

## Pupil Premium Strategy Statement 2019/20 to 2020/21 – Blackthorn Primary School

| 1. Summary information |                           |                                  |          |  |          |
|------------------------|---------------------------|----------------------------------|----------|--|----------|
| School                 | Blackthorn Primary School |                                  |          |  |          |
| Academic Year          | 2019/20                   | Total PP budget 2019-20          | £125,320 | Date for next internal review of this strategy |          |
| Total number of pupils | 261                       | Number of pupils eligible for PP | 73       | Date of most recent PP Review                  | 5.10.20  |
| Academic Year          | 2020/21                   | Total PP budget 2020-21          | £95,639  | PP Carry Forward from 2019/20                  | £10,729  |
| Total number of pupils | 233                       | Number of pupils eligible for PP | 68       | Total budget 2020-21 (including carry forward) | £106,368 |

| 2. Current attainment at KS2                             |  |  |  |
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|  | <i>Pupils eligible for PP<br/>(your school)<br/>2018</i> | <i>Pupils eligible for PP<br/>(your school)<br/>2019</i> | <i>National average for all pupils</i> |
| % achieving expected level in Reading, Writing and Maths | 23%  | 46%  | 65%                                    |
| % achieving expected level in Reading                    | 39%  | 50%  | 73%                                    |
| % achieving expected level in Writing                    | 61%  | 46%  | 78%                                    |
| % achieving expected level in Maths                      | 45%  | 54%  | 79%                                    |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability)                             |   |
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| <b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )          |   |
| <b>A.</b>   | When children enter reception year a significant percentage of children have EYFS baseline scores which are well below national baseline scores, across all areas and Nursery children enter with significantly lower communication and language than expected for their age. |
| <b>B.</b>   | Significantly higher % of PP children also identified as having SEND.   |
| <b>C.</b>   | A significant percentage of pupils in the school who are eligible for PP require a high level of additional pastoral support to access learning.  |
| <b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> ) |   |
| <b>D.</b>   | There is high mobility within the school.   |
| <b>E.</b>   | PP children within the school have lower attendance rates and rates of lateness than non-PP children.   |
| <b>F.</b>   | School serves an area of significant social deprivation.  |

| 4. Desired outcomes |   |  |
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|                     | <i>Desired outcomes and how they will be measured</i>   | <i>Success criteria</i>  |
| <b>A.</b>           | Children who enter the school in Reception year with Speaking and Listening and Attention skills which are well below national expectations will reach age related expectations by the end of the year.   | <ul style="list-style-type: none"> <li>The majority of children, including PP children, will make accelerated progress and reach age related expectations by the end of Reception year.</li> </ul>   |
| <b>B.</b>           | <p>Gaps between PP/Non-PP pupils, as evidenced through standardised assessments close over the course of the year through quality first teaching and appropriate interventions.</p> <p>All pupils with additional needs including SEN and EAL are identified and supported both by school and by external agencies in order that they make good progress.</p> | <ul style="list-style-type: none"> <li>Evidence that all children have access to quality teaching which is supported, through training, by external specialists.</li> <li>Evidence that children who have joined the school have had baseline assessments carried out in all areas including PASS.</li> <li>Evidence that 'gaps' in PP children's learning have been identified, and that those 'gaps' have been targeted through 1:1 or small group support. .</li> <li>Evidence that all new to school children have an initial home visit from a school Family Support Worker in order that potential home/emotional barriers can be identified and supported.</li> </ul> |
| <b>C.</b>           | <p>Pupils identified as needing additional pastoral support in order to be 'ready for learning' will be supported through nurture interventions, Early Help and Child in Need.</p> <p>Looked After Children will have their pastoral needs identified through the PEP process and will have access to the appropriate resources.</p>                          | <ul style="list-style-type: none"> <li>Evidence of identification of vulnerable pupils through the use of PASS (Pupil Attitudes to School) and Family Worker Support.</li> <li>Evidence of the use of 1:1 and group support improving opportunities for readiness for learning and increased attainment.</li> <li>Evidence of the impact of interventions. (PASS retest, Boxall)</li> </ul>  |
| <b>E.</b>           | PP children to improve levels of attendance and punctuality.  | <ul style="list-style-type: none"> <li>Improved attendance for pupils eligible for PP. Reduction in number of recorded 'lates'</li> <li><i>Overall Attendance of PP children 2018/19 – 94.6%,<br/>Overall Attendance of PP children 2019/20 up until March 2020 -<br/>Target for 2020/21 - 96 %<br/>Target for 2020/21 - 3%</i></li> <li>Evidence of PP children with poor attendance being offered/attending breakfast club.</li> </ul>   |



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| <p><b>(b) Gaps between PP/Non-PP pupils, as evidenced through standardised assessments close over the course of the year through quality first teaching and appropriate targeted interventions.</b></p> | <p>Coaching and mentoring the development of high-quality teachers.</p> <p>Early identification of needs/barriers and gap analysis in learning due to lockdown/coronavirus.</p> <p>Targeted tuition for groups and individuals to support.</p> <p>Clear targets with high expectations.</p> <p>Interventions closely monitored and evaluated effectively.</p>  | <p>Quality first teaching is key to accelerating progress. Studies show the impact of high-quality teaching on PP pupils is high; the impact of poor-quality teaching particularly marked.</p> <p>AC and SW (English and Maths) work closely with school leaders to ensure that strategies and methods support current national recommendations.</p> <p>Kinetic letters shows impact in enabling children to develop core and fluency in handwriting.</p>   | <ul style="list-style-type: none"> <li>• Embed a structured approach to mentoring and coaching to ensure that high-quality CPD for teachers is in place and impacts children's outcomes.</li> <li>• Implement Blended Learning Strategy.</li> <li>• Termly NPAT (academy) moderation of children's work with senior leaders and teachers</li> <li>• Termly 'Book Looks' by Senior Leadership</li> <li>• Termly Pupil Progress meetings with senior leaders and gaps identified</li> </ul> | <p>Headteacher &amp; AHTs</p>   | <p>Ongoing</p> <p>2019-20 £36,687</p> |
| <p><b>Review</b><br/>September 2020</p>   | <p><b>Evidence of impact 2019-20</b></p> <p>This has been a successful strategy and will continued next year, however the circumstances across the country since the end of March 2020 meant that providing data as supporting evidence is not possible. The impact of a National lockdown also means the importance of this strategy is even greater for 2020-21 as children are likely to have more profound gaps.</p> | <p><b>Adaptation to strategy for 2020-21</b></p> <p>This year, this target will work in conjunction with the Covid Catch-Up Funding strategy/plan, which looks specifically at gaps that have widened as a result of children having an extended period of time out of school due to lockdown. The school's Blended Learning Strategy will play a fundamental role in ensuring children maintain the expected progress in learning in the event of periods of self-isolation. Additional tuition through homework club will be implemented to support core subjects and computing skills. (see Targeted support section c, which compliments this target)</p> | <p>Inclusion Lead and Headteacher</p>   | <p>December 2020<br/>February 2021<br/>June 2021</p> <p>2020-21 £24,513</p> |                                       |

