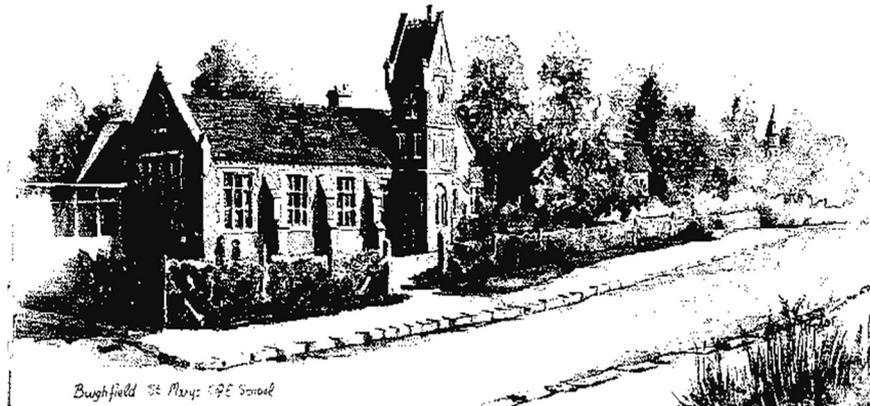


# Burghfield St Mary's C of E Primary School



## Pupil Premium Impact Report and Strategy 2020- 2021

‘a caring Christian learning environment that inspires’

## **1. Position Statement**

Pupil Premium was introduced in April 2011. Schools were allocated funding for children from low income families who were eligible for Free School Meals, Looked After Children, and those from families in the Armed Forces. The Pupil Premium is intended to support pupils to accelerate progress, raise attainment and increase participation in the wider curriculum.

Burghfield St Mary's mission is to create a caring Christian learning environment that inspires each individual in the school community to fulfil their unique potential and become a responsible, concerned and active member of God's world. The school aims include providing a safe, supportive and stimulating environment that enables every child to reach their full potential.

The school allocates the funding received following a needs analysis which identifies priority classes, groups and individuals. Limited funding and resources means that not all disadvantaged children will be in receipt of pupil premium support at any one time.

Governors receive a report on PPG matters at each Full Governing Body meeting, and the Pupil Premium Strategy is under continual review by the Senior Leadership Team and the governor charged with that responsibility (currently Colin Thompson). This document, approved by the Governing Body annually, sets out the purposes to which the funding will be applied in school.

### **Assessment of Need**

The school has always pursued an ethos of attainment for all. Staff ensure that teaching and learning opportunities meet the needs of all pupils; that appropriate provision is made for pupils who belong to vulnerable groups, and that the needs of socially disadvantaged pupils are adequately assessed and addressed. Pupil Premium funding is allocated to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. Attendance and Behaviour are closely monitored.

### **Effective use of staff**

In order to provide high quality teaching for all, full use is made of varying styles of teaching, including providing small group work with an experienced teacher within the classroom focussed on overcoming gaps in learning; or with an experienced teaching assistant within the classroom focussed on overcoming gaps in learning, physical, social and emotional needs. Sub groups are varied in order to keep all children fully involved and to allow more support to be given to those struggling, whilst continuing to challenge those making good progress. Teaching is no longer done in sets but in mixed ability groups which are very fluid. This avoids stigmatisation and encourages aspiration. The aim is to teach the whole class to the same standard, with additional support being given to those who are struggling, and further challenge to those doing well. Mixing children of differing abilities allows the children to help one another.

### **Data driven and evidence responsive**

Teachers maintain log books showing the progress made by each child, and highlighting areas where more support is needed. These books assist teachers in achieving consistency. Data is used to produce performance sheets by class and sub group (male/female; service family/ non-service family; disadvantaged/ non-disadvantaged; SEN/ non-SEN; those for whom English is an additional language/those for whom it is not) in order to measure progress and to compare performance by group. These results are used to identify further action and to inform teaching plans. Teachers regularly compare marking procedures in order to develop consistency both within the school and with neighbouring schools. The Senior Leadership team reviews progress on a termly basis and uses the evidence from one term to create on-going plans. Governors receive a detailed breakdown by class comparing PPG pupils with non-PPG pupils at the school, distinguishing the performance of service children from other PPG children and differentiating between girls and boys.

Ofsted considers the impact of PPG expenditure on the performance of disadvantaged children but does not separately monitor that of forces children, however the school monitors all groups of children.

