

Pupil premium strategy statement (primary)



1. Summary information					
School	Byley Primary School & Nursery				
Academic Year	2020-21	Total PP budget	£16,140	Date of most recent PP Review	Dec 20
Total number of pupils	102	Number of pupils eligible for PP	12	Date for next internal review of this strategy	Jun 21

2. Current attainment End of KS2 2020 results		
	<i>Pupils eligible for PP (our school)</i>	<i>All Pupils (national average)</i>
% Achieving Expected Standard or above in RWM	Covid-19	Covid-19
Pupils progress score in reading	Covid-19	Covid-19
Pupils progress score in writing	Covid-19	Covid-19
Pupils progress score in maths	Covid-19	Covid-19
Pupils average scaled score in reading	Covid-19	Covid-19
Pupils average scaled score in maths	Covid-19	Covid-19

3. Barriers to future attainment (for pupils eligible for PP)	
<i>Barriers (issues to be addressed in school, such as poor oral language skills)</i>	
A	Literacy skills including richness of vocabulary has been affected during recent pandemic when children did not attend school or access home learning
B	Impact of absences due to Covid-19. Consider and address social, emotional and mental health needs of children as they return to full-time education is essential
C	36% of PP children are on our SEND register for Reading, Writing and/or Maths
D	Social and economic factors-including life experiences, current and past including challenging home lives, school moves etc.

Additional barriers (issues which also require action outside school, such as low attendance rates)

E	Impact of lack of engagement with home learning during Covid-19 pandemic sometimes due to siblings also needing to access work
F	Home learning (e.g. regular reading). Some children do not share books at home regularly with an adult

Plan including actions, expenditure and review dates 2020-21

Outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Date of review	Cost
A To promote better literacy skills	Staff to engage with moderation training termly throughout the year	Teachers are aware of standards to achieve and share best practice to improve quality of work	All teachers will attend termly moderation training sessions in addition to those provided by LA at KS1 and KS2	HT		£150
A-F To build confidence and skills in literacy, including phonics/maths. Aim for 80% at ARE	HL/TAs 1:1 work, class support and interventions Y1-Y6	1:1 increased rates of progress for disadvantaged children in addition to their class lessons	Use of additional adults for intervention work each afternoon. Closely monitored half-termly	YOS/ TS/ WH		£13,500
A-D Improved oral literacy skills	Extend TfW principles from EYFS throughout KS1	This has been successful in teaching writing skills and should be extended	Provide CPD opportunities. LSL to monitor	JM		
A,B,F Improve oral literacy and future writing	Promote role of LSL	To share best practice with colleagues throughout the school	Provide CPD and resources. Lit Lead to lead school training/initiatives & monitor	JM HT		£500
A,C,F Increase number of children attaining ARE	Reading re-established at Busy Buddies club	To encourage reading for pleasure at least twice weekly with an adult where possible	Discussions with staff members who organise and run club	CM/		

A-C Daily support for children with specific speech & language difficulties	Speech & Language – Phonics sessions by phase	Successful at Byley in previous years	Monitored by HT	JM/ MR/ WH/ TS		
A-F To increase % of children who achieve ARE in RWM from their starting points in September	Provide additional adults in each class throughout school	Quality First Teaching with good ratios of pupil to teacher/TA to help individuals/small groups	Continued close monitoring of individual pupil progress half-termly and year on year	HT		£1,100
A-F To raise attainment of all children in receipt of PP	Provide additional teacher 3 days a week for targeted work with identified children	Using skills of qualified teacher to work with individuals and small groups of children giving additional time to practise and improve their skills	Children, including those in receipt of PP receive additional tuition weekly on a targeted area. Class teachers communicate areas for development using evidence of starting points from Sept. assessments	HT/ AK		£4,000
A,D,F Improved regular reading opportunities & emotional health	Subsidise cost of attending Busy Buddies	To improve outcomes for children by offering opportunities for them to share books with other children/adults	Ensure children access clubs minimum twice weekly per child	CM/ HT		£3,325
B,D,E To help children with history of difficult life experiences and family life improve academic attainment	Arrange ELSA training for one staff member who can then share best practice throughout the school	Children with past emotional difficulties which have impacted on their ability to do well at school will have access to staff, skilled in emotional literacy	Monitored by class teachers and HT	HT/ YOS		Cost covered by CEast virtual school
Total budgeted cost						£22,575

4. Termly review Information		
September -----December 2020	March 2021	July 2021
Children working at Age Related Expectations	Children working at Age Related Expectations	Children working at Age Related Expectations
Reading: 6 (40%)_____8 (53%)	Reading:	Reading:
Writing: 2 (13%)_____7 (47%)	Writing:	Writing:
Maths: 3 (20%)_____8 (53%)	Maths:	Maths:
Combined: 1 (7%)_____4 (27%)	Combined:	Combined:

5. Attainment of Y6 Pupils 2021		
	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (national average)</i>
% Achieving Expected Standard or above in RWM		
Pupils progress score in reading		
Pupils progress score in writing		
Pupils progress score in maths		
Pupils average scaled score in reading		
Pupils average scaled score in maths		