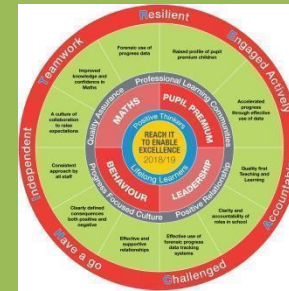


# Braunstone Frith Primary School

## Pupil Premium Strategy Statement



Academic Year 2020-2021	Total Pupil Premium Budget £329,525	Total number of pupils: 570 Number of pupils eligible for PP funding: 245	Date of Pupil Premium Review:	Date for next internal review of this strategy: October 2021
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Current Attainment – Summer 2019	% of pupils eligible for PP	National Other (2018)	National Other (2019)	School Other (2019)
<b>EYFS</b>				
% of pupils achieving GLD	59%	74%		
<b>Key Stage 1</b>				
Year 1 phonics data	90%	84%	84% (71% for National PP)	89.7% (82.1% PP)
Year 2 phonics data		94%		96.7% (90.2% PP)
% of pupils achieving expected in Reading, Writing and Maths	57%			51% (44% PP)
% of pupils achieving higher standard in Reading, Writing and Maths	0%			4% (9% PP)
% of pupils achieving expected in Reading	68%	79%	78% (62% PP)	59% (50% PP)
% of pupils achieving Higher standard in Reading	11%	29%	28% (14% PP)	18% (12% PP)
% of pupils achieving expected in Writing	57%	74%	73% (55% PP)	53% (56% PP)
% of pupils achieving Higher standard in Writing	0%	18%	17% (7% PP)	10% (12% PP)
% of pupils achieving expected in Maths	66%	80%	79% (62% PP)	57% (62% PP)

<b>% of pupils achieving Higher standard in Maths</b>	16%	25%	24% (12% PP)	16% (12% PP)
<b>Key Stage 2</b>	<b>% of pupils eligible for PP</b>	<b>National Other (2018)</b>	<b>National Other (2019)</b>	<b>School Other (2019)</b>
<b>% of pupils achieving expected in Reading, Writing and Maths</b>	41%	65%	71% (51% for National PP)	68% (42% PP)
<b>% of pupils achieving higher standard in Reading, Writing and Maths</b>	5%	10%	13% (5% PP)	7% (7% PP)
<b>% of pupils achieving expected in Reading</b>	57%	73%	78% (62% PP)	68% (64% PP)
<b>% of pupils achieving Higher standard in Reading</b>	18%	28%	31% (17% PP)	24% (18% PP)
<b>% of pupils achieving expected in Writing</b>	61%	78%	TA: 83% (68% PP) GPS: 83% (67% PP)	76% (53% PP)
<b>% of pupils achieving Higher standard in Writing</b>	9%	20%	TA: 24% (11% PP) GPS: 41% (24% PP)	15% (9% PP)
<b>% of pupils achieving expected in Maths</b>	61%	79%	84% (67% PP)	85% (58% PP)
<b>% of pupils achieving Higher standard in Maths</b>	16%	24%	32% (16% PP)	24% (11% PP)
<b>Average progress score in Reading</b>	0.16		0.3 (-0.6 for National PP)	school website/ SEF
<b>Average progress score in Writing</b>	0.06		0.3 (-0.5 for National PP)	
<b>Average progress score in Maths</b>	-0.27		0.4 (-0.7 for National PP)	
<b>Average Scaled Score in Reading</b>	101.1		105 (102 PP)	105.1 (101.9 PP)
<b>Average Scaled Score in GPS</b>	103.2		107 (104 PP)	107.3 (103.6 PP)
<b>Average Scaled Score in Maths</b>	101.6		106 (103 PP)	106.5 (101.4 PP)

## Barriers to future attainment

### Academic barriers

**A Low levels of vocabulary and limited use of language impact on pupils Reading, Writing and Maths levels**

**B Pupils do not link learning across curriculum areas**

**C Limited language impacts on language for thinking and problem solving especially for children in more than one vulnerable group**

**D Pupil Premium pupils less likely to complete independent reading spelling and comprehension challenges**

**E Psychological & Physiological needs prevent children from accessing Quality First teaching**

**F Pupil premium children are not making accelerated progress**

**External barriers**

**G Attendance and lateness impacts on learning time**

**Desired outcomes**

	<b>Desired outcome</b>	<b>Success criteria</b>
<b>A</b>	Improve the % of children <b>achieving ARE</b> in Reading, Writing and Maths.	<ul style="list-style-type: none"> <li>• Children’s vocabulary increases and this impacts on their Reading, Writing and Maths attainment and progress. Oracy work continues to support this.</li> <li>• Assessment tools identify gaps in learning and inform teaching at age-related to meet the needs of all learners. (Including Insights)</li> <li>• Pupils are identified for 1:1 mentoring in Y5 &amp; Y6.</li> <li>• Feedback is specific and impacts directly on children’s learning.</li> </ul>
<b>B</b>	Increase the % of children making <b>expected progress</b> who are in more than one vulnerable group.	<ul style="list-style-type: none"> <li>• Basic skills are a focus in planning as part of recovery curriculum.</li> <li>• Focus on Early Reading and Phonics – there is an effective scheme used, phonics books matched to individual children and staff receive CPD to teach effectively. (See Appendix C)</li> <li>• Learning walks show that teachers are targeting specific groups of children.</li> <li>• The impact of pre-teaching and/ or intervention is evident in children’s books.</li> <li>• Tracking leads to increased progress through AfL strategies and QFT, including for SEN children who are PP.</li> <li>• Data is analysed effectively and clear actions identified to target specific children to make expected progress.</li> <li>• Intervention tracking shows impact of accelerated progress and/ or increased attainment.</li> </ul>
<b>C</b>	Ensure <b>Quality First Teaching</b> guarantees fluid and targeted interventions, which are monitored and evaluated for impact.	<ul style="list-style-type: none"> <li>• PP children without SEN who are below ARE are targeted for accelerated progress. (See Appendix B)</li> <li>• CPD is focused on professional development that impacts directly on children’s learning. (See Appendix C)</li> <li>• A Central Record is developed to track interventions and CPD is provided for how to use this effectively.</li> </ul>

