

Pupil Premium Strategy Statement: Byerley Park Primary School 2020 - 2021

Rationale : At Byerley Park Primary School our practice is developed to ensure the individual needs of our pupils are met, including those of our most vulnerable pupils. As a result of our work, Pupil Premium Funding is allocated based upon our understanding of the needs of the individual pupils, ensuring that they benefit from individualised programmes, based on accurate understanding of what support best suits each pupil. Through this we aim to overcome barriers to learning and accelerate progress so that these pupils achieve similar outcomes to their peers and diminish the difference between those pupils entitled to Pupil Premium and those who are not.

1. Summary information					
School	Byerley Park Primary School				
Academic Year	2020-2021	Total PP budget	£55,425	Date of most recent PP Review	March 2021
Total number of pupils	211	Number of pupils eligible for PP	64 (35) = G (29) = B	Date for next internal review of this strategy	May 2021
Number of Looked After Children/Post Looked After	6 pupils	Number of Service Children	8 pupils	School % PP Pupils = 30%	

2. Current attainment		
	<i>Pupils eligible for PP – Byerley Park 2019</i>	<i>Pupils not eligible for PP (Byerley Park - 2019)</i>
% of pupils achieving the expected standard in reading, writing and maths	0%	64%
reading progress score	-9.7%	-0.7%
writing progress score	-3.1%	-0.9%
maths progress score	-3.2%	-1.8%

3. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
	To improve the outcomes of PP children in KS1 and KS2 to bring attainment in line with age related expectations and to challenge identified PP children to reach exceeding.	Children meet at least age-related expectations
	To narrow gaps between PP and non PP pupils especially as a result of lockdown and lost schooling.	% of PP children at expected + in Reading, Writing and Maths is within 15% of non PP pupils at the end of KS1 and end of KS2.
	Children work with greater independence	Monitoring processes show that children are more able to work without support
	Narrow the gaps of pupil premium pupils with lower levels of attainment on entry into Reception, particularly in communication, literacy and language.	Pupils eligible for PP make progress in line with national expectations, particularly in reading and writing. Improve outcomes for Pupil Premium pupils in communication and language.

4. Barriers to future attainment (for pupils eligible for PP including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	The open plan nature of the school can present issues for pupils who have difficulty with concentration	
B.	Outcomes for pupils in receipt of PP are not as strong in Y6 for 2019, in comparison to 2018, particularly in reading.	
C.	Attendance of some PP pupils has been poor.	
D.	Levels of resilience for some pupils (including those eligible for PPG) are not good; this leads to an over-reliance on adults and a detrimental effect on academic progress.	
E.	Higher numbers of PP pupils also have SEND including ASD, ADHD, Learning difficulties, social/emotional difficulties, mental health and attachment needs which impacts upon academic progress.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
A.	Holidays taken in term time pose a barrier to learning as it reduces their attendance	
B.	Some reluctant parents to engage fully with school to benefit their own child's learning eg Homework	
C.	Lack of experiences and opportunities for children eligible for PP leading to poorer English skills and a lack of knowledge about the world around them.	

All pupils returned to school in September 2020. In the second full week back, the Y1 Bubble had to close, followed a week later by the whole school for two weeks. There were no further bubble closures in the Autumn Term 2020. In January 2021, the country went into the third national lockdown and schools across the country closed to all but those classed as vulnerable and the children of critical workers. A new Head Teacher also took up post in January 2021. All formal assessments have been cancelled for the year 2021.

Desired Outcomes: A reduction in the gap of PP and non PP children in KS1 and KS2 from Sept 2020-2021 in Reading				
Success Criteria:	Action:	Evidence Sources:	Cost:	Impact:
Weekly Intervention Timetable written and followed. Notes recorded each session. Progress monitored each term.	Tracking and monitoring of PP cohort via school tracking system. Monitoring of progress of PP children through termly progress meetings Moderating of writing Lesson observations/discussions	Evidence suggests that small groups allow greater feedback, more sustained engagement and work that is more closely matched to the learners' needs. Evidence from EEF suggests that small group tuition can be effective in delivering approximately 4 additional months progress on average.	£16,500 towards employment of TA for intervention groups. Additional £10,000 for TA time £26,500 spent	TAs were used to lead interventions when possible, working within Covid regulations. Progress was monitored regularly after formal assessments. Further interventions in place using the data. Catch up premium used to target Y5 and Y1 pupils in English and Maths and Phonics respectively.
Desired Outcomes: Enable rapid progress from lower starting points				
Success Criteria:	Action:	Evidence Sources:	Cost:	Impact:
An enhanced transition. Stronger links with feeder nursery provision. Parental engagement and support	Nursery visits, meetings with nursery staff to discuss individual needs, prospective parents evenings, getting ready for school meetings, school lunch trial, individual parent meetings in Autumn Term	A case study published by the Department for Education (Good Practice in Early Education) stated that 'To support smooth transitions into settings, staff identified features of good practice in relation to three broad areas – gathering information about the child and using this	Release time/supply cover/TA cost: Cost: £2860 £2000 spent	Due to the pandemic and increasing rates of infection in the area, it was varied as to whether staff could meet the new pupils at the nurseries. Some nurseries offered emotive visits and EYFS staff from school were able to visit specific children with a high level of need within the nursery

