

William Byrd Primary Academy

Proposed spending plan for 2020-2021

Total PP Budget £87,010 Date of most recent PP review November 2020 Total number of pupils 399 Number of pupils eligible for Pupil Premium Funding (Ever 6) 64 + 3 service Date for next internal review of this strategy March 2020

SUMMARY INFORMATION					
SCHOOL	WILLAM BYRD PRIMARY ACADEMY				
ACADEMIC YEAR	2020-2021	TOTAL PP BUDGET	£137, 190 + £31,307 CARRIED OVER FROM PREVIOUS YEAR TOTAL:£168,497	DATE OF MOST RECENT PP REVIEW	NOVEMBER 2020
TOTAL NUMBER OF PUPILS	577	NUMBER OF PUPILS ELIGIBLE FOR PUPIL PREMIUM FUNDING	139	DATE FOR NEXT INTERNAL REVIEW OF THIS STRATEGY	MARCH 2020

Assessment information

Based on Teacher assessment in March 2020

EYFS		
	Pupils eligible for pupil premium (PP)	Pupils not eligible for PP
Reading	80%	75%

EYFS		
Writing	80%	80%
Maths	80%	78%
GLD	80%	75%

END OF KS1		
	Pupils eligible for PP	Pupils not eligible for PP
% making expected or better than expected progress in reading	58%	61%
% making expected or better than expected progress in writing	50%	52%
% making expected or better than expected progress in maths	58%	66%

YEAR 2 PHONICS SCREENING CHECK*		
Pupils eligible for PP	Pupils not eligible for PP	National average
Add results once test is completed		

END OF KS2		
	Pupils eligible for PP	Pupils not eligible for PP

END OF KS2		
% making expected or better than expected progress in reading	Predicted grades	
% making expected or better than expected progress in writing	25%	65%
% making expected or better than expected progress in maths	Predicted grade	

ATTENDANCE		
	Pupils eligible for PP	Pupils not eligible for PP
Attendance 2019 – 2020 (until March 2020)		
Persistent absence	16.93%	

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
A	Children and young people across the country have experienced unprecedented disruption to their education due to the closure of school from March – July 2020 as a result of coronavirus (COVID-19), particularly those from the most vulnerable and disadvantaged backgrounds. During lockdown some pupils will have engaged successfully with home learning but other might have not. When pupils return, we will need to find out where the gaps are in their knowledge and understanding in order to close these gaps.

B	Pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. This may particularly be the case for Pupil Premium and other vulnerable children, including those with a social worker. It is important to contextualise these feelings as normal responses to an abnormal situation. Some may need support to re-adjust to school, others may have enjoyed being at home and be reluctant to return, a few may be showing signs of more severe anxiety or depression. Others will not be experiencing any challenges and will be keen and ready to return to school. The return to school allows social interaction with peers, carers and teachers, which benefits wellbeing.
C	It is likely that adverse experiences or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education upon return to school, resulting in increased incidence of poor attendance or behaviour. It will be necessary to work with those pupils who may struggle to re-engage in school and are at risk of being absent or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life.
D	Attendance and Punctuality: a greater proportion of PP children require additional support to maintain attendance above 95%, and also to ensure they arrive on time.
E	Wellbeing, confidence, engagement and aspiration: a greater proportion of PP children require an enhanced curriculum, to engage them and ensure that their learning is active.
F	Low attainment and slow progress rates made by pupil premium children. The children have gaps and misconceptions and find it difficult to retain/recall prior knowledge.
G	Data shows that on entry into school Under developed, oral language skills in the Foundation Stage, in particular for those eligible for Pupil Premium, has a detrimental impact upon pupils' ability to comprehend the text and therefore answer questions which impacts on reading and writing progress in subsequent years. Many pupils, in all years, do not have access to high quality language in the home and their cultural experiences are limited. This narrower vocabulary and poor understanding of both general and subject specific vocabulary in texts presented to them has a negative impact on their mastery of language and is a barrier for learning. Children do not know the meaning of words which are not part of their daily diet. The development of oral language will be a high priority in school in 20-21 with explicit strategies for extending vocabulary and creating a language rich environment.
H	Attention, Listening and Communication / Poor communication skills: A significant number of children with communication barriers linked to speech and language issue
L	High Mobility & EAL: High mobility, leading to a potential barrier in both engagement and alignment with school values and (for some)
M	Some families, particularly Pupil Premium, lack the necessary technology in the home to be able to access on line resources. Even where technology is available, some parents lack the understanding of its use.

