

Pupil Premium Strategy Statement: Bhylls Acre Primary School

School overview

Metric	Data
School name	Bhylls Acre Primary
Pupils in school	206
Proportion of disadvantaged pupils	8%
Pupil premium allocation this academic year	£23,485
Academic year or years covered by statement	2020-2021
Publish date	September 2020
Review date	September 2021
Statement authorised by	Jane Woodall
Pupil premium lead	Joy Edwards
Governor lead	Tim Eady

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	1.02
Writing	-2.47
Maths	-4.14

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	60%
Achieving high standard at KS2	13%

Measure	Activity
Priority 1	Improve progress in writing and maths through quality first teaching and targeted interventions.
Priority 2	Increase the percentage of pupils reaching the expected standard and greater depth in writing.
Barriers to learning these priorities address	The impact of home schooling due to Covid-19 on children's attainment and progress
Projected spending	£12,000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	September 2021
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	September 2021
Progress in Mathematics	Achieve national average progress scores in KS2 Mathematics (0)	September 2021
Phonics	Achieve national average expected standard in PSC	September 2021
Other	Develop pupils social and emotional wellbeing through targeted interventions and whole class support	September 2021

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	Implement a new long term plan writing plan across both key stages to ensure progression of knowledge and skills
Priority 2	Establish small group maths, reading and writing interventions for disadvantaged pupils falling behind age-related expectations
Barriers to learning these priorities address	Encouraging wider reading (to also support writing) and providing catch-up maths
Projected spending	£5,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Introduce Forest Schools to support children's social and emotional wellbeing
Priority 2	Further develop the wider curriculum to give all pupils the knowledge and cultural capital they need to succeed in life
Barriers to learning these priorities address	The impact of home schooling due to Covid-19 on children's social and emotional learning/wellbeing
Projected spending	£6485

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to allow for staff professional development	Use of INSET days and additional cover being provided by SLT
Targeted support	Ensuring enough time for school leaders to support groups & TAs when implementing interventions	Curriculum leadership TT to include support for staff and groups
Wider strategies	The effects of lock-down on pupils mental, social and emotional wellbeing	Modify the curriculum to suit needs of children in the class – focus on recovery curriculum

Review: last year's aims and outcomes

Aim	Outcome
To support the roles of HLTAs in order to support PP pupils across key stages and ability ranges.	Targeted support improved outcomes for some children. This needs to be reviewed to ensure the impact can be evidenced for all children. There are currently a number of PP children who are also receiving additional support for SEND as well as through disadvantaged intervention. A consistent approach is required between all members of staff supporting these children towards their targets.
To ensure equal access to the curriculum through resourcing and provision of enrichment activities,	All PP children have been given equal access to the curriculum through resourcing and provision of enrichment activities.