		<ul style="list-style-type: none"> <li>Teachers identify barriers to learning for PP Pupils, including PP with SEN, and the SENCO supports staff in identifying next steps to support progress.</li> </ul>
<b>D i.</b>	<p>Develop the <b>support net within the hierarchy of need.</b></p> <p>i. The % of children completing their independent learning tasks (homework/ spelling / Reading Racetracks / AR quizzing / TT Rock Stars) increases.</p>	<ul style="list-style-type: none"> <li>LA's increase children's confidence and ownership of their learning.</li> <li>Attendance improves and issues are regularly flagged by LA's to PP Champion.</li> <li>Reading levels improve through regular reading and quizzing.</li> <li>Children's writing shows improved spelling.</li> <li>The percentage of children at ARE for times tables improves.</li> </ul>
<b>E</b>	Develop a <b>tiered approach</b> of support where children receive the most appropriate support/ interventions.	<ul style="list-style-type: none"> <li>PP children are plotted on the <b>BFPS PP Hierarchy of Need</b> (see Appendix A) so that interventions are matched to a child's specific need or area of targeting.</li> <li>Inclusion team data shows the impact of their interventions.</li> <li>Tracking of rewards ensures PP children are receiving more through increased participation and effort.</li> </ul>
<b>F</b>	<b>Attendance and timekeeping</b> improves and leads to less missed learning time. (Also part of D ii.)	Attendance data for PP children shows an increase on the previous year. The attendance projects evidences impact on attendance.

#### Catch-Up Funding:

We have used the catch-up funding to prioritise support for the pupils who need it most, including our Pupil Premium children. This funding has been used in different ways, shown in Appendix C. As we have a much higher than average percentage of Pupil Premium compared to National, many of our approaches are whole school initiatives that benefit all of our children.

There are two broad aims for "catch up" at BFPS:

- The mental health needs of pupils are well met and supported by the school.
- Attainment outcomes at end of 2020-21 for all year groups will be at least in line with those at the end of 2019-20.

**Braunstone Frith**  
**Primary School**  
**Hierarchy of Pupil**  
**Premium Need**



Appendix B – School data

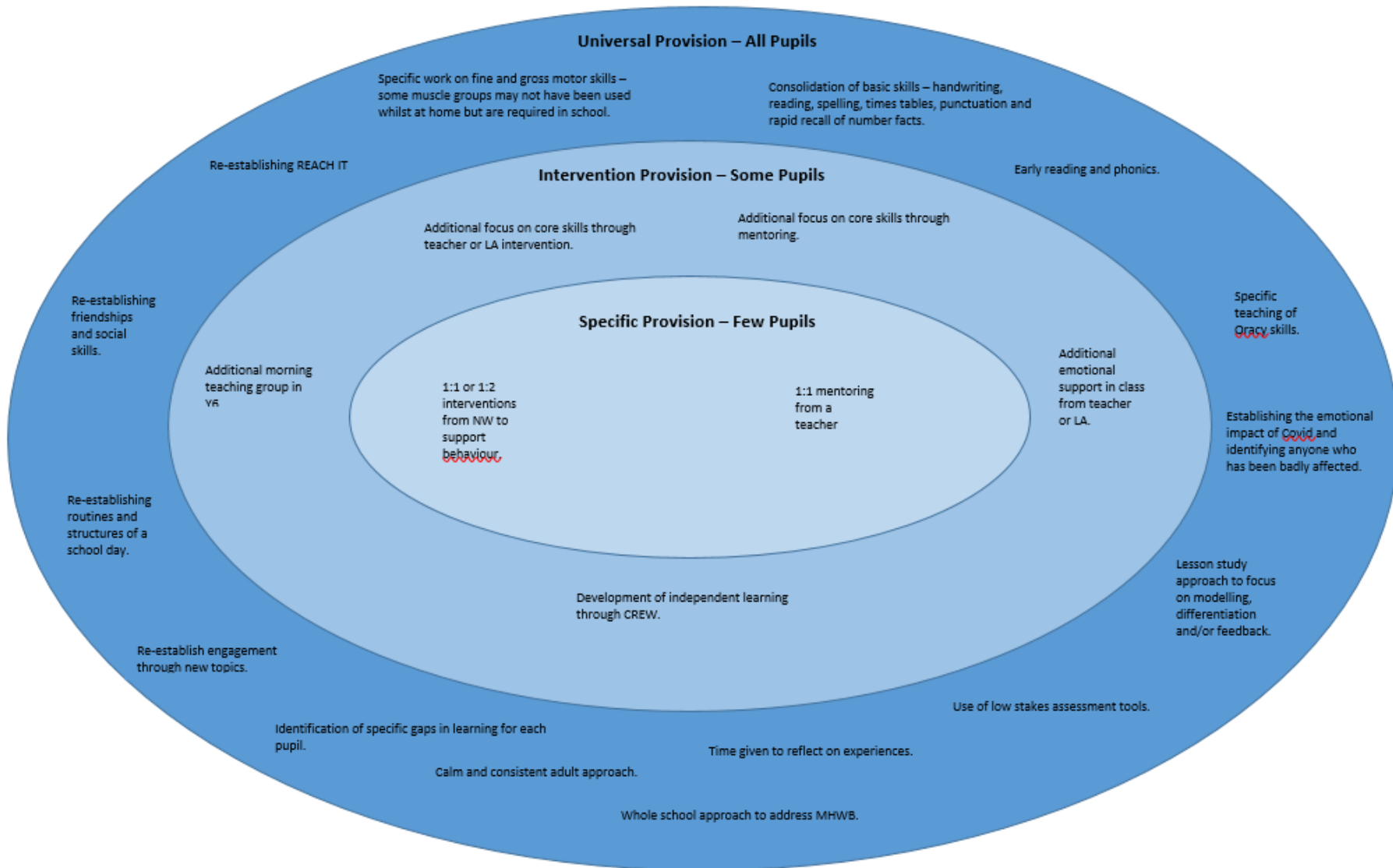
**Percentage of each cohort that are Pupil Premium Not SEN (2019-2020)**

