



## Bolham Primary School-Pupil Premium

### 2020/2021 Academic Year

<b>Number of pupils and grant received</b>	
Total number of pupils on roll	114
<b>Total amount of PPG received 2020/2021 (£)</b>	£17,300
<b>Grand total for 2020/21</b>	£17,300
<b>Summary of PPG spending 2020/21</b>	
<b>Barriers to future attainment and progress</b>	
In school barriers	
A	There are small numbers of pupil premium in each year. Pupil premium initiatives often need to be targeted interventions for specific individuals.
B	Post lockdown recovery may be slow and impact on levels of PP attainment and progress
C	Poor attendance or sporadic attendance due to Covid -19 self- isolation or lockdown may have an impact on the attainment and progress of PP pupils
External barriers	
D	Adverse Childhood Experiences can affect educational outcomes for Pupil Premium and PP+ pupils.  School to school mobility can also have an adverse impact and attainment for PP pupils

<b>Desired Outcomes</b>		
<i>Desired outcomes and how they will be measured</i>		<i>Success criteria</i>
A	Yearly PP intervention is based upon data analysis of cohort needs and intervention programmes address pupils' specific learning requirements	Pupils make good progress in reading and writing from their post lockdown baseline. Rising Stars data shows evidence of progress in maths from their post lockdown baseline
B	PP pupils who are SEN are well supported on return to school and make good or better progress from their starting point	Percentage of PP pupils who are SEN make good or better progress by the end of KS1 and KS2
C	PP+ pupils make good progress in phonics from their starting point.	Percentage of Year 2 PP+ children achieving ARE in Phonics is in line with above non PP national outcomes. (2019 -82%) Please note that Year 2 will take their Year 1 phonics test in the Autumn Term 2020  Percentage of Year 1 PP+ children achieving ARE in Phonics is in line with above non PP national outcomes. (2019 -82%)
D	All PP KS2 pupils take part in challenging learning opportunities.  EYFS and KS1 PP and PP+ pupils receive PSHE support required to achieve ARE or above	100 % of KS2 PP pupils will participate in Jaguar Challenge, Exmoor Challenge and or residential experiences in order to support wider curriculum development and promote positive self -esteem.  EYFS PP pupils achieve GLD or Early Years Adopter equivalent standard  Percentage of Year 2 PP children achieving ARE in reading, writing and maths is in line with or above non PP national outcomes. 2019 – 75 %reading 76% maths 69 % writing

1.Planned Expenditure					
Academic year		2020/21			
Quality of teaching for all					
Desired outcome	Chosen action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date
<p>Yearly PP intervention is based upon accurate data analysis of cohort needs and intervention programmes address pupils' specific learning needs so that all PP pupils make good progress from their starting point.</p> <p>Pupils have the support required to make good progress from their post lockdown starting point</p>	<p>Purchase good quality resources thus enabling staff to plan good quality teaching sequences</p> <p>Cost AR to this line</p> <p>TA support in each class to provide 1 :1 PP help and intervention where required.</p>	<p>Rising Stars Assessment programme used to support AFL and effective planning since 2015.KS2 Maths attainment in line with national attainment 2016/17 and 2017/8 and above 2018/19. Non mobile PP pupils achieved ARE in maths 2018/19 at KS1 and KS2 . Teacher Assessment March 2020 indicated pupils on track to achieve ARE</p> <p>TA Inference Reading Programme introduced 2016-17, with results showing significant improvement in pupils achieving the higher level of attainment from 2015-16 and being broadly in line 2018/19 Teacher Assessment March 2020</p>	<p>Subject Leaders to provide CPD support in all staff.</p> <p>Subject leaders to monitor termly attainment and progress of PP pupils and report to governing body.</p> <p>Headteacher to review data termly with SLT</p>		<p>January 2021</p> <p>Termly</p>

<p>Y2 PP pupils make good progress in phonics and achieve ARE expectations at the end of Year 2</p> <p>Y1 PP pupils make good progress in phonics and achieve ARE expectations at the end the year</p> <p>EYFS PP achieve GLD or Early Years Adopter equivalent at the end of 2021</p>	<p>SLT and KS1 staff to continue to monitor Year 1 and 2 Phonics Tracking programme</p> <p>Additional TA support in each class to provide 1 :1 PP help and intervention where required.</p>	<p>indicated pupils on track to achieve ARE</p> <p>100% of year 1 pupils achieved ARE in Year 1 phonics test 2018 and 92% in 2019. Teacher Assessment March indicated a high level of attainment for 2020</p> <p>EYFS GLD outcomes consistently above national average over the past three years</p>	<p>Subject leader and headteacher to review phonics data termly.</p> <p>EYFS teacher and headteacher to review progress of EYFS pp pupils</p>		<p>December 2021</p>
			<p>Total Budgeted cost</p>		<p>£11,510</p>

Targeted Support					
Academic year		2020/21			
Quality of teaching for all					
Desired outcome	Chosen action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date
PP pupils who are SEN make good or better progress from their starting point	<p>SENCO employed on a weekly basis to support pupils and their families</p> <p>Dedicated SEN timetable</p> <p>Dedicated TA release time to liaise with SENCO and provide support for other colleagues working with PP SEN pupils</p> <p>High pupil /teaching assistant ratio in classes where SEN need is high</p>	<p>SENCO employed 2019/20 improved outcomes for pupils and their families in terms of Early Help.</p> <p>100% of PP SEN pupils were on track to achieve ARE in Y1 phonics</p> <p>High pupil/teaching assistant ration has had positive impact on EYFS and KS1 over three years in terms of attainment</p>	<p>SLT data review each term</p> <p>SENCO update to Headteacher –termly</p> <p>Parental feedback</p> <p>CPOMS review of behaviour reports</p> <p>Total budgeted cost</p>	Headteacher/SENCO	<p>End of each term</p> <p>£3,600</p>

Other Approaches					
Academic year		2020/21			
Quality of teaching for all					
Desired outcome	Chosen action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date
C All PP KS2 pupils take part in a challenging learning opportunities	Pupil to engage in wide range of challenging learning opportunities including Gifted and Talented programme, Outdoor Education Programme, Jaguar Challenge ,Youth Speaks and Exmoor Challenge	100% of non- mobile KS2 PP pupils achieved national outcomes in reading, writing and maths in 2018/19 and accessed this programme.	Residential and Challenge presentations to parents and pupils to encourage participation.  Data collection for uptake in KS2	DW  Senior administrator	July 2021
EYFS and KS1 pupils make good progress from their starting points.	Pupil Premium have 1 :1 PSHE support when required from TA within class	Research shows that pupils with adverse childhood experiences consistently underperform academically and have below average life expectancy	SLT subject leads to monitor pupil attainment and progress at key points through the year and report to AEG	DW	Feb 2021
			Total Budgeted cost		£2,190

