

# Pupil premium strategy statement

## For 2020 - 2021

### School overview

Metric	Data
School name	Barwell C of E Academy
Pupils in school	259
Proportion of disadvantaged pupils	62 (25%)
Pupil premium allocation this academic year	£80,000 + £6050 carry forward
Academic year or years covered by statement	2020 to 2021
Publish date	November 2020
Mid-year review Due	March 2021
Final Review Due	September 2021
Statement authorised by	V. Newman
Pupil premium lead	L. Stewart
Governor lead	M. Spence

### Disadvantaged pupil progress scores for academic year 2018-2019

Measure	Disadvantaged School Score	Disadvantaged National Score	Non Disadvantaged School Score	Non Disadvantaged National Score
Reading	+1.53	-0.62	+0.57	+0.32
Writing	+3.34	-0.50	+1.86	+0.27
Maths	+0.82	-0.71	+0.11	+0.37

### Strategy aims for disadvantaged pupils

Measure	Score-2018 -2019
Meeting expected standard at KS2	37.5% (National 51.3% / 13.8% gap)
Achieving high standard at KS2	0%
Measure	Activity
Priority 1	To improve mental wellbeing and resilience of pupils as evidenced through the well-being survey.

Priority 2	To narrow the gaps in learning/lost Covid learning through quality first teaching and carefully targeted interventions.	
Barriers to learning these priorities address	<p>Social, emotional and mental health currently impacts on learning so by improving this our children will be fit to learn in the classroom. Gaps in knowledge and understanding is impeding the progress our children make.</p> <p>Lack of technology to access remote learning/tutoring leading to lack of home learning engagement</p>	
Projected spending	<p><b>Planned spend</b></p> <p>Laptops (Reconditioned) x20 £1600</p> <p>School uniform £1000</p> <p>Residential/trips £3,000</p> <p>Swimming £500</p> <p>Additional sport £1000</p> <p>Additional music tuition £1000</p> <p>Cover Supervisor % £5,000 (Catch up club + 1:1 catch up)</p> <p><b>Total £13,100</b></p>	<p><b>£3000 (due to new hard drives being installed)</b></p> <p><b>£1000</b></p> <p><b>£2500</b></p> <p><b>£0 (No swimming – Covid)</b></p> <p><b>£100 (limited due to Covid)</b></p> <p><b>£100(limited due to Covid)</b></p> <p><b>£5,000</b></p> <p><b>Total actual spend July '21 - £11,700</b></p>

## Teaching priorities for current academic year (2019/2020)

Aim	Focus/Target	Target date	Data review Sept '21
Reading	Raise attainment for Disadvantaged in Y3 (Raise overall attainment in Y3, Y4, Y5) (Raise Boy's attainment in Y3 and Y4)	Sept 2021	PP Y3 – raised 15% PP Y4 – raised 29% PP Y5 – raised 22% <b>Boys overall attainment</b> Y3 - raised 8% Y4 – raised 26%
SPaG	Raise attainment for Disadvantaged in Y4, Y5 and Y6 (Raise attainment in Y5) (Raise boy's attainment in Y4)	Sept 2021	PP Y4 -raised 14% PP Y5 – raised 52% PP Y6 – not comparable <b>Boys overall attainment</b> Y4 -raised 18%
Mathematics	Raise attainment for Disadvantaged in Y3 and Y4 (Raise attainment in all Years) (Raise Girl's attainment in Y5 and Y6)	Sept 2021	PP Y3 -raised 46% <b>PP Y4 -dipped 14%</b> <b>Girls overall attainment</b> Y5 – raised 31% Y6 – raised 8%

## Targeted academic support for current academic year

Measure	Activity										
Priority 1	Work with local High School to purchase direct instruction materials and introduce and embed this as a targeted intervention in maths										
Priority 2	Work with local High School to purchase direct instruction materials and introduce and embed this as a targeted intervention in reading										
Barriers to learning these priorities address	Gaps in learning will be identified and sessions will be delivered to reduce/ eradicate these which will enable pupils to catch up in their learning										
Projected spending	<table border="0"> <tr> <td>Planned spend</td> <td></td> </tr> <tr> <td>£4000 NIFDI maths resources/training</td> <td>£1000</td> </tr> <tr> <td>£2000 NIFDI reading/training resources</td> <td>£1000</td> </tr> <tr> <td>HLTA time £14,500 (%)</td> <td>£14,500</td> </tr> <tr> <td><b>Total £20,500</b></td> <td></td> </tr> </table>	Planned spend		£4000 NIFDI maths resources/training	£1000	£2000 NIFDI reading/training resources	£1000	HLTA time £14,500 (%)	£14,500	<b>Total £20,500</b>	
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<b>Total £20,500</b>											