Year Group	Total no of Pupil Premium children	No of Pupil Premium children with SEN	No of Pupil Premium children without SEN	% of Pupil Premium Children available without SEN that should achieve ARE	% PP without SEN currently on track		
					R	W	M
FS2							
Yr 1							
Yr 2	34	9	25	73%	64%	80%	76%
Yr 3	46	23	23	50%	91%	78%	83%
Yr 4	32	13	19	59%	79%	68%	79%
Yr 5	42	22	20	48%	75%	80%	80%
Yr 6	45	15	30	66%	57%	50%	70%

**Percentage of each cohort that are Pupil Premium Not SEN (October 2020-2021)**

Year Group	Total no of Pupil Premium children	No of Pupil Premium children with SEN	No of Pupil Premium children without SEN	% of Pupil Premium Children available without SEN that should achieve ARE	% PP without SEN currently on track			
					R	W	M	Comb
FS2 (55)	23	6	17	74%				
Yr 1 (65)	30	11	19	63%	58%	63%	58%	53%
Yr 2 (83)	48	15	33	69%	61%	55%	61%	55%
Yr 3 (80)	42	15	27	64%	56%	41%	59%	37%
Yr 4 (83)	48	27	21	44%	67%	67%	67%	52%
Yr 5 (73)	35	12	23	66%	52%	61%	57%	52%
Yr 6 (87)	48	22	26	54%	77%	69%	77%	65%

Appendix C – Catch-Up Funding Provision





## 5. Planned expenditure

Academic Year	2020-2021
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The three headings below enable the school to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies

### i. Quality teaching for all / Teaching priorities

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice	How will you ensure that it is well implemented	Staff Lead	When will you review implementation?	Projected spending
A. Improve the % of children achieving ARE in Reading, Writing and Maths.	<ul style="list-style-type: none"> <li>Develop work on feedback (CPD)</li> <li>Develop remote teaching (CPD)</li> <li>Develop work on retention within a spiral curriculum (CPD)</li> <li>Investigate the dip in Writing data.</li> <li>Identify which pupils are PP and Not SEN as these children should be making expected progress &amp; achieve ARE                             <ul style="list-style-type: none"> <li>Who is 'w' ? (Quick wins)</li> <li>Who is PP &amp; EAL?</li> </ul> </li> <li>Investigate PP Strategies at other schools (PP champion or PP Lead)</li> <li>Continue with additional morning teaching group in Y6.</li> <li>Investigate and introduce a new tracking system that focuses on ARE throughout the year. (O Track)</li> <li>Use of low stakes assessment tools (Optional Rising Stars Tests in</li> </ul>	<p>We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources suggest high quality feedback is an effective way to improve attainment, and it is a suitable approach that we can embed across the school:</p> <ul style="list-style-type: none"> <li>EEF research suggests that quality feedback has high impact for very low cost +8</li> <li>John Hattie &amp; Shirley Clark in their book 'Visible Learning Feedback' site that research completed by Ruth</li> <li>Butlers in 1988 says groups of children that are given comments about how to improve made greater gains in progress.</li> </ul>	<ul style="list-style-type: none"> <li>Data analysis to identify where attainment is an issue</li> <li>Class Action Plans to target individuals / groups of children with QFT and/or intervention</li> <li>Pupil Progress Meeting notes to review how successful Class Action Plans have been and to identify next steps/ further support</li> </ul>	<p>Phase Leaders</p> <p>Teachers</p> <p>SLT</p>	Following each data collection	<p>£14,965</p> <p>£2,192</p> <p>£1,105</p> <p>£11,190</p>

