p>Every half term</p>

	<p>teachers and parents to highlight any barriers and discuss ways of overcoming these.</p> <p>'Open door' policy for teachers to discuss their PP children's barriers for learning with me.</p> <p>Individual barriers for PP children to be identified and addressed.</p>	BMA. Third Space learning further support this by stating that the most successful schools identified the main barriers to learning for disadvantaged children.	Ensure the document includes a scoring system so that those with higher needs/barriers are a priority.		
E: Provide PP parents with parental voice.	Allocate a £100 voucher per PP child for their parent to have a say on what it is spent on.	The Sutton Trust recommends that schools' pupil premium money could be used for enrichment vouchers to offer middle class experiences to those who actually need them most. Creating Cultural Capital (2015)	Finance to monitor who spends their £100 and what it is spent on. DY to liaise with finance regularly to monitor this.	DY/Finance	Monthly
A- For PP children to have an outdoor provision that works on supporting social, emotional and behavioural needs.	Forest School	When accessing Forest School provision, research demonstrates that children experience 'Freedom'. It offers children the opportunity to escape the confines of the classroom. Forest schools provision also offers more of a facilitation approach which supports our differentiation model of teachers coaching children to enable them to master concepts.	Data analysis Pupil interviews Monitoring of incidents on Behaviour Watch	DY/Finance	Every half term
A- To ensure all children have the same opportunities to benefit from extra-curricular activities in subject areas that they are interested in.	External Clubs	EEF demonstrates that some activities have been linked with improvements in specific outcomes. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently reported.	Phone calls made to PP parents Discussion with teaching staff regarding their PP children Managing budget	DY/Finance/ Teachers	Every half term
E: Improve PP parental engagement.	PP Lead to 'catch up' with all PP parents via phone calls/ emails every term.	The EEF reports that parental engagement is consistently associated with pupils' success at school. Third space learning also states Involving parents in education benefits their children's academic outcomes.	DY to ensure all PP parents are phone at the start of every term. DY to send emails of communication as and when necessary.	DY/ Office	Every term
C/D/E: To assist PP parents with childcare to	Wrap around care	To enable working parents to offer children better outcomes by enabling them to work	PP parents to have contact details for PP Lead and/or Finance team.	DY	Each half term

increase life chances for all PP families.		longer hours. All whilst knowing they are being supervised by a registered childcare provider known to the children with friends.			
Total budgeted cost					£10,263

6. Review of expenditure				
Previous Academic Year		2019 / 2020		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	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
To upskill practitioners, to deliver a whole school approach of the quality first phonics programme Sounds Write.	Sounds Write	Staff reported feeling more confident delivering Sounds Write to children. Due to school closures because of covid 19 the Y2 children did not complete the phonics assessment.	Teachers will continue to use this approach amongst others to teach phonics.	£2,000
All staff to be aware of PP children, to plan, support and challenge as appropriate.	Quality first teaching/ planning. Recruiting and retaining effective teachers. PP Lead to regularly share updated information regarding PP children with staff.	All staff are able to recall their Pupil Premium children. Planning, book looks and learning walks demonstrate that teachers are ensuring PP children are planned, supported and challenged.	Continue to ensure this happens throughout the school.	£5673.96
Diminish differences between the progress (and therefore attainment) of disadvantaged pupils and their peers.	Dedicated Pupil Premium Leader to work 2 days a week. CPD courses for teaching staff. Member of SLT to spend half a day with PP Lead per term.	A rigorous monitoring PP tracking system has been established to ensure that interventions are having a direct impact on PP pupil outcomes.	Continue the monitoring and tracking of PP pupils and plan interventions according to the needs highlighted in the data.	£25,043
			Total Costs	£32,716.96
ii. Targeted support				

Desired outcome	Chosen action/approach	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
Y6 more able readers to support peers with the chance to read daily.	Y6 Peer Readers	Peer readers was unable to continue due to Covid 19- however peer readers between September-March worked well and ensured PP children in Y1-5 were reading 1:1 Target Y6 PP children read to an adult. Teachers reported that 1:1 reading was helping to increase PP children's confidence in reading.	Continue this approach when bubble restrictions (due to Covid 19) are lifted.	£343
To continue the PP mentor scheme between staff and children and ensure that they meet twice every half term. To invite and involve parents in the mentor meetings.	KS2 PP mentors Parental engagement	The PP mentor scheme was initially set up but was unable to continue due to covid 19 school closure. In the place of 1:1 mentors, the Pupil Premium Lead and designated adults from the Inclusion team were assigned to vulnerable PP pupils and their families for ongoing welfare 'check-ins' and as a means of support. The PP Lead was also in contact regularly with FSM children and their parents/ guardians to arrange FSM vouchers.	The mentor scheme has proven to be very effective in given the child a trusted adult to create a good rapport with. The PP child has then been able to speak to this adult regularly and share their work/ news with. Moving forwards, mentors would be a fantastic scheme to have in place however logistics may need to be thought of e.g. keeping mentors in bubbles or Key stages, rather than throughout the school.	£5730
1:1 Phonics sessions with Y1 PP children. Y2 PP re-takers	Phonics Tracker 1:1 personalised Phonics sessions/ small group phonics sessions	Identified PP pupils were attending 1:1 personalised phonics sessions with the PP Lead-Phonics Tracker was an effective and personalised program used to track these. Due to Covid 19 school closure the phonics sessions stopped and home learning (instructed by class teacher) took place instead.	Phonics Tracker to be researched by Foundation and possibly introduced as an early intervention or whole class tool.	£4174
To run 'catch up' sessions (for identified year groups across the school) to consolidate classroom learning.	Small focus groups	Small focus catch up sessions were effective in consolidating learning for some PP pupils. Some sessions were also used as pre-teach sessions which showed to be effective for PP children, as teachers reported they could then join in more confidently in class sessions.	Continue with both pre-teaching and consolidation sessions with PP children in both groups and 1:1.	£3853.20
Eliminate barriers for learning for PP children.	PP mentor meetings twice a half term- (inviting parents later on in the year). Providing pastoral support through nurture groups and counselling.	PP mentor meetings had to stop due to covid 19 school closure. Pastoral support was provided to PP children and their families throughout school closure. PP children and those identified as vulnerable were able to attend school throughout as part of RAP provision.	Ensure 'settling in' phone conversations take place with all PP parents at the start of the new academic term. Discuss any barriers for learning to children and update the record held at school. Ensure any issues/ new information that does arise is shared with the class teacher. The inclusion team ran nurturing groups and arranged any required counselling prior to Covid 19 school closure.	£4959

