

Pupil premium strategy statement (primary)

1. Summary information					
School	Bishop's Tachbrook CE Primary School				
Academic Year	2020-21	Total PP budget	£16,760	Date of most recent PP Review	November 2020
Total number of pupils	210	Number of pupils eligible for PP	11	Date for next internal review of this strategy	February 2020

2. Current attainment		
2019 Published Data	<i>Pupils eligible for PP (your school) (3 pupils)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard in reading, writing and maths	33%	71%
% achieving expected standard in reading	67%	81%
% achieving expected standard in writing	33%	84%
% achieving expected standard in maths	67%	81%
% achieving expected standard in GPS	67%	83%

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.	Poor oral and written language skills – impacting on ARE and GDS writers' attainment.
B.	Low self-esteem and resilience working independently
C.	Inability to self-assess learning
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance is a barrier for some PP children
4. Desired outcomes	

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children will have a greater vocabulary and understanding of sentence structure when communicating orally, and will be able to apply this to their written work. Measured through progress in writing attainment across the year.	CPD for all staff results in an improvement of the teaching of writing across school – children incorporating Alan Peat sentence types, use of WAGOLLS and use of 'Talk for Write'. Inclusion of 'Exciting Writing' opportunities across school to further enhance use of vocabulary and as motivation. Words introduced in 'Vocabulary Ninja' used within written work. Literacy Shed used to hook children into writing, and useful vocabulary collected for each unit used.
B.	Children will feel confident to tackle new challenges	Planned pre teaching so that pupils approach each lesson confidently. Planned opportunities for PPG pupils to receive free tuition in music and school residential/trips to ensure 100% participate and boost self esteem/status. Planned opportunities to participate in after school sports clubs. Professional counselling to boost self-esteem available for all PPG pupils as appropriate.
C.	Children will have secure AfL	Supported group work to self-assess and peer assess learning. Children will be able to talk about their own strengths and areas for development.
D.	Attendance percentages will improve for identified children	Provision at breakfast/after school clubs encourages better attendance at school. Support families through Early Help managed by school to set targets for pupil attendance.

5. Planned expenditure

Academic year	2020-21
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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?
Improvement in vocabulary and sentence structure orally and in written work.	Introduction of Alan Peat Sentence Types Staff training in 'Talk for Write' Introduction of word activation prior to reading tasks. Introduction of 'Word of the Day' through use of	The grammar attainment has been consistently good across school, but is not applied in written tasks: Alan Peat gives children a structure to use so that they can write successful grammatically correct sentences. Talk for Write will also enable children to practice using the vocabulary and sentence structures prior to writing. Literacy Shed and Vocabulary Ninja have been used widely in schools to offer a high	CPD with staff to consider the different Alan Peat sentence types, and where they would work best within the BT curriculum. Purchasing classroom resources to support the use of sentence types. Monitoring of the impact of implementation through book scrutiny and pupil voice. Working walls will display the vocabulary collected through word of	N.Rhodes C.Pepin C.Kilbey	Easter 2021

	Vocabulary Ninja and Literacy Shed. IPEEL training to improve writing across KS2 in particular.	quality focus for writing, and link to the idea of 'Exciting Writing' opportunities. IPEELL approach offered by the NLT has been researched and EEF have seen that children have made an additional 9 months of progress using this strategy compared to students that hadn't participated. (Also links to pupil self-esteem and resilience.)	the week. This vocabulary will be highlighted by children in their writing when self-assessing. Strategies from IPEELL used across KS2 classrooms. Real experiences are planned for children to write around. Collaborative opportunities to write are offered regularly.		
Children more confident to tackle new challenges	Metacognition and collaborative learning strategies used in classrooms Small Group work support to self/peer-assess learning and respond to feedback marking Manipulatives provided to support with understanding of number and calculations. Use of stories to link mathematical concepts to in KS1 and board games. In KS2, analysis of assessments enable clearly focused teaching, along with strategies for problem solving.	EEF research shows accelerated progress of between 6-9 months where these strategies have been used effectively in classrooms. Effective feedback is essential to add to pupil progress. A marked improvement? EEF finds that pupils benefitted from time given to respond to feedback marking. Guidance for KS1 and Early years states that manipulatives develop understanding in the EEF guidance, as well as the context of stories and board games. In KS2 the continued and extended use of manipulatives as well as use of bar models for problem solving.	CPD linked to both approaches – Literacy/Maths lead to access training then cascades to the rest of the staff. Monitoring of books to consider the quality of feedback marking and the impact it has on future pieces of work will be timetabled. Purchase of mathematical manipulatives to support understanding of mathematical concepts. Purchase of recommended books to link to maths concepts used through KS1. CPD for staff to further understand the use of bar models in problem solving.	N. Rhodes / H.Power C.Kilbey	Delivered in Spring term – monitored impact at Easter 2021 and reviewed.
Total budgeted cost					£8000
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?
Improvement in vocabulary and sentence structure orally and in written work.	Pre-teaching of vocabulary that children will meet in reading and across the curriculum	Pre-teaching enables the children to better understand the vocabulary within texts they will use for learning, and this will impact on their ability to use the vocabulary when speaking or writing.	Teachers and TAs access training in metacognitive strategies for understanding previously unknown vocabulary.	N.Rhodes	Easter 2021

Improvement in self-esteem and resilience	Individual counselling	Research by Pattison and Harris found that counselling proved to be a positive, useful and effective intervention for children and young people across the full range of issues, and that this impacted on their mental health and education.	Regular discussions with school counsellors and class teachers to monitor the impact of children accessing counselling and improvements in their ability to access education.	C.Kilbey	Ongoing
Total budgeted cost					£4000 for TA hours used in pre-teaching. £1500 Counselling for pupils
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?
Improved attendance (and improvement in self-esteem)	Provision of breakfast club / after school provision and music tuition if appropriate. Early Help support offered to families	Offering activities that pupils will enjoy and build up self-esteem will result in them wanting to attend school more readily. Where there are chaotic homelives before or after school, pupils mental health will suffer, and these clubs will assist in making a positive difference. Early Help where school is working with families builds relationships and partnerships between home and school, resulting in better attendance of children through careful and supported target setting.	Discussions with families means that financial assistance can be given where necessary for children to access appropriate provision. Use of Warwickshire Early Help monitoring systems will help pinpoint support available to families – monitoring support that has been accessed through regular meetings.	C.Kilbey	Ongoing regular review.
Total budgeted cost					£1100 Music tuition for pupils £2160 Clubs