	<p>Y3-Y5) to identify gaps in learning and inform teaching at ARE.</p> <ul style="list-style-type: none"> <li>Identify pupils for 1:1 mentoring with class teacher in Y5 &amp; Y6 to focus on core skills and being ready for the next year group.</li> <li>Continue focus on specific Oracy skills teaching.</li> </ul>	<ul style="list-style-type: none"> <li>EEF Toolkit on metacognition and embedding learning states that the impact on children retaining information is greater when metacognition is explicitly taught.</li> <li>The NfER guide 'What are the most effective ways to support disadvantaged pupils' attainment?' findings show that being data driven and responding to evidence is one of seven key building blocks. This includes identifying pupils' learning needs, reviewing progress regularly and addressing underperformance quickly.</li> <li>The NfER guide 'What are the most effective ways to support disadvantaged pupils' attainment?' findings show that clear, responsive leadership is one of seven key building blocks. This includes sharing thinking and investing in staff training.</li> </ul>				<b>Total £29,452</b>
<p>B. Increase the % of children making <b>expected progress</b> who are in more than one vulnerable group.</p>	<ul style="list-style-type: none"> <li>Phase Leaders identify pupils in more than one vulnerable group when analysing data.</li> <li>Class Action Plans identify contextual groups &amp; children making slow progress within PP &amp; other vulnerable groups are targeted first.</li> <li>Review Class Action Plans in Phase Meetings / Phase Pupil Progress Meetings</li> </ul>	<ul style="list-style-type: none"> <li>Some pupils need targeted support to catch up. This is a programme which has shown to be effective in other schools.</li> <li>Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.</li> </ul>	<ul style="list-style-type: none"> <li>Data analysis to identify where progress is an issue</li> <li>Contextual groups analysis to target individuals / groups of children with QFT and/or intervention</li> <li>Intervention tracking to identify success by progress made</li> <li>Class Action Plans to target individuals / groups of</li> </ul>	<p>Teachers</p> <p>Phase Leaders</p> <p>Phonics Middle Leader</p> <p>Intervention staff</p>		

	<ul style="list-style-type: none"> <li>Focus on consolidation of basic skills in planning – handwriting, reading, spelling, times tables, punctuation and rapid recall of number facts.</li> <li>Focus on Early Reading and Phonics – look at purchasing phonics books in FS.</li> <li>Identification of specific gaps in learning for intervention time.</li> <li>Identify pupils for 1:1 mentoring with class teacher in Y5 &amp; Y6 to focus on core skills and being ready for the next year group.</li> </ul>	<ul style="list-style-type: none"> <li>The NfER guide ‘What are the most effective ways to support disadvantaged pupils’ attainment?’ findings show that being data driven and responding to evidence is one of seven key building blocks. This includes identifying pupils’ learning needs, reviewing progress regularly and addressing underperformance quickly.</li> </ul>	<p>children with QFT and/or intervention</p> <ul style="list-style-type: none"> <li>Pupil Progress Meeting notes to measure impact</li> </ul>			
<p><b>C. Ensure Quality First Teaching</b> guarantees fluid and targeted interventions, which are monitored and evaluated for impact.</p>	<ul style="list-style-type: none"> <li>Develop a central record of all interventions PP children have throughout year (Edukey)</li> <li>SENCO supports teachers to identify barriers to learning for individual children, particularly for children working below.</li> <li>SENCO supports teachers with strategies to support progress and learning</li> <li>Develop tracking system to show small step progress for children working below age-related expectations.</li> <li>Class Action Plans identify pupils making slow progress and relevant interventions</li> <li>ISPs have relevant targets and are regularly reviewed (Edukey)</li> <li>Create shared PP Google Drive where KM can ask Phase Leaders/</li> </ul>	<ul style="list-style-type: none"> <li>The NfER guide ‘What are the most effective ways to support disadvantaged pupils’ attainment?’ findings show that high quality teaching for all is one of seven key building blocks. This includes a providing consistently high expectations, monitoring performance and sharing best practice.</li> <li>The NfER guide ‘What are the most effective ways to support disadvantaged pupils’ attainment?’ findings show that clear, responsive leadership is one of seven key building blocks. This includes sharing thinking and investing in staff training.</li> <li>The EEF Guide to Pupil Premium identifies that a top priority for PP</li> </ul>	<p>A central record tracks input and support each PP child receives and can be tracked back to look at historical information. Analysis to see progress made towards targets of:</p> <ul style="list-style-type: none"> <li>Data</li> <li>Class Action Plans</li> <li>Intervention monitoring data</li> <li>ISPs</li> </ul>	<p>SENCO</p> <p>Teachers</p> <p>Subject Leaders</p>	<p>Spring Analysis after each data collection</p>	<p>£1,098</p> <p>£10,116</p> <p>£1,100</p> <p>£14,965</p> <p>£17,853</p>

	<p>Subject Leaders to save evidence required for analysis</p> <ul style="list-style-type: none"> <li>• Do CPD / further research on how to support disadvantaged pupils</li> <li>• Continue Lesson Study approach with staff so that they drive their own professional development that impacts directly on children's learning (Focus on meeting the needs of all learners through modelling, differentiation and/ or feedback)</li> <li>• Develop work with Whole Education to drive QFT – WeLab and Spirals</li> <li>• Develop CREW &amp; REAL LIFE curriculum initially in Y5 &amp; Y4 before rolling out across school. (To drive independent learning)</li> <li>• Continue with development of whole curriculum to ensure a rounded education for all children (Subject Leader training)</li> </ul>	<p>spending is supporting teachers to keep improving and be effective.</p> <ul style="list-style-type: none"> <li>• The Sutton Trust's 2011 report revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds.</li> </ul>				<b>Total £45,132</b>
<b>ii. Targeted academic support</b>						
<p><b>D. Develop the support net within the hierarchy of need.</b></p> <p>i. The % of children completing their independent learning tasks</p>	<ul style="list-style-type: none"> <li>• Develop electronic tracking systems for LA support net tasks:</li> <li>• Attendance</li> <li>• Reading Racetracks</li> <li>• Homework</li> <li>• Ensure record keeping is updated weekly.</li> <li>• LAs flag concerns to teachers and work together to improve.</li> <li>• Deliver CPD for LAs</li> </ul>	<ul style="list-style-type: none"> <li>• EEF research on how best to use LAs has shown that improving the nature and quality of TAs talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• LA tracking system analysis shows an increase in the number of PP children completing independent learning tasks.</li> <li>• Reports on impact of LA support by the PP champion. Impact overseen by PP Lead.</li> </ul>	<p>Learning Assistants</p> <p>Pupil Premium Champion</p>	<p>Termly</p>	

<p>(homework/ spelling / Reading Racetracks / AR quizzing / TT Rock Stars) increases.</p>	<ul style="list-style-type: none"> <li>Establish emotional impact of Covid to identify children who have been badly affected – offer additional support for MHWB in class from teacher or LA</li> </ul>	<ul style="list-style-type: none"> <li>Research has found that building relationships is a strong factor in pupil engagement.</li> <li>The NfER guide ‘What are the most effective ways to support disadvantaged pupils’ attainment?’ findings show that deploying support staff effectively is one of seven key building blocks. This includes training teaching assistants to support pupils’ learning.</li> </ul>	<ul style="list-style-type: none"> <li>Support / CPD where needed for LAs</li> <li>Coaching support for PP Champion.</li> </ul>			
<p><b>E. Develop a tiered approach</b> of support where children receive the most appropriate support/ interventions.</p>	<ul style="list-style-type: none"> <li>PP champion supports teachers to plot children on the BFPS hierarchy of pupil need.</li> <li>Teachers identify specific gaps in learning for each pupil and have clear actions to address these through QFT and/ or intervention.</li> <li>Phase Leaders monitor the interventions/groups that children are put in to ensure they link to the hierarchy of need.</li> <li>Inclusion Team analyse data to show impact including for the Behaviour Mentor / School Counsellor.</li> <li>Develop a system of rewards to increase effort &amp; participation of PP children.</li> </ul>	<ul style="list-style-type: none"> <li>EEF guide to PP recommends tiered approach to supporting disadvantaged. (Targeted support for struggling children should be a key priority).</li> <li>Plotting children will lead to choosing most appropriate intervention.</li> <li>Maslow’s Hierarchy of Need states that in order for motivation to occur at the next level, each level must be satisfied within the individual themselves.</li> <li>The NfER guide ‘What are the most effective ways to support disadvantaged pupils’ attainment?’ findings show that meeting individual learning needs is one of seven key building blocks. This involves seeking the best strategies to help each pupil make the next</li> </ul>	<ul style="list-style-type: none"> <li>Coaching support for PP Champion.</li> <li>Use CPD to deliver training on how to plot children on the BFPS Hierarchy of need</li> </ul> <p>Impact seen in:</p> <ul style="list-style-type: none"> <li>Data analysis</li> <li>Intervention tracking</li> <li>Rewards tracking analysis</li> <li></li> </ul>	<p>Phase Leaders</p> <p>Inclusion Team (NG, NW, NM)</p> <p>Pupil Premium Champion</p>	<p>Spring 2?</p> <p>Analysis after each data collection</p>	<p>£7,482</p> <p>£57,900</p> <p>£21,562</p>

	<ul style="list-style-type: none"> <li>• 1:1 or 1:2 Interventions from Behaviour Mentor for specific identified children</li> <li>• Identify children for fine and gross motor skills intervention</li> </ul>	<p>step in their learning, providing individual support for specific learning needs and grouping support for pupils with similar needs.</p> <ul style="list-style-type: none"> <li>• John Dunford (Whole Education) states that Middle Leaders have a key role in raising achievement and closing the gap. This is especially true in England, where the gap between attainment of rich and poor is wider than in many other countries.</li> </ul>				<b>Total £87,304</b>
<b>iii. Other approaches / Wider Strategies</b>						
<b>F. Attendance and timekeeping</b> improves and leads to less missed learning time	<ul style="list-style-type: none"> <li>• Develop team of Year Group Attendance Champions to work with children to improve attendance and lateness</li> <li>• Analysis of attendance concerns logged on CPOMS</li> <li>• Further develop tracking systems to show impact of work of EWO &amp; Attendance Officer to improve attendance and lateness.</li> </ul>	<ul style="list-style-type: none"> <li>• Improved attendance and thereby increased learning time in school will ensure better attainment and progress due to reduced gaps in knowledge.</li> <li>• NfER briefing for school leaders identifies addressing attendance as a key step to improving attainment.</li> </ul>	<ul style="list-style-type: none"> <li>• Regular meetings with EWO &amp; Attendance Officer about absence issues.</li> <li>• Attendance analysis shows a decrease in attendance issues for PP</li> </ul>	Attendance Officer  EWO		£11,994  <b>Total £11,994</b>