### **Barriers to future attainment**

- a) Forces children: The principal barrier to their future attainment is the impact of high mobility: There are approximately 30% of our children on role from military families. The high percentage of Military families leads to high mobility at Burghfield St Mary's, normally around 15% each year. This has a significant impact on the running of the school. Service family children often need additional support to help them cope academically and emotionally after relocating and changing schools, or whilst parents are absent on duty.

Other children can also suffer from heightened anxiety as a result of their close friends' relocation. The school devotes a large proportion of PPG to providing additional Emotional Literacy Support Assistants (ELSA) training for staff, and dedicated teaching assistants to deal with social, emotional and communication support. This will remain an ongoing need.

- (b) There are 15 children on our FSM and Deprivation Ever 6 register. We have 3 children on our SEN register with an EHCP, there are 4 children on our LAC register. As the number of children who qualify on grounds of deprivation is small and care is taken to ensure data released does not make it possible to identify individuals. The small numbers make it easier for staff to be aware of each individual's needs. Each child's needs are assessed separately and the following barriers have been identified: a lack of financial resources, a lack of access to IT at home and a low aptitude for learning arising from low self-esteem or aspiration.

## **2. Academic Year Review 2019-2020**

Based on September 2019 there were 209 pupils on roll. 9 were disadvantaged and 65 were from service families. The school received a total of **£43,415** in Pupil Premium Grant.

The school's performance review system identifies children in need of support, which could be in the form of assistance with Maths and English, emotional support and/or capital needs, which can be directed at specific weaknesses, and allows the staff and school leaders to monitor progress. The desired outcomes for the 2019/20 academic year with an indication of anticipated spend were:

<b>Desired Outcome</b>	<b>How achieved</b>	<b>Expenditure</b>
ELSA Support for Children Improve performance for all PPG children by use of small groups for teaching	Funding of TAs	£41,020
Key Stage 2 Booster Groups	Additional Teaching Hours	£110
Ensure children can fully participate in school activities	Subsidise participation in trips	£70
	Subsidise extra-curricular activities	£580
Reduce financial burden on PPG children's parents	Subsidise school uniform & provide milk at school	£380
<b>TOTAL</b>		<b>42,160</b>

The 2019/20 academic was exceptional with National lockdown, and various other Covid-19 events meaning many children were unable to attend school for long periods. Whilst every effort was made to make home schooling as productive as possible it was impossible to apply the full measures intended in the budget, with resources having to be diverted to other priorities

In particular participation in trips and extra-curricular activities declined and demands on staff time made it impossible to hold the planned booster groups. In advance of the first lockdown the school had identified the need to make lap tops for use at home more readily available and 40 devices were made available to children.

In the absence of any current national data, is not possible to provide any meaningful statistics comparing performance of disadvantaged children against their peers or against other schools. The 2019 data was used in last years' report.

The Governors would like to place on record their gratitude to and admiration of all of the staff of the school who worked so flexibly throughout the year in exceptional circumstances. Whilst it may not be possible to demonstrate that progress has been made in narrowing the attainment gap, this is not because of any lack on the part of staff.

## **3. Plans for Academic Year 2020-2021**

Based on Autumn 2020 figures there were 213 pupils on the roll, 15 of whom were disadvantaged, and 65 of whom were from service families. The school should receive a total of £43,080 in Pupil Premium Grant.

The school's performance review system identifies children in need of support, which could be in the form of assistance with Maths and English, emotional support and/or capital needs, which can be directed at specific weaknesses, and allows the staff and school leaders to monitor progress.

The principal aims for the 2020/21 academic year will be to mitigate the impact of the various disruptions to school life caused by the pandemic and to get children re-established in a learning environment.

### Budget Information 2020-2021

Description	Expenditure	Notes
Funding of TAs	£39,840	24% of TA employment costs and 100% of ELSA employment costs
Additional Teaching Hours – Booster groups	£2,400	Booster groups – please note that the budget was built on a business-as-usual basis
Subsidise participation in trips Subsidise extra-curricular activities	£1,580	Trips and extra-curricular activities - please note that the budget was built on a business-as-usual basis
Subsidise school uniform & provide milk at school	£520	School uniform and milk - please note that the budget was built on a business-as-usual basis
<b>TOTAL</b>	<b>£44,340</b>	