## 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?   |
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| <p><b>(a) Pupils identified as needing additional pastoral support in order to be 'ready for learning' will be supported through nurture interventions, Early Help, Child in Need, PASS (Pupil Attitudes to School).</b></p> <p><b>Looked After Children will have their pastoral needs identified through the PEP process and will have access to the appropriate resources.</b></p> | <ul style="list-style-type: none"> <li>Nurture Provision</li> <li>Two Family Support Workers</li> <li>PASS (Pupil attitudes to school survey) carried out for all pupils in KS2</li> <li>Identified training and support put in place for FSWs, where identified (eg. attachment disorder/ protective behaviours)</li> <li>Increased support for families through Early Help</li> <li>1:1 support for pupils around attachment, protective behaviours, anger management, friendships and behaviour.</li> <li>Family Support through Early Help assessments</li> </ul>   | <p>External factors need to be addressed to ensure 'Readiness for Learning' Factors include finance, housing, deprivation, English as an additional language, migration, safeguarding or attendance.</p> <p>PASS. (Pupil Attitudes to school survey) enables needs to be identified. Support for group intervention with the Learning Mentor and Family Support Workers and also those children who may need additional 1:1 support in order to overcome their barriers to learning.</p> <p>Early Help Assessments are a recognised means of pulling agencies together to support families.</p> <p>The EFF Toolkit suggests that targeted behaviour interventions for those diagnosed or at risk of emotional or behavioural disorders have impact.</p> | <ul style="list-style-type: none"> <li>Regular review of children classed as vulnerable and the provision required to support them and their families.</li> <li>Intervention groups monitored</li> <li>Monitoring of provision offered by FSWs</li> <li>Termly feedback meetings</li> <li>Weekly safeguarding meetings</li> <li>Pupil Voice/Parent voice</li> <li>AIB monitoring</li> <li>PASS survey baseline score and retests following interventions</li> <li>Weekly FSW &amp; Senior Leadership meetings to share concerns/interventions</li> <li>Regular safeguarding training and reviews for Designated Safeguarding Officers</li> <li>Number of recorded behaviour sanctions for individuals monitored</li> <li>Proactively engage more families, who are suitable, with an EHA.</li> </ul> | <p>Family Support Workers</p> <p>Headteacher and AHTs</p>                    | <p>Ongoing<br/>January 2020<br/>April 2020<br/>September 2020</p> <p>2019-20 £43,367</p> |
| <p><b>Review</b><br/>September 2020</p>   | <p><b>Evidence of impact 2019-20</b></p> <p>The circumstances across the country since the end of March 2020 have impacted on this strategy and this had to be adapted to support children and families at home. Nurture is now embedded as a provision and is working effectively to support the pastoral needs of the children as evidenced in improved Boxhall scores and children successfully returning to class. Parents have commented on the difference the support has made to their child/children. (See Targeted support section)</p> <p>FSWs support of allocated families is linked to the work of the Learning Mentor. Evidence of impact by both roles is evidenced in the records of EHAs and intervention support work.</p> <p>Support for children and families by the Pastoral Team during lockdown was exemplary. Behaviour at the school is significantly improved as evidenced in behaviour records. Ofsted Parent View was extremely positive.</p> | <p><b>Adaptation to strategy for 2020-21</b></p> <p>Provision for pastoral support will continue, however it will be adapted to meet the government's Covid restrictions. This will require additional training and support in different bubbles, through shared expertise of key staff in the Pastoral Team. Contingency plans to be put in place to support children not able to attend school due to Covid-19.</p>   | <p>Headteacher</p> <p>Inclusion Lead</p> <p>Family Support Workers</p>   | <p>December 2020<br/>February 2021<br/>June 2021</p> <p>2020-21 £49, 631</p> |  |

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| <p><b>(b) PP to improve levels of attendance and punctuality.</b></p>  | <ul style="list-style-type: none"> <li>• Breakfast Club by invitation for PP pupils</li> <li>• Regular monitoring of families causing concern</li> <li>• Rigorous systems implemented to follow up attendance</li> <li>• Children identified as 'attendance concerns' to have a parent contract set up which stipulates an EHA.</li> <li>• Renew attendance reward system</li> </ul>  | <p>Breakfast club shown to have positive impact on attendance</p> <p>Low attendance shown to impact negatively on academic progress and children's wellbeing.</p>  | <ul style="list-style-type: none"> <li>• Implement an Addendum to the Attendance Policy that meets the needs of the current situation regarding Covid-19.</li> <li>• Restructure roles to meet the needs of attendance and Blended Learning at this time so as to provide support for families as required.</li> <li>• Breakfast Club staffing monitored so that it meets the needs of families as well as maintaining bubble integrity.</li> <li>• Regular monitoring</li> <li>• Case studies showing evidence of impact</li> </ul>              | <p>Headteacher</p> <p>FSW</p> <p>Learning Mentor</p>                   | <p>Ongoing</p> <p>2019-20 £5,955</p>  |
| <p><b>Review</b><br/>September 2020</p>  | <p><b>Evidence of impact 2019-20</b><br/>Breakfast Club has been used to support a range of children by invitation which has been welcomed by parents. Some children who are persistently late do not chose to attend. Breakfast Club was extended to offer sports clubs in the morning – weather dependant. Reception children have now had access to Breakfast Club. The 'Walking Bus' did not happen this year and may be a consideration for next year. Due to the significant changes to organisation in school and the pressures outside of school, this is an area that is highly likely to impact next academic year.</p> |  | <p><b>Adaptation to strategy for 2020-21</b><br/>Adapt Breakfast Club provision for Nurture to meet bubble requirements. Attendance will have an even higher profile under the current circumstances. Renewing the attendance reward system so that it freshly incentivises families. Targeted strategies for individuals who are late of develop poor attendance, will also be a priority. Greater emphasis on opening EHAs for these families. Consider methods for collecting children including 'Walking Bus' and the use of the minibus.</p> | <p>Headteacher</p> <p>Breakfast Club team</p> <p>Lead Sports Coach</p> | <p>December 2020<br/>February 2021<br/>June 2021</p> <p>2020-21 £7,188</p>  |
| <p><b>(c) Gaps between PP/Non-PP pupils, as evidenced through standardised assessments close over the course of the year through quality first teaching and appropriate interventions.</b></p> | <ul style="list-style-type: none"> <li>•1:1 and small group intervention provided by additional TA who is allocated specifically to improving attainment and progress for children who are eligible for PP.</li> <li>•Educational Psychologist commissioned weekly</li> <li>•Speech &amp; Language Lead (HF)</li> </ul>   | <p>Based on Sutton Trust, children benefit from additional support in class rather than being withdrawn.</p> <p>Commissioned support ensures that children's specific learning needs are clearly identified and support is tailored to meet those needs. This also provides parents with strategies to support with at home.</p> <p>Some pupils need targeted support to catch up.</p> | <ul style="list-style-type: none"> <li>•TA training.</li> <li>•Senior Leaders to liaise with class teacher to discuss impact of intervention</li> <li>•Book Looks</li> <li>•Learning Walks</li> <li>•Pupil Progress Meetings</li> <li>• Home work clubs set up in each bubble to provide additional teaching and 1 to 1 tuition in the core subjects and computing.</li> </ul>  | <p>Headteacher &amp; AHTs</p>  | <p>January 2020<br/>July 2020<br/>September 2020</p> <p>2019-20 £29,991</p> |

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| <p><b>Review</b><br/>September 2020</p> | <p><b>Evidence of impact 2019-20</b><br/>The circumstances across the country since the end of March 2020 have impacted on this strategy being fulfilled and so in the main it will continue to be worked on in 2020-21.<br/>Identification of children who are PP, with additional SEN needs has been supportive in enabling these children to have the right support moving forward. The Occupational Therapist has worked with children effectively and this provision has improved and will continue.</p> | <p><b>Adaptation to strategy for 2020-21</b><br/>Support staff will continue to implement high quality interventions for children during lesson times as part of identified SEN. SLT and teachers will continue to monitor gaps and look for any relevant trends that the school can proactively support. Implementing additional 'catch-up' strategies through lunch time clubs and after school homework clubs will enable a significantly wider group of children to have opportunities to meet their attainment targets and work on gaps in learning.</p> | <p>Inclusion<br/>Lead<br/><br/>Headteacher</p> | <p>December 2020<br/>February 2021<br/>June 2021<br/><br/>2020-21 £13,600</p> |
| <b>Total budgeted cost 2020-21</b>      |   |   |  | <b>£103,525</b>   |