

Bidston Village CE Primary School

Pupil Premium Strategy Statement 2020-2021



School overview

Metric	Data
School name	Bidston Village CE Primary
Pupils in school	365 (plus nursery)
Proportion of disadvantaged pupils	64%
Pupil premium allocation this academic year	£310,567
Academic year or years covered by statement	2020-2022
Publish date	December 2020
Review date	November 2021
Statement authorised by	Lynne Hazeldine
Pupil premium lead	Sian Abraham
Governor lead	Kelly Langford

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	63% Teacher Assessed
Writing	44% Teacher Assessed
Maths	64% Teacher Assessed
RWM	42% Teacher Assessed

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	To ensure that all staff receive relevant training to enable them to deliver quality first teaching in the areas of oracy, reading and phonics.
Priority 2	To ensure the provision of a progressive, enriched curriculum including experiential learning in the form of residential trips, educational visits, visitors , cultural and

	community activities, forest schools, Edible playground and outdoor learning opportunities as well as access to high quality literature and models for reading and writing.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Oracy, language and communication barriers identified in baseline assessments. As well as being an issue in EYFS, this has the potential to impact on attainment and progress throughout the primary phase. • Cultural Capital Deficit. Children’s experiences and understanding of the world are limited due to contextual and environmental factors. These experiential limitations have the potential to impact on academic progress in all curriculum areas during the primary phase, leading to a potential gap between the attainments of disadvantaged and non- disadvantaged pupils (since pupils are unable to draw upon models for progressive learning).
Projected spending	£310,567

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve National Average progress scores at end of Key Stage 2	July 2021
Progress in Writing	Percentage achieving Expected standard in writing at end of KS1/ Ks2 is at or above National Average	July 2021
Progress in Mathematics	Achieve National Average progress scores at end of Key Stage 2 (0)	July 2021
Phonics	Percentage of pupils attaining pass mark is in line with or above National Average.	July 2021
Other	To improve attendance of disadvantaged pupils to be in line with non-disadvantaged pupils	July 2021

Targeted academic support for current academic year

Measure	Activity
Priority 1 (Speech and language development)	<p>Enrolment on Voice 21 Oracy project to engage all staff in training so that all children have access to a high quality oracy education- enabling them to articulate ideas, develop understanding and engage with others through spoken language</p> <p>Deploy 2 staff to lead the Nuffield Early Language Intervention programme with F2 pupils</p>

	Continue Wellcomm screening and intervention EYFS/KS1 Continue to employ Talk About Town (Speech and Language therapist) to one and a half days a week (currently one day).
Priority 2 (Phonic/ Reading/ Maths development)	Continue to work with RWI coach to provide staff training to enhance the teaching of reading and phonics. Provide targeted RWI intervention across F2 and KS1 to support all pupils to make good progress and Y1 pupils to achieve the phonic standard and F2 pupils to reach GLD
Barriers to learning these priorities address	Low oracy, language and communication skills on entry to school. Lack of exposure to wider vocabulary Lack of parental support and engagement with reading outside of school. Limited vocabulary due to not reading widely. Gaps in mathematical knowledge and misconceptions, exacerbated by Lockdown and poor engagement in home learning.
Projected spending	Staffing, resources and interventions- £170,800

Wider strategies for current academic year

Measure	Activity
Priority 1	To build our capacity to engage and support those families facing challenges which are impacting negatively on the children's social, emotional and mental health, and their ability to access the curriculum and achieve their full potential.
Priority 2	To improve pupil wellbeing and mental health.
Priority 3	Monitor and support pupil attendance to enable us to decrease % persistent absence of disadvantaged pupils.
Barriers to learning these priorities address	Lack of routines and boundaries at home. Social deprivation (issues with poverty, domestic violence, drink, drugs etc) impacting negatively on children's daily lives. Anxieties following Lockdown Poor aspirations, lack of understanding of the value of education and subsequent lack of support with learning at home.
Projected spending	Pastoral staff support, family intervention and support programmes - £140,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring a consistent, progressive approach to the teaching of phonics and reading across the school.	Participation in the RWI programme with monthly coaching sessions from the RWI INSET on guided reading, reading for pleasure, teaching comprehension, developing vocabulary.
Targeted support	Attendance of pupils limiting access to planned interventions. Ensuring that interventions are having maximum impact on pupil progress.	Rigorous monitoring of pupil attendance and meetings with individual parents to improve attendance. Ensure that appropriate evidence-based programmes and teaching approaches are used to address the root causes of under achievement.
Wider strategies	Engaging the families facing the most challenges. Supporting children with a range of issues rising from these challenges.	School Family support worker leading and facilitating a range of courses targeting areas of need (eg Nurture programme, Mental Health First Aid, Mentoring, Food Hygiene etc) and attending a range of social care meetings. School Attendance officer working in conjunction with LA attendance officer

Review: last year's aims and outcomes

Aim	Outcome
(Sustained or increased percentage of pupils at Age Related Expectations)	
GLD	44% GLD for disadvantaged based on assessments in March 2020. Children usually make the most progress during the summer term which they missed this year
KS1 Phonics	91% of Y2 disadvantaged pupils achieved phonic standard in December 2020 (screening delayed from June 2020 due to Covid -19)
KS1 reading and writing	67% (reading) and 50% (writing) at age related expectations based on assessment prior to

	lockdown- outcomes were lower than expected due to lost learning during Lockdown.
KS1 Maths	66% at age related expectations based on assessment prior to lockdown- outcomes were lower than expected due to lost learning during Lockdown.
KS2 Reading and writing	62% (reading) 47% (writing) at age related expectations based on assessments prior to Lockdown
KS2 Maths	62% at age related expectations based on assessments prior to Lockdown
Attendance of disadvantaged pupils	87.7% This figure was lower than expected due to Lockdown for most pupils from March 2020. (Non disadvantaged attendance was 88.05%).