ADDITIONAL PRIORITIES/INITIATIVE

School leaders are committed to ensuring our disadvantaged pupils receive teaching which is at least good in every lesson and that 'fallen behind' disadvantaged children receive intervention and support every day in every classroom.

Planned expenditure for current academic year

Chosen action/approach What is the evidence and rational for this choice? How will you ensure it is implemented? Staff lead Costing

Quality of teaching for all

Desired outcome	Chosen action/approach	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead

<p>Every child receives teaching which is good and frequently outstanding in every classroom/ every day</p>	<p>Regular monitoring of subjects by SLT to ensure that teaching is good or better and that good/outstanding practice is being shared regularly across school.</p> <p>Lesson observations and learning walks focus on feedback to improve. CPD/coaching provided in any areas where this is identified as useful.</p> <p>Relevant training is provided to ensure the provision for our disadvantaged pupils is of high priority and we are up to date with current programmes.</p> <p>Training/support for NQT teachers to ensure that they develop into good/outstanding inspirational teachers</p> <p>Reading, writing and Maths: qualityresources/initiatives/website subscriptions to enable good/outstanding teaching</p> <p>RWI/Freshstart reading programme to accelerate reading – training for all staff</p> <p>Year 6 class to have an additional teacher in Maths</p>	<p>Sutton Trust (2011) Good teachers are especially important for pupils from disadvantaged backgrounds.</p> <p>There is strong evidence that the teaching of self-regulation has a significant impact on achievement and enjoyment, especially for older pupils and in Writing. This can become a key focus for staff, when groups are smaller in preparation for SATS.</p>	<p>Lesson observations/book looks/learning walks by SLT and subject leaders show increasing % of outstanding practices seen</p> <p>SLT to provide constructive feedback to staff and provide support where appropriate</p> <p>Weekly support programme for NQTs</p> <p>Close monitoring of progress and achievement data through the use of the PIXL forum, including a detailed Questions Level Analysis and associated Therapies. Specific Appraisal target related to progress of key, identified children</p> <p>SLT – used as strongest teachers in the school – and also allows team to get first hand feedback on the range of strategies and interventions being used – and to model these within the school’s training programme</p>	<p>AF</p> <p>AF</p> <p>AF</p> <p>AF</p> <p>AF/LG/RI</p> <p>AF</p> <p>NE</p>
Teaching and Learning budgeted cost			£98,163	

Target support				
<p>Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year and Key stage; those who have top 'fallen behind' make accelerated progress and 'catchup' or exceed prior attainment standards</p>	<p>Continual raising of teachers' expectations of PP pupils and provision of challenge for these children in all lessons. Staff given training and made aware of 'fallen behind' children and who they need to target (B1s).</p>	<p>From the EEF: Overall, the evidence suggests that early years and preschool interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families.</p> <p>PiXL resources have proved to be effective</p> <p>There is strong evidence that the teaching of self-regulation has a significant impact on achievement and enjoyment, especially for older pupils and in Writing. This can become a key focus for staff, when groups are smaller in preparation for SATS.</p>	<p>Close monitoring of progress and achievement data through the use of the PIXL forum, including a detailed Questions Level Analysis and associated Therapies. Specific Appraisal target related to progress of key, identified children</p>	NE
	<p>Provision of interventions and small group sessions to ensure disadvantaged pupils keep-up and catch-up including Saturday and holiday school.</p>		<p>Book looks and learning walks.</p>	AF
	<p>Increase pupil to adult ratios to support PP children by deploying more LSAs in the classrooms in the morning.</p>		<p>Year Group leaders to drive and monitor interventions in their teams</p> <p>Lead LSAs with interventions and how to analyse progress of interventions</p> <p>Monitor interventions</p>	LW
	<p>Freshstart and RWI scheme introduced to raise attainment in Reading.</p> <p>Arithmetic focus in Maths to raise attainment in Maths.</p>		<p>LSAs to work with PP children in the morning to support them in the classrooms and provide short/concise interventions.</p> <p>Pre learning support and post learning reinforcements from LSAs and teachers.</p>	AF
	<p>PiXL to support the delivery of interventions and individualized learning.</p> <p>Target Maths materials to be purchased to increase interaction and enthusiasm in Maths.</p>		<p>Reading lead and Curriculum lead to support all teachers with the delivery of RWI and Freshstart, particularly new staff and NQTs.</p> <p>Maths lead to support all staff with the delivery of arithmetic and Power Maths,</p>	AF, NE
			<p>SLT/subject leaders to continually research and check for new available initiatives/programmes which will support PP and other children with their attainment and support LSAs with interventions.</p>	RI
				LW