		<b>Total actual spend July '21 -£16,500</b>
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**Wider strategies for current academic year**

<b>Measure</b>	<b>Activity</b>	
Priority 1	Further development of reading breakfast club to provide opportunities to read with an adult each day and foster a love of reading. Supported by targeted 1:1 reading daily/weekly.	
Priority 2	Continue to develop the whole child and ensure all social and emotional needs are met/addressed.	
Barriers to learning these priorities address	<p>Many of our disadvantaged children do not have role models at home for reading and do not read at home. Lack of encouragement and opportunities to read regularly at home is having an impact on vocabulary understanding, attainment in reading and attainment across the wider curriculum too.</p> <p>Social and emotional well-being is of high priority. This along with life experiences is limiting understanding and attainment.</p>	
Projected spending	Planned spend 2x LSA % Reading Club £3000 2x LSA % Reading 1:1 target sessions £3000 1:1 reading resources £1000 % general LSA £6000 FLW % £14,000 ELSA % £6,000 Reading breakfast resources (books) and food £3000 <b>Total £36,000</b>	<b>Not possible Covid</b>  <b>£3000</b>  <b>£1000</b>  <b>£6000</b> <b>£14,000</b> <b>£6,000</b> <b>£300</b>  <b>Total actual spend July '21 -£30,300</b>
	Deputy Headteacher Leadership (1.5 days) -£16,450	
	Total Projected spending <b>£86,050</b>	
	Total Actual spend Feb 2021 (including staffing spend committed for the year)	
	Actual carry forward from last year <b>£6,050</b>	
Review of spending March 2021		

Final Review of yearly spending  
July 2021

**Total Actual by July 2021 £63,250**  
**£86,050-£63,250 = £22,800 carry forward to 2021 -2022**

**Monitoring and Implementation**

Area	Challenge	Mitigating action	March 2021 Review Evidence
Teaching	Gaps in learning	<p>Ensuring quality first teaching with teaching strategies used being research driven.</p> <p>Swift identification of gaps to address with swift interventions delivered based on quality research</p>	<p>Use of retrieval and low stakes quizzing along with feedback during lessons is providing meaningful information for targeted tutoring.</p> <p>Tutoring is well established and teachers report progress seen in class during retrieval and low stakes quizzing</p> <p>Tutoring quizzes show improved knowledge and understanding generally.</p> <p>Non-engagement in tutoring sessions is being swiftly followed up by invitation and attendance at after school tutoring session</p> <p>Teach Like a Champion staff INSET and research/use of focus techniques is embedding well.</p>
Targeted support	Direct Instruction is still relatively new to our school and staff must be confident in identifying intervention placements and delivery of programme	<p>Continue quality research</p> <p>Training time allocated for relevant staff</p> <p>Continue links fostered with local high school and NIFDI experts for advice and training/useful resources</p> <p>Further resources to support/implement to be purchased</p> <p>Careful selection of students and placements and monitoring of impact</p>	<p>Contact made with NIFDI expert (Kevin) at secondary school – placement testing training and advice given.</p> <p>Children with gaps identified and groupings sorted.</p> <p>Materials at correct stages identified and ordered.</p> <p>2 groups established and taught every morning – both maths and reading DI working well.</p> <p>Interim testing is showing good progress.</p> <p>Single Word Reading test being purchased to further aid tracking of progress/impact</p> <p>Testing being explored for maths skills progress tracking</p> <p>Extremely positive feedback from parents and children.</p>

			Remote learning for DI has been established this term to meet needs during whole school lockdown.
Wider strategies	Children attending reading breakfast who 'do not like reading'	Attendance carefully monitored and followed up by DHT/FLW Relationships fostered between FLW/ELSA/DHT and families	No reading breakfast club permitted still due to Covid. 1:1 reading has been increased
	Parental engagement	Opportunities to provide additional life experiences in school where possible  Opportunities to complete homework/tutoring tasks etc in school	Covid restrictions have prevented this so far  Cover Supervisor runs these weekly. Attendance is monitored and attainment/retention by end of session quizzing – good impact generally