

Pupil premium strategy statement

We are in the process of reviewing our Pupil Premium Strategy and the review of the previous years which have been affected by the coronavirus pandemic. The new form will be uploaded to the website shortly.

School overview

Metric	Data
School name	Badgerbrook Primary School
Pupils in school	415
Proportion of disadvantaged pupils	5.02
Pupil premium allocation this academic year	£28,387 (2019/20) £25,778 (2020/21)
Academic year or years covered by statement	2019-2022
Publish date	1 January 2020
Review date	1 September 2021
Statement authorised by	Angie Meyrick
Pupil premium lead	Claire Price
Governor lead	Mitzi Moran

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-0.5 No current results due to COVID-19
Writing	0.31 No current results due to COVID-19
Maths	0.68 No current results due to COVID-19

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2 (out of 6 pupils)	RWM = 67% R=67% W=100% M=100%
Achieving high standard at KS2	RWM = 0 R=33% W=0 M=17%
Measure	Activity
Priority 1	To continue to narrow the gap in attainment of reading and writing through quality first teaching and closely monitored intervention groups
Priority 2	To continue to narrow the gap in attainment of Maths through quality first teaching and closely monitored intervention groups
Barriers to learning these priorities address	External influences on the children. Greater need than possible support/ provision/ staff Ensuring use of evidence based whole class and group teaching interventions
Projected spending	2019/2021 £14,013 20/2021 £5,000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading	July 2020
Progress in Writing	Achieve national average progress scores in KS2 Writing	July 2020
Progress in Mathematics	Achieve national average progress scores in KS2 Maths	July 2020
Other	Improve attendance of majority of disadvantaged pupils to be in line with school average	July 2020
Phonics	Achieve national average expected standard in PSC (82%)	July 2020

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Continue to train and support teachers and LSAs with up to date/ evidence based training for Quality First Teaching/ small group interventions/ feedback (written and verbal) + 8 months progress (EEF toolkit) for phonics (RWI) and reading/ writing (grammar)
Priority 2	Continue to train and support teachers and LSAs with up to date/ evidence based training for Quality First Teaching/ small group interventions/ feedback (written and verbal) + 8 months progress (EEF toolkit) Maths (Power Maths/ mastery techniques – through Maths Hub support)
Barriers to learning these priorities address	Ensure/ monitor attendance rates Ensuring all staff use training effectively for impact
Projected spending	£14,013 (2019/20) £20,778 (2020/21)

Wider strategies for current academic year

Measure	Activity
Priority 1	Barriers to learning for PP pupils identified as needing social, emotional well-being or other self-esteem support are reduced. ELSA continues to have time to support needs of most vulnerable
Priority 2	To ensure eligible pupils have the same opportunities for enrichment activities as other children
Barriers to learning these priorities address	External factors impacting SEMH issues

	Improving attendance and readiness to learn for the most disadvantaged pupils
Projected spending	£1,000 (2019/20) £1000 (2020/21)

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over for staff professional development/ supporting where need is highest	Inset days and training time out for Maths Hub leaders within school Identify where support is needed
Targeted support	Number of staff available to support small intervention groups/time in curriculum	SLT/ support staff to provide cover for Maths Hub leaders/ RWI training/support to train and lead small groups
Wider strategies	Engaging children/ families needing most support/ facing biggest challenge Attendance of a small number of PP pupils	Social and emotional support has been shown to add + 4 months progress (EEF toolkit evidence) Continue to fund ELSA and support groups led by LSAs Ring fenced budget allocation - based on individual needs Continue to monitor and support attendance of PP pupils

Review: last year's aims and outcomes

Statutory Assessment was not carried out during 2020 and 2021 due to the coronavirus pandemic. This review will be updated in September 2021.

Aim	Outcome
To continue to narrow the gap between PP pupils and others in Reading, Writing and Maths	Reading – Y6 67% (4/6) met expected standard or higher. 67% (4/6) made good or better progress Writing – Y6 100% met expected standard or higher and 83% made good or better progress Maths – Y6 100% met expected standard or higher and 83% made good or better progress
To show good progress for academically more able PP pupils in English and Maths	AMA PP pupils made good progress. (1 Year 6 pupil was just below expected progress from starting point)
Pupils identified with emotional well-being and behaviour support needs supported to reduce barriers to learning	Higher self-esteem (pupil voice) and confidence levels, which in turn will support better progress. Less behaviour incidents reported
To ensure eligible pupils have the same opportunities for enrichment activities as other children	PP pupils were able to access all visits/ extra-curricular activities and residential visits if desired