<p>Pupils with identified social, emotional or health needs are supported by school staff so that the needs are removed or alleviated</p>	<p>Provision of SENDCo/Pastoral Manager in school to address specific needs for pupils and work with social care as needed.</p>	<p>In research published by NFER and TDA in 2008 mentoring and coaching was proven to have an impact on both individuals and organisations, including the following outcomes: increased reflectivity and clarity of thinking; improved psychological wellbeing and confidence; better problem-solving skills (including decision making); gains in practitioner knowledge and skills; improved sharing of practice; better communication and relationships; more positive attitudes towards professional and career development; self management and self learning skills.</p>		CH/LW/MD
	<p>Time allocated to enhance and support provision for high need PP pupils, including liaising with outside agencies and parents, completing paperwork and organising finance.</p>			CH/LW/MD
	<p>Delivery of specific programmes for vulnerable pupils. Partnership working with health, educational psychologist, social care for targeted pupils.</p>			MD
	<p>Provision of positive play for vulnerable children</p>			CH
	<p>Uniform, milk and other items are purchased for our disadvantaged, vulnerable families who are in need and financially struggling.</p>			LW/MD

Attendance of PP and persistent absentee rates in line with NPP, across each Key Stage	<p>Parents made aware of expected attendance levels when they fall below 95%</p> <p>Parent meeting when attendance falls below 97%</p> <p>Breakfast Club offered for free to PP pupils.</p>	<p>DFE Report on Attendance (2017) clearly demonstrates that in general, the higher the overall absence rate across the KS, the lower the likely level of attainment</p> <p>A wide range of studies demonstrate that eating breakfast has a positive effect on children's cognitive performance, particularly in the domains of memory and attention (Wesnes et al., 2003, 2012; Widenhorn-Muller et al., 2008; Cooper et al., 2011; Pivik et al., 2012).</p>	<p>Half termly tracking by Pastoral Manager</p> <p>Termly attendance (including persistent absentee of PP pupils) report to governors with year group totals</p>	MD
Targeted Support budgeted cost:				£25,400
Other approaches				
Pupils have a breadth of experiences that enable them to contextualize their learning	<p>A range of curriculum enrichment activities provided beyond the classroom</p> <p>Visits to or out of school to enhance/support project learning, including a Year 6 residential.</p> <p>Focus on ensuring our curriculum is done through real-life, engaging activities and strategies through Hook activities and days. All year groups have funding to enable events and activities to take place to enhance and broaden the curriculum and learning experiences for all pupils.</p> <p>Paid after school clubs offered free to PP pupils (1 per year).</p>	EEF: positive parental engagement can have the impact of up to three months progress: Two recent metaanalyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact.	<p>Database of participation in activities beyond the classroom e.g. after school clubs, competitive sports activities, shows</p> <p>PP children to take part in all trips and residential with subsidies as required.</p> <p>Lesson observations will show high levels of engagement with learning in PP children which results in embedded learning seen in summative assessments</p>	<p>JC/BB</p> <p>LW</p> <p>AF/NE</p>

Total Other Approaches budgeted cost:	15,000
---------------------------------------	--------