To have a second experienced teacher to work with target PP children/groups throughout the school twice a week.	GS to work in identified year groups with struggling PP children.	GS worked with identified groups in Y2 (Phonics intervention) and Year 4 (Reading and Writing gaps). The additional teacher ensured more PP children could be worked with on a regular basis. Due to covid 19 school closure the member of staff was then placed to work in a bubble and therefore could not work across year groups/ bubbles.	Due to covid 19 ensure there is only one PP teacher to work across all PP children as this will eliminate exposure.	£4,254
			Total Costs	£23,313.20

iii. Other approaches

Desired outcome	Chosen action/approach	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
Increased parental engagement from PP parents.	PP parents invited to 'invite only' events and encouraged to have a 'parent voice'.	Due to Covid 19 school closure- parental engagement from March was increased to a weekly basis through phone calls and emails. Struggling PP families were also able to request a place in RAP for their children.	Due to Covid 19 parents will not be able to come into school, however, continue to encourage parental engagement through phone calls and emails. Ensure to check in with PP families regularly and share contact details for PP Lead as a point of contact.	£2280
A higher percentage of PP children are regularly completing their homework.	KS1 and KS2 PP homework club.	Homework club for PP children ran through to February, however the numbers attending declined and children were deciding to go out to play instead. As the club was optional the children could make a choice whether to attend or not. Due to Covid 19 school closure in March- home learning then took place of in school learning and homework.	Look at ways to target PP homework through eliminating barriers e.g. do children have the right resources to complete it? PP families received learning packs and in some cases laptops to support with home learning during covid 19 school closure.	£3198
PP children have the opportunity to experience similar opportunities as their peers.	One trip/experience organised every term for all PP children to attend.	PP children were supported financially(if requested- from the £100 parent voice voucher) to attend class trips. Due to Covid 19 school closure no trips specifically for PP children were able to take place.	Possibility of setting up a '50 things to do while at BMA' which includes PP and non-PP. Find out parental opinion on PP only trips- as to not single out children if this is not supported by parents. No future trips can take place until Covid 19 restrictions are lifted.	£1000

<p>To increase PP attendance so that it is in line with non-pp children in the school.</p>	<p>Parental engagement Raising the profile of attendance throughout the school</p>	<p>PP children's attendance monitored and checked on a weekly basis. Individual children/ families were contacted as required. Identified families/ children with low attendance/ persistent absentees were then contacted in Jan 2020. PP Lead phoned PP families and discussed attendance- ensuring the % attendance was shared and any absences listed were discussed. PP discussed ways to eliminate/ reduce poor attendance. Any information (regarding attendance) from PP families that needed to be passed on was then shared with HT/ Class teachers.</p>	<p>Continue to monitor attendance for PP children and make phone calls to families to discuss, as required. Liaise with office staff/ class teachers to discuss repeat PP poor attendance. Consider the impact of Covid 19 class isolation/ self isolation.</p>	<p>£950</p>
<p>Keep up-to-date with research.</p>	<p>Continue to keep abreast with latest research and studies of schools who have effectively supported Pupil Premium. Find schools with a similar socio-economic demographic.</p>	<ul style="list-style-type: none"> - Attended PP networking meeting. - Part of FB PP networking group between UK schools- to share best practice. - Read Marc Rowlands -A Practical Guide to the Pupil Premium. - Contacted Kingswood school in High Wycombe to share best practice and share 'Eliminating barriers document'. - Keep up to date with Ofsted requirements. - Read EEF research and The Key website for updated information regarding PP. 	<p>Continue to keep up to date with research and once Covid 19 restrictions are lifted, ensure networking with schools with a similar socio-economic demographic is in place.</p>	<p>£1140</p>
<p>To give parents ownership of how they would like to use their PP money to support their needs best.</p>	<p>Notifying all parents of the £100 voucher and informing them of how to contact school to spend it.</p>	<p>The uptake for vouchers varied throughout the school. Some families were making PP funding requests a lot more regularly.</p>	<p>Continue to give PP parents ownership of how they would like to use their PP money.</p>	<p>£4500</p>
<p>For PP children to have an outdoor provision that works on supporting social, emotional and behavioural needs.</p>	<p>Forest schools</p>	<p>Due to Covid 19 school closure Forest Schools could not continue.</p>	<p>When the Covid 19 restrictions allow, Forest Schools will return.</p>	<p>£2213</p>
<p>To assist PP parents with childcare to increase life chances for all PP families.</p>	<p>Wrap around care</p>	<p>Due to Covid 19 school closure, PP families were able to request a place for their child/children to attend RAP club.</p>	<p>Continue to assist PP parents with childcare on a needs basis.</p>	<p>£500</p>

	Total costs	£15,781
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7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.