

White Bridge Primary School

Pupil premium strategy statement 2020-21

1. Summary information					
Academic Year	20-21	Total current PP budget	£92,805	Percentage of children entitled to PPG	18.7%
Total number of pupils	411	Total previous PP budget (2019-20)	£107,290	Percentage of children entitled to PPG who are also SEN	26%
Number of pupils eligible for PP	77				

2a. End of Key Stage 2 2019 (Number in Cohort 52)				
National in brackets		All pupils	Pupils eligible for PP (14)	Pupils not eligible for PP (38)
% achieving in reading, writing and maths	(65%)	68%	33%	82%
% achieving expected level in reading	(73%)	71%	47%	82%
% achieving expected level in writing	(79%)	85%	50%	97%
% achieving expected level in maths	(79%)	81%	50%	92%
% achieving expected level in GPS	(78%)	85%	57%	95%

2b. End of Key Stage 1 2019 (Number in Cohort 56)				
		All pupils	Pupils eligible for PP (8)	Pupils not eligible for PP (48)
% achieving in reading, writing and maths	(65%)	63%	50%	65%
% achieving expected level in reading	(75%)	73%	75%	73%
% achieving expected level in writing	(69%)	70%	63%	71%
% achieving expected level in maths	(76%)	73%	63%	75%

2c. Phonics Year 1 (Number in Cohort 51)				
		All pupils	Pupils eligible for PP (6)	Pupils not eligible for PP (45)

% achieving expected level in phonics (83%)	88%	67%	90%
---	-----	-----	-----

2c. Phonics Year 2 (Number in Cohort 52)

	All pupils	Pupils eligible for PP (8)	Pupils not eligible for PP (44)
% achieving expected level in phonics	98%	100%	98%

2d. EYFS (Number in Cohort 77)

	All pupils	Pupils eligible for PP ()	Pupils not eligible for PP()
% achieving GLD (74%)	64%	40%	64%

2. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers

A.	Language skills on entry are lower than expected.
B.	Emotional well-being of some children – Covid 19 has put a further strain on children’s emotional needs.
C.	Gaps in children’s learning from the impact of Covid 19.

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

D.	Home reading is improving but still not regular for all children.
-----------	---

3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To maintain and build on success of previous years attainment at the end of KS2.	End of KS2 data will be in line with national or better.
B.	To improve standards for numeracy at the end of KS1 for all pupils.	End of KS1 data will reflect an improvement.
C.	To improve children’s emotional literacy so that children are able to communicate their feelings.	All children will be able to label their emotions and communicate this.
D.	To ensure that children have access to high QFT so that any gaps from missed learning experiences are quickly filled.	All children will be on track for expected attainment at the end of the year

4.Planned expenditure

Academic year

2020-2021

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

Learning in the curriculum

Desired outcome	Chosen action / approach	Objective	Intended outcome	Staff lead	When will you review implementation?
To maintain and build on previous attainment at the end of KS2.	An additional Maths teacher to support year 5 and 6.	To raise standards for all children in year 5 and 6 by ensuring that all children have access to QFT and the classes are smaller. The children that find maths hard are in smaller groups with a higher adult ratio.	End of KS2 data will be at least in line with national data and if not higher.	CS / JM	July 2021
To improve standards for numeracy at the end of KS1 for all pupils.	Subscription for My Maths for KS1 children to encourage fluency in maths and a passion for	To raise standards in maths for all children by the end of year 2 and that the gap between children who are entitled to PPG and those that are not narrows.	End of KS1 data will be at least in line with national and if not better.	JM	July 2021
To ensure that gaps in children's education experience caused by Covid 19 are quickly filled.	Teachers to plan interventions for TAs to deliver across the school according to gaps in children's learning.	Teachers plan intervention for small targeted groups of children. They will use research based intervention programmes. Pupil progress meetings to be used to highlight these children.	End of year data will show that the majority of children will have made progress and are where they should be to reach age related expectations.	AG/ LH/ JM	July 2021
To improve on language skills for children in reception.	NELI programme for language to be used in reception.	NELI is researched based intervention to improve on children's oracy skills. This will be run as an intervention but the principles will be embedded across the EYFS curriculum.	Baseline data will show that children's language skills have improved.	ES	July 2021
To improve children's fluency in reading.	Teaching assistants to read with all pupils at least once per week and prioritise those children that do not read at home.	To raise standards in reading across the school.	Children's fluency across the school will have improved.	PS/LB	July 2021
Total budgeted cost					£64,300

Families and communities

Desired outcome	Chosen action/approach	Objective	Intended outcome	Staff lead	When will you review implementation?
Improved pupil welfare	Contribution via the MAT to FaCSS. The contribution is £40 per child per year.	<p>The mission of FaCSS is to provide schools with a service that allows children and their families greater opportunities to achieve their full potential, with a particular emphasis on improving outcomes for vulnerable groups. It aims to maximise the use of scarce resources through effective local co-ordination and collaboration, between schools in the Epping Forest Schools partnership Trust and with other agencies and services such as the Family Hubs, Essex Family Solutions, Epping Forest District Council, Children and Families Social Care, the Emotional Well Being and Mental Health Service, etc.</p> <p>Covid 19 has bought about a change in the way that Family Support can work. The FSW is now planning to be located in schools and give more hands on support for families who make an appointment.</p>	<p>SENCo monitors how quickly referrals are taken up and the effectiveness of services provided.</p> <p>Recent questionnaire across all MAT schools showed that the service provides a quick response.</p>	AG, LH and JM	<p>JM attends FACCS meetings which are held termly. FACCS Manager provides data on the services provided to schools and the progress seen in the families that they have worked with. The journey of change is reported by each service provider so that progress can be seen in each core life area.</p>
Total budgeted cost					£26,000

Social, Emotional and behavioural development

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?			
To improve children's emotional literacy so that children are able to communicate their feelings.	Teachers to continue to use The Zones of Regulation in classroom. Teaching assistants to be available to discuss with children how they are feeling.	Children to identify how they are feeling when they first come to school and to move themselves between the zones when their emotional state changes. This will help children identify any triggers that may have caused a change in feelings.	Children will be able to communicate their feelings and identify what may have caused them to feel in a particular way.		

To be aware of children's engagement and well-being.	Teachers to use The Leuven Scale to quickly identify children's emotional well-being.	Teachers and Teaching Assistants to observe children and notice their level of engagement and report concerns to the SENCo who will speak to parents and refer to outside agencies if necessary.	Children's emotional well-being and self-esteem will have improved.		
To improve children's social skills and self-esteem.	Teachers to use information collated from Leuven Scales to plan social skills groups.	Social skills groups will help those that need it to discuss their feelings and be aware of how their behaviour impacts on others.	Children's behaviour in the playground will have improved.		

Total Budgeted cost £2,500

5. Review of expenditure

Previous Academic Year	Total amount received: £107,290
-------------------------------	--

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To maintain and improve standards for all children in literacy and numeracy.	To provide an additional adult in all classrooms for the morning session so that targeted interventions can be carried out within literacy and numeracy lessons.	Year 6 Progress – we would usually aim for 6 points over the academic year and for all children this was over 11 points in the 2 terms that were completed. For PPG children this was over 10 points across all subjects. This shows better than good progress.	Use of an additional TA in year 6 allows targeted support for children that are not reaching ARE. The groups are fluid so children move groups as the need changes.	£79,278
To improve emotional wellbeing for all children.	To use the Zones of Regulation across the school as a way to help children manage their emotional wellbeing.	More children are able to communicate their feelings and show how they feel on entry to the classroom. This has enabled teachers to deal with issues around children's emotional well-being and identify potential child protection issues.	School will continue to use the Zones of Regulation to further build on children's emotional literacy and enable them to be able to identify the trigger that caused them to feel in a certain way.	£2500

ii Targeted support

	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Improved pupil welfare	Contribution via the MAT to FaCSS.	<p>3 pupils accessed individual counselling sessions which continued throughout the national lockdown.</p> <p>3 children accessed play therapy.</p> <p>3 families accessed the expertise and guidance of a family support worker.</p>	<p>FaCSS provides good value for money as there is quick access to services such as family support, play therapy and counselling. The play therapists and counsellors are Contribution to FACCS proves good value for money. School is able to access services much quicker than if we had to rely on external agencies alone.</p> <p>Referrals to EWMHs usually take around 6 - 12 months before children are assessed and even then if the child does not meet the threshold for support they will not be offered counselling.</p>	£25,512.00
------------------------	------------------------------------	---	--	-------------------

6. Additional detail

All initiatives used by White Bridge Primary School are evaluated annually. However, it is extremely difficult to isolate a single spending decision and demonstrate that this has had a specific impact on a child or a group of children. Impact is measured in the following ways:

- Tracking progression of individual pupils within key subject areas, such as Reading, Writing and mathematics.
- Tracking attendance of eligible pupils.
- Discussions at governing body meetings in regard to the use of the PPG and its ongoing impact throughout the school year.