## 6. Review of expenditure

Previous Academic Year 19/20

Quality of teaching for all

Desired Outcome	Actions	Estimated impact Did you meet the success criteria? Include impact on pupils not eligible for PP if appropriate.	Lessons learned	Cost																																												
<p>Improve the % of children achieving ARE in Reading, Writing and Maths. 100% of PP children to make a minimum of expected progress in reading writing and maths.</p>	<ul style="list-style-type: none"> <li>Continue to take part in Voice Leicester project to improve children's Oracy skills and facilitate learning as a 'hub' school.</li> </ul>	<p>Due to Covid 19 there is no end of year data available to compare the impact of improved Oracy and its impact on Reading Writing and Maths attainment. However, data below shows that that in the majority of the year groups there is an upward trend. Only in Year 4 and Year 1 for writing there was a slight dip.</p> <table border="1" data-bbox="922 595 1581 1347"> <thead> <tr> <th>Progress data (3 step or more) Year 1-5</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Year 1 18/19</td> <td>65%</td> <td>74%</td> <td>74%</td> </tr> <tr> <td>Year 1 19/20</td> <td>72%</td> <td>70%</td> <td>83%</td> </tr> <tr> <td>difference</td> <td>+7%</td> <td>-4%</td> <td>+9</td> </tr> <tr> <td>Year 2 18/19</td> <td>53%</td> <td>59%</td> <td>55%</td> </tr> <tr> <td>Year 2 19/20</td> <td>77%</td> <td>68%</td> <td>74%</td> </tr> <tr> <td>difference</td> <td>+24%</td> <td>+9%</td> <td>+19</td> </tr> <tr> <td>Year 3 18/19</td> <td>70%</td> <td>46%</td> <td>61%</td> </tr> <tr> <td>Year 3 19/20</td> <td>69%</td> <td>67%</td> <td>64%</td> </tr> <tr> <td>difference</td> <td>+1%</td> <td>+21%</td> <td>+3%</td> </tr> <tr> <td>Year 4 18/19</td> <td>56%</td> <td>65%</td> <td>70%</td> </tr> </tbody> </table>	Progress data (3 step or more) Year 1-5	Reading	Writing	Maths	Year 1 18/19	65%	74%	74%	Year 1 19/20	72%	70%	83%	difference	+7%	-4%	+9	Year 2 18/19	53%	59%	55%	Year 2 19/20	77%	68%	74%	difference	+24%	+9%	+19	Year 3 18/19	70%	46%	61%	Year 3 19/20	69%	67%	64%	difference	+1%	+21%	+3%	Year 4 18/19	56%	65%	70%	<p>A case study of the impact of vocabulary on reading writing &amp; maths would have been useful to illustrate impact Further investigation into the dip in writing data will need to take place to establish why this is and what support can be put into place to support those year groups. CPD on oracy and writing will support this too.</p>	
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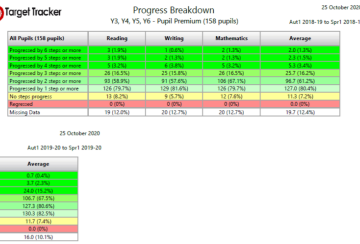
		<table border="1"> <tr> <td>Year 4 19/20</td> <td>64%</td> <td>64%</td> <td>55%</td> </tr> <tr> <td>difference</td> <td>+8%</td> <td>-1%</td> <td>+15%</td> </tr> <tr> <td>Year 5 19/20</td> <td>72%</td> <td>70%</td> <td>74%</td> </tr> </table> <p>Oracy remains a key driver of learning at BFPS. We will continue as a hub school and support other schools with their Oracy. Oracy has a subject lead within the school who will continue to develop the progression of skills within Oracy throughout the year groups.</p>	Year 4 19/20	64%	64%	55%	difference	+8%	-1%	+15%	Year 5 19/20	72%	70%	74%		
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	<ul style="list-style-type: none"> <li>Subject specific vocabulary teaching, broadens and develops children's talk and understanding. Vocabulary is split into tiers and specifically taught.</li> <li>Coaching by Oracy lead for quality planning ensures Quality First Teaching addresses vocabulary gaps and promotes use of targeted vocabulary in the classroom.</li> </ul>	<p>In KS2, Geography and History subject specialists from the mat came in to support year groups. The support included the development of vocabulary. The impact of this work is that book scrutinies, lesson observations and pupils recall of information show that vocabulary now supports the acquisition of History and Geography skills and that vocabulary acquisition now progresses throughout the Key stage.</p>	<p>Drop in's from the wider curriculum lead shows that this is happening in classrooms. This needs to continue as we are developing it to impact on children's written work.</p>	<p>£13,229</p>												
	<ul style="list-style-type: none"> <li>Develop TA's monitoring of PP children</li> </ul>	<p>The PP Champion conducted TA training using the BFPS PP Pyramid of need. Monitoring sheets were established and children tracked for spellings, times tables, attendance and reading quizzes.</p> <p>57% of classes increased the number of race tracks brought by PP children  36% brought in the same amount  7% (1 class) decreased in the amount of race tracks they were bringing.</p> <p>The impact of tracking has been that in 57% of classes there was an improvement in the number of racetracks in the raffle draw. In 36% of classes the number of racetracks stayed the same.</p> <p>Due to the deep clean (November 2019) following a Norovirus outbreak some data went missing therefore numerical data cannot be reported for some classes.</p>	<p>PP champion to establish weekly electronic recording of the monitoring  Improvements could have been tracked week on week in the different areas of the project to have more impact. Better record keeping is needed.  The Tracking of children has ensured that none fall through the net and are overlooked.  This system will need revising for the new academic year. A more</p>	<p><b>Total</b>  <b>£13,229</b></p> <p>£2,374</p>												



	<p>Attendance data was also affected by the Norovirus outbreak and skews any statistical data obtained. However, reporting of attendance patterns were beginning to be reported by the LAs and therefore the PP champion lead was able to liaise with phase leaders to highlight the concerns and they were able to follow up with parents/individual children.</p> <p>Feedback comments from LAs “**** attendance improved last week due to attendance chart with rocket and astronaut” this attendance pattern had been picked up from the sheets used “I supported them in class to quiz” (comments on sheet show the additional support)</p>	<p>consistent approach will need to be maintained</p>	<p><b>Total</b> <b>£2,374</b></p>
<ul style="list-style-type: none"> <li>● Train Lead planners for reading in each year group.</li> </ul>	<p>Three teachers in KS2 have been trained to lead Reading in their year groups. The impact of this training has been a consistent approach to the teaching and application of reading skills in order to improve comprehension skills. Monitoring of planning and teaching has been completed and this has demonstrated consistency across year groups. Children are becoming more skilled in the application of reading skills in shared and guided reading sessions.</p> <p>AfL CPD reminded staff of the range of AfL strategies and also the reason for using different approaches depending on assessment need. This work was built on in phase meetings and lesson observations began to show the impact of these. A Lesson Study approach where teachers observed each other to further develop quality first teaching was cut short due to covid. The initial assessment of impact was that teachers benefited from watching each other and discussing different strategies and approaches</p>	<p>This now needs to be transferred to all reading across the curriculum. Logging of the attendance concerns from the PP lead will need to happen next academic year.</p>	<p>£16,782</p> <p><b>Total</b> <b>£16,782</b></p>
<ul style="list-style-type: none"> <li>● Phase Leaders support staff to develop quality assessment for learning strategies and ensure quality feedback is given to children to accelerate progress and attainment</li> </ul>	<p>An initial action plan following the SIL review for phonics was implemented and teaching improved in pace and learning during the lesson as a result.</p> <p>Interventions planned and delivered based on children’s needs/gaps in knowledge. These were monitored by phase leaders, subject leads and external moderation</p> <p>Pupil progress meetings included discussions about pupil premium children. Teachers were supported with looking at data, classroom teaching and learning and additional support measures that could be put in place to help the child make</p>	<ul style="list-style-type: none"> <li>● Phase Leaders to facilitate year group action plan for their phase following curriculum review days to ensure accelerated progress in identified areas.</li> <li>● Pupil progress meetings support teachers in targeting pupils appropriately to maximise progress.</li> </ul>	<p>£46,393</p>

	<ul style="list-style-type: none"> <li>Additional teacher in Y6 to enable more time for quality feedback through mentoring/feedback sessions and the teaching of skills to support independent learning</li> </ul>	<p>accelerated progress where needed. (see pupil progress notes for class teachers)</p> <p>Additional teacher in Year 6 appointed, however due to covid end of year data unavailable.</p>	<p>pupils appropriately to maximise progress.</p> <ul style="list-style-type: none"> <li>Additional teacher in Y6 to enable more time for quality feedback through mentoring/feedback sessions and the teaching of skills to support independent learning</li> </ul>	<p><b>Total</b> <b>£46,393</b></p>
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Desired Outcome	Actions	Estimated impact	Lessons learned	Cost
<p>Develop an Oracy Driven curriculum that teaches children to reason, negotiate, present and explore ideas. This allows children to learn <b>to talk</b> and learn <b>through talk</b></p> <p>Develop an Oracy driven curriculum that teaches children to make connections between their learning</p>	<ul style="list-style-type: none"> <li>Train teachers to utilise an Oracy toolkit effectively to teach the children <b>to talk and learn through talk.</b></li> <li>Coaching by the Oracy Lead embeds the Oracy approach to the new Foundation subject curriculum and ensures consistency of QFT</li> <li>Oracy lead monitors impact of new curriculum approach through assessment of Oracy skills and learning <b>through Oracy</b> to measure impact and progression</li> <li>Provide children opportunities to present their learning through purposeful outcomes (written and oral)</li> <li>Develop teacher's metacognition teaching</li> </ul>	<p>Did you meet the success criteria? Include impact on pupils not eligible for PP if appropriate.</p> <p>Invited other schools to see this as part of voice Leicester. Evidence of a range of oracy activities taking place throughout the school. Discussion sentence stems are evident through KS1 and KS2</p> <p>Voice 21 supported the creation of a program of oracy outcomes for the wide curriculum e.g debates, museums. Monitoring and evaluation of this will happen this academic year due to covid.</p> <p>Voice 21 the museums happened all teachers went to look at the year 6 showcase. Graphic organisers to be embedded this year to support the talk and written.</p> <p>CPD on metacognition delivered by BP and EB to teachers and EB continues to work on this through oracy and wider curriculum CPD.</p>		£2,000

	<p>strategies through dedicated CPD time.</p> <ul style="list-style-type: none"> <li>Develop further use of discussion to support positive learning behaviour and thinking skills</li> <li>Plan and develop a spiral curriculum to support understanding and make explicit connections</li> <li>Enable children to visualise their learning through long arcs, bedrocks (maps and timelines) and Science lab badges.</li> </ul>	<p>Challenge partners said oracy was a strength and learning through talk is a strength</p> <p>CPD on teachers day supported teachers to develop the history spiral curriculum, develop teachers own subject knowledge and planning the knowledge and skills progression in History. Further CPD on other wider curriculum areas will follow Children have returned this academic year being able to confidently talk about the timelines and retain information. Monitoring and evaluation to happen Autumn 1.</p>		<p><b>Total</b> <b>£2,000</b></p>
<p>Increase the % of children making expected progress who are in more than one vulnerable group</p>	<ul style="list-style-type: none"> <li>Phase Leaders identify pupils in more than one vulnerable group when reviewing Data and targeted children</li> <li>Phase Leaders monitor Quality First Teaching to ensure pre-teaching supports PP children with EAL/SEN to access class learning.</li> <li>SEN SLT Lead continues to develop tracking of SEN children to maximise progress</li> <li>PP Champion supports teachers to plot PP children on the BFPS hierarchy of PP need which leads to the most appropriate interventions</li> <li>PP children are specifically targeted by teachers for 1st check ins and 1st oral feedback. Scaffolds support</li> </ul>	<p>Class action plans were created from the baseline data, but the impact of these was not yet seen. However, steps progress data for PP children currently in Years 3 – 6 for 2018 Aut1–Spr1 and 2019 Aut1–Spr1 shows that Expected progress of 3 steps increased In Reading from 17% to 70% Writing from 16% to 67% Maths from 17% to 66%</p>  <p>BP began a tracking system for SEN children but still needs to develop this further.</p> <p>Teachers began doing this in lessons. This was something that will need to be monitored next academic year.</p>	<p>A case study from each key stage would showcase the impact.</p> <p>Investigate / monitor progress of PP children in yrs 1 &amp; 2</p> <p>To develop a central record of all the interventions the pupil premium child may have throughout the year to track the input and support they are getting. This may also then link in</p>	<p>£29,355</p> <p><b>Total</b></p>

	independent thinking and behaviour for learning.		with barriers to learning for that individual child.	<b>£29,355</b>
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**ii. Targeted support**

Improve progress for children who are eligible for PP funding.	<ul style="list-style-type: none"> <li>Quality First Teaching ensures fluid and targeted interventions which are monitored and evaluated for impact, this will lead to at least 1 step improvement in attainment.</li> <li>PP children without SEN who are below ARE, are targeted for accelerated progress. See Appendix B</li> <li>Continue with Western and Abbey Park to support children with significant needs to make small step progress</li> </ul>	<p>Lesson observations show that intervention groups were more fluid, but there is not intervention monitoring data available..</p> <p>These children were targeted in class action plans and discussed at pupil progress</p> <p>Western park data shows that all children made small steps of progress within the different areas. All children in Western park made progress in at least 1 area of the SEB statements between Aut 2 and Spring 1. 2 out of 3 children passed the 2019 phonics screening test. In Maths, the maths key skills document used to track the children showed that they had all made some progress in the different areas highlighted in the document.</p>		<p>£11,572</p> <p><b>Total £11,572</b></p>
A tiered approach of support, where children receive the most appropriate support / interventions	<ul style="list-style-type: none"> <li>Children are plotted on the BFPS PP hierarchy of need so that interventions are matched to a child's specific need or area of targeting.</li> <li>PP champion to support teachers and LAs to plot children on the BFPS pupil premium hierarchy of need.</li> <li>Phase Leaders to monitor the interventions/groups that the children are put in so that they are linked to the BFPS pupil premium hierarchy of need.</li> <li>Inclusion team data shows the impact of their interventions including; ehaviour Mentor and School Counsellor</li> </ul>		<p>To set up systems that will evidence impact</p> <p>To be added to the TA checklist to ensure that PP children are receiving as many reach it points as the non PP children.</p>	<p>£33,138 £800</p>

	<ul style="list-style-type: none"> <li>Tracking of rewards ensures PP children rewards increase through increased participation and effort</li> </ul>			<b>Total £33,938</b>
The % of children completing their independent learning tasks (homework/reading racetracks/spelling/ AR quizzing) increases.	<ul style="list-style-type: none"> <li>Develop a 'net' to ensure that the % of PP children completing independent tasks increases</li> <li>PP champion to work with LAs to become class ambassadors for pp children.</li> <li>LAs to flag up any attendance concerns</li> <li>LAs to build on metacognition strategies used in the classroom to enable self-actualisation and positive well-being</li> </ul>	The net was developed and TAs were ensuring a daily check in was done, race tracks for children reading in school were signed by the TA so that the PP children had opportunity to enter the raffle draw(increase in race tracks), Accelerated reader and quizzing was also being monitored by the TAs. Some TAs were reporting attendance concerns but not all so this will be something to develop further.	In review of this a baseline needs to be established at the beginning of the year so that the impact of the LAs can be measured.  PP champion to log all concerns.	
<b>iii. Other approaches</b>				<b>Cost</b>
<p>The Attendance project targets specific groups of pupils. Higher rates of attendance and improved timekeeping leads to less missed learning time.  <b>Develop team of Year Group Attendance Champions to work with children to improve attendance and lateness Further develop tracking systems to show impact of work of attendance officer and EWO to improve attendance</b></p>				