		effectively; providing support to parents; and helping the child to settle.		<p>setting. DB was able to speak to staff from all nurseries and detailed handovers were able to happen.</p> <p>Tapestry was set up before the summer holidays and contact made with all parents during this time. DB was able to set activities for the children over the holidays and start to build positive relationships with parents.</p> <p>We were not able to hold taster sessions in July due to the pandemic so we held them in September when the children started. This helped staff get to know the new pupils really well before they started full time.</p>
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Desired Outcomes: Improve outcomes for Pupil Premium pupils in communication and language.

Success Criteria:	Action:	Evidence Sources:	Cost:	Impact:
Improved staff knowledge around CLL	Blast training for EY/KS1 staff Speech and Language Training for EY and KS1 staff IT Toolkit (Prime areas with focus on CLL) Socially Speaking intervention	Research carried out by EEF consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year.	Cost of training/cover of staff/release time/cost of IT toolkit/intervention time Cost: £2500 £2500 spent	When pupils have been in school, BLAST has taken place with positive results. NELI has also been run (no cost) and will continue to be run in the future. NELI showed good results but was costly in terms of time for training and preparation.

Desired Outcomes: Pupils eligible for PP in KS2, make accelerated progress in Maths to ensure the in school gap reduces.

Success Criteria:	Action:	Evidence Sources:	Cost:	Impact:
High quality resources for teaching and learning	Reading Buddies, Times Tables Rockstars, Booster Sessions, Assembly intervention – maths	Evidence suggests that small groups allow greater feedback, more sustained engagement and work that	Licences/Cost of staff /cover Total - £18700	Times Tables Rockstars was useful during lockdowns as work could be set for the pupils

Opportunity for pupils to work in small groups	focus, Mornings x 3 in Y6 intervention – experienced teacher, experienced teacher PP support	is more closely matched to the learners’ needs. Evidence from EEF suggests that small group tuition can be effective in delivering approximately 4 additional months progress on average.	£18700 spent	at home. Interventions took place as and when they could happen during the day as no assemblies were taking place.
Desired Outcomes: Increased parental engagement ensuring that all children are supported meaning that the PP progress gap will close.				
Success Criteria:	Action:	Evidence Sources:	Cost:	Impact:
Parents engaged with children’s education Break down perceived barriers between school and home for parents who perhaps are reluctant to engage	Showcase assemblies, Parent Phonics workshop, Parent Y1 Reading and writing workshop, Class presentations and Celebration events	The association between parental engagement and a child’s academic success is well established and there is a long history of research into parental engagement programmes.	Teacher/TA cost/ Refreshment cost for celebration events/ Prizes for celebration events/resources for performances and copyright if required Total - £2000 £200	These activities were unable to take place due to Covid. Our learning platform, Seesaw, took on the role of helping us engage parents with their child’s learning by enabling us to send photographs home easily at a time when they were unable to come into school due to the pandemic. We held virtual parents’ evenings, which had the same effect. Awards were still given using a revised rewards system in the academic year 2020-2021 and this was shared with parents using Seesaw.
Desired Outcomes: Increased opportunities for children eligible for PP ensuring that they gain a greater knowledge of the world around them as well as a wider range of ideas for English and creative writing.				
Success Criteria:	Action:	Evidence Sources:	Cost:	Impact:
Trips taken place Visitors into school Evidence of greater fluency in writing Greater knowledge and understanding of the world around pupils.	Residentials Y5/6, Music tuition, Musical Production, Visits/Visitors, Chicks, Online safety workshop, Safety Carousel, performances,	Overall, studies of outdoor learning experiences consistently show positive benefits on academic learning. On average, pupils who participate in outdoor learning experiences make approximately four additional months’ progress. There is also evidence of an impact on non-	Productions/ Chicks/ Zoolab/ Online safety workshop/music lessons, Visits/visitors Total - £8,500	Where we have managed to have visitors into school, this has been vital, especially with what the pupils have missed over the past 18 months. Music lessons continued throughout lockdowns on Zoom, Live Eggs came into school when the children were back from lockdown. Staff were trained to

		cognitive outcomes such as self-confidence. (EEF)	£8500 spent	use Byerley Outback before the first lockdown so have been able to use that area for outdoor experiences for the pupils.
Cost: £61,060		Total spend: £58400		

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5. Summary information					
School	Byerley Park Primary School				
Academic Year	2019/20	Total PP budget	£35,500	Date of most recent PP Review	November 2019
Total number of pupils	209	Number of pupils eligible for PP	43 (25) = G (18) = B	Date for next internal review of this strategy	July 2020
Number of Looked After Children/Post Looked After	6 pupils	Number of Service Children	6 pupils	School % PP Pupils = 21%	

6. