



Pupil premium strategy statement: St Botolph's C of E Primary School

1. Summary information					
Academic Year	2019-20	Total PP budget	£74,520	Date of most recent PP Review	N/A
Total number of pupils	297	Number of pupils eligible for PP	52	Date for next internal review of this strategy	July 2020

2. Current attainment (2018-2019 results)							
	No. of pupils	Pupils eligible for PP			All Pupils <i>(national average)</i>		
		Reading	Writing	Maths	Reading	Writing	Maths
% achieving national or above in reading, writing and maths at KS1	5 (2 SEN)	40%	40%	40%	76% <i>(75%)</i>	67% <i>(69%)</i>	79% <i>(76%)</i>
% making at least expected progress from their starting points in reading, writing and maths over KS1		100%	100%	100%	97.6%	97.6%	97.6%
% achieving national or above in reading, writing and maths at KS2	10 (1 SEN)	30%	20%	60%	77% <i>(73%)</i>	74% <i>(78%)</i>	86% <i>(77%)</i>
% making at least expected progress from their starting points in reading, writing and maths over KS2		78%	56%	78%	89%	83%	80%

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

When considering the nature of support needed, we give careful consideration to each individual child and the area(s) they need most support with. These fall under 6 main headings/barriers (considered in this priority order):

a. Attendance	<ul style="list-style-type: none">Attendance rates for pupils eligible for PP (2018-19) were 95.6% (slightly below the group target of 96% and below the whole school target of 97%). This includes inconsistent attendance for some and/or punctuality issues. This reduces their school hours and causes them to fall behind on average.
b. Behaviour/attitudes for learning	<ul style="list-style-type: none">Behaviour issues for a small number of pupils (eligible for PP) is having a detrimental effect as they are unable to take responsibility/control their behaviour therefore impacting on their learning and therefore their academic progress.Low aspirations as a result of home environment/experiences/expectations impacts on their attitudes to learning and therefore their academic progress.
c. Social/Emotional/Mental Health needs	<ul style="list-style-type: none">SEMH issues for many of our pupils eligible for PP (eg. Attachment, low self-esteem; bereavement; anger management difficulties) is having a detrimental effect as they are not always emotionally 'ready to learn' and therefore this impacts on their learning and academic progress.A number of our PP pupils are currently/historically Children in Need/Child Protection, experiencing a lot of ACEs
d. Academic (English & Maths)	<ul style="list-style-type: none">Entry baseline in basic English and Maths key skills, in addition to poor oral skills, are lower for some pupils eligible for PP than for other pupils. This slows academic progress in subsequent years, particularly in reading.For some pupils eligible for PP, a lack of home support (sometimes due to parents own educational experiences and abilities) impacts on their opportunities for continued support at home.A significant number of our pupils eligible for PP are also SEND (52%). Their SEND complexities impacts on their academic progress.
e. Academic (other)	<ul style="list-style-type: none">Some PP pupils find it challenging to apply their basic skills across the curriculum which ultimately impacts on them achieving the expected writing standard at the end of KS2
f. Wider opportunities	<ul style="list-style-type: none">Many of our PP eligible pupils have less opportunities to participate in learning beyond the school day (both school clubs and externally

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increased attendance rates and punctuality for pupils eligible for PP.	Reduce the number of absences among pupils eligible for PP so overall PP attendance improves to above 96% in line with 'other' pupils.
B.	Behavioural issues of identified pupils addressed. Poor attitude/low aspiration of identified pupils addressed.	Fewer behaviour incidents recorded for these pupils. Pupils attitudes are positive and they aspire in order to achieve the targets set for them.
C.	SEMH pupils are supported so academic progress is made.	SEMH (PP eligible) pupils make progress at least in line with the targets set.
D/E	Improve basic English and Maths skills for pupils eligible for PP in Reception class. Improve basic English and Maths skills for ALL pupils eligible for PP to ensure higher rates of progress across school. SEND (PP eligible) pupils continue to progress at a good rate relative to their starting points.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP make good progress or better from their starting points. Pupils eligible for PP make as much progress as 'other' pupils identified across the school in maths, reading and writing. Measured by teacher assessments and standardised tests in addition to moderation practices established within school and across the BeSkilled Trust. SEND (PP eligible) pupils make progress at least in line with the targets set.
F.	Increased opportunities for PP pupils to participate in learning beyond the school day.	At least maintained attendance/participation by PP pupils in internal clubs from 2019-20. Increased number of PP pupils in roles of responsibility.

5. Planned expenditure					
Academic year		2019-20			
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?
Improved attainment for all	<p>1) Targeted interventions across the school for all pupils not achieving expected progress</p> <p>2) Formal and informal feedback, peer coaching and mentoring across the school.</p>	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources identify focusing on improving attainment for all pupils is an effective way to improve attainment for PP.	<p>Peer and SLT observations to ensure agreements are embedded in daily practice.</p> <p>Performance management targets</p>	Head	<p>Dec 2019</p> <p>April 2020</p> <p>June 2020</p>
Improved basic Maths and English skills	<p>Staff attending specific training on identified 'weaknesses'</p> <p>Language immersion for all pupils including modelling correct language and using more advanced language from the start.</p> <p>Increased reading expectations.</p>	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources identify focusing on core skills as being an effective way to improve attainment, and it is an approach that we can embed across the school.	<p>Courses selected using evidence of effectiveness and ensuring they are specific to the needs identified.</p> <p>Use INSET days and staff meetings to deliver training/agree action.</p> <p>Peer and SLT observations to ensure agreements are embedded in daily practice.</p>	Head	<p>Sep & Nov 2019</p> <p>Jan 2020</p> <p>June 2020</p>
Improved attainment cross-curricular	<p>CPD for staff on curriculum expectations</p> <p>INSET on curriculum intent</p> <p>SIP and CDP Priority</p>	<p>We want to ensure that PP pupils can achieve across the curriculum as well as in R,W & M.</p> <p>We will train all teachers in practices to provide opportunities for children to use and apply their skills and knowledge across the curriculum.</p>	<p>Course selected using evidence of effectiveness and linked to school ethos.</p> <p>INSET day to deliver training.</p> <p>Peer and SLT observations and planning/work scrutiny.</p>	Deputy	Jan 2020

Improved behaviour management and support for SEMH.	<p>Staff training on challenging behaviour and Mental Health/well-being.</p> <p>Identified 'Behaviour champions' supporting staff in implementation of strategies.</p> <p>Named Family and Metal Health Wellbing Lead</p>	<p>We want to ensure that PP pupils who are unable to take responsibility/control their behaviour and those with SEMH needs are supported successfully in order for them to be able to access their learning.</p> <p>The EEF Toolkit suggests that targeted interventions matched to pupils with particular needs can be effective.</p>	<p>Course selected using evidence of effectiveness.</p> <p>Twilight staff meeting to deliver training and follow-up meeting to agree action.</p> <p>'Behaviour champions' observations to ensure plans are in place and effective.</p>	SENCO	Ongoing
Accelerated progress towards termly targets	Assertive mentoring termly reviews with staff and pupils	Regular progress reviews and discussions re next steps alongside regular feedback/feedforward is proven to be a very effective approach and keeps all focused on progress.	<p>Timetabled reviews with staff as part of KS meetings and SLT time (Performance management target)</p> <p>Timetabled weeks for pupil 1:1 meetings with their teachers.</p>	Head	<p>Sept 2019</p> <p>Jan 2020</p> <p>April 2020</p> <p>July 2020</p>
Total budgeted cost					£15,400

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?
Improved Maths and English core skills	<p>One-to-one and small group provision: Additional phonics Toe-to-toe Dyslexia specialist input Core skill practice (handwriting; reading; spelling; number bonds/times tables)</p> <p>Additional staffing to enable targeting throughout the day.</p>	<p>Some of the students need targeted support to catch up. We will use a variety of tried and tested approaches which have previously been effective.</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time on a regular basis.</p> <p>Monitor provision through Provision tracker and IIP outcomes.</p>	Deputy	<p>Dec 2019 April 2020 June 2020</p>
Improved Year 6 results	<p>Small group provision delivered by senior teacher and Y6 teachers targeting specific areas of weakness during afternoons.</p> <p>Before/After school booster clubs for Year 6</p>	<p>Some of the students need targeted support to maximise their progress over KS2. We will use our strongest teachers to support these children. We will use a variety of tried and tested approaches which have previously been effective.</p>	<p>Organise timetable to ensure staff delivering provision have sufficient delivery time on a regular basis.</p> <p>Monitor provision/impact through DoL and test outcomes.</p> <p>Extra teaching time and preparation time for boosters paid for out of PP budget (not sought on a voluntary basis) or additional PPA given</p>	UKS2 leader	<p>Dec 2019 April 2020 June 2020</p>

Improved support for SEMH to ensure PP pupils are able to access learning.	Targeted support from internal/external experts: Family & Mental Wellbeing Lead. SENCo Ashmount/Oakfield Ed Psych Dedicated forest school sessions	We want to ensure that PP pupils who have SEMH needs are supported successfully in order for them to be able to access their learning. Forest school is proven to work for children with SEMH needs, it encourages independent learning and pupils gain confidence and resilience. The EEF Toolkit suggests that targeted interventions matched to pupils with particular needs can be effective.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time on a regular basis. Ensure identification of target pupils is transparent and properly recorded. Monitor whether improvements in SEMH translate into improved attainment. Monitor provision through Provision Mapping and IIP outcomes.	Deputy	Dec 2019 April 2020 June 2020
Total budgeted cost					£34,450
iii. Other approaches					
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?
Increased attendance rates/punctuality	Office staff member to monitor pupils and follow up quickly on absences. Education Welfare Officer offering focussed support re attendance & punctuality for PPG/LAC Parents and children. Free breakfast club offered/encouraged Termly 100% attendance prizes and 97% yearly prize. Encouraging children to arrive in school at 8:40 for learning	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	Meet with JS about existing absence issues. Early contact with parents when a child's attendance is falling behind (letters / phone call). All involved collaborate to ensure school processes work smoothly together. Ensure staff identify lateness and offer breakfast club. Continue with: Attendance awards weekly/termly; Newsletter with attendance figures/rewards; Individual RAG attendance to parents at parents evening.	Head	Dec 2019 April 2020 June 2020

<p>Increased access to wider opportunities both within school and beyond</p>	<p>Provide additional extra-curricular opportunities to enable a more engaging and innovative curriculum that inspires the pupils.</p> <p>Provide specific after school clubs driven by PP pupils.</p> <p>No charge for breakfast club/music tuition/school trips and after school provision.</p> <p>Staff to nominate/invite targeted children for breakfast club, sports clubs and/or afterschool clubs.</p>	<p>If children's attitudes to learning are poor as they have no inspiration/aspiration to learn then it is a challenge to improve attainment. If children have no interest in the clubs on offer, they won't attend.</p> <p>Attitude is as important as ability as we want to inspire the children to want to learn and want to succeed.</p>	<p>Allocated funding to each phase to provide an inspiration day/2 half days per year.</p> <p>Dedicated adults and timetabling for specific PP driven clubs.</p>	<p>Head</p>	<p>June 2020</p>
<p>Equal access to activities, additional opportunities and resources</p>	<p>Dedicated opportunities funding allocated for parents to enable access to a specified criteria</p>	<p>If the children haven't got access to funding to enable them to experience opportunities and resources that their non-equivalent peers access then we are limiting their potential.</p>	<p>Monitored spending by Office Manager, regularly reviewed and discussions with Parents to ensure funding is utilised.</p>	<p>Head/ Office Manager.</p>	<p>Termly</p>
<p>Improved parental engagement (for some of our PP children)</p>	<p>NR to assist with parental engagement from the outset with new parents. Early parent/teacher meetings. Parental workshops in EYFS and parent lessons Y1-6 Regular newsletters</p>	<p>EEF toolkit identifies the power of parental engagement.</p> <p>Professional knowledge/experience can see the power of parental support and engagement in the children's learning and academic success.</p>	<p>Attendance at Parent evenings/workshops/lessons.</p> <p>Responses to Parental surveys/parent feedback.</p>	<p>Head</p>	<p>June 2020</p>
Total budgeted cost					£24,670

6. Review of impact and expenditure (completed July 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)	Actual Cost
Improved attainment for all	1) Targeted interventions across the school for all pupils not achieving expected progress 2) Formal and informal feedback, peer coaching and mentoring across the school. 3) Purchase new resources for English and Maths			
Improved basic Maths and English skills	SIP Priority. Staff attending specific training on identified 'weaknesses' Language immersion for all pupils including modelling correct language and using more advanced language from the start. Increased writing expectations.			

Improved attainment cross-curricular	CPD for staff on Curriculum SIP and CDP Priority.			
Improved behaviour management and support for SEMH.	Staff training on challenging behaviour and Mental Health/well-being. Identified 'Behaviour champions' supporting staff in implementation of strategies. Named Family and Metal Health Wellbing Lead			
Accelerated progress towards termly targets	Assertive mentoring termly reviews with staff and pupils			

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
Improved Maths and English core skills	One-to-one and small group provision: Additional phonics Toe-to-toe Dyslexia specialist input Core skill practice (handwriting; reading; spelling; number bonds/times tables) Additional staffing to enable targeting throughout the day.			

Improved Year 6 results	<p>Small group provision delivered by senior teacher targeting specific areas of weakness during afternoons.</p> <p>Before/After school booster clubs for Year 6</p> <p>Group booster classes (invited children) after school for children falling behind from end of Year 2-5</p>			
Improved support for SEMH to ensure PP pupils are able to access learning.	<p>Targeted support from internal/external experts: Family & Mental Wellbeing Lead. SENCo Ashmount/Oakfield Ed Psych</p> <p>Dedicated forest school sessions</p>			

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 attendance rates/punctuality	<p>Office staff member to monitor pupils and follow up quickly on absences.</p> <p>Education Welfare Officer offering focussed support re attendance & punctuality for PPG/LAC Parents and children.</p> <p>Free breakfast club offered/ encouraged</p> <p>Termly 100% attendance prizes and 97% yearly prize.</p> <p>Encouraging children to arrive in school at 8:40 for learning</p>			

<p>Increased access to wider opportunities both within school and beyond</p>	<p>Provide additional extra-curricular opportunities to enable a more engaging and innovative curriculum that inspires the pupils.</p> <p>Provide specific after school clubs driven by PP pupils.</p> <p>No charge for breakfast club/music tuition/school trips and after school provision.</p> <p>Staff to nominate/invite targeted children for breakfast club, sports clubs and/or afterschool clubs.</p>			
<p>Equal access to activities, additional opportunities and resources</p>	<p>Dedicated opportunities funding allocated for parents to enable access to a specified criteria</p>			
<p>Improved parental engagement (for some of our PP children)</p>	<p>NR to assist with parental engagement from the outset with new parents.</p> <p>Early parent/teacher meetings.</p> <p>Parental workshops in EYFS and parent lessons Y1-6</p> <p>Regular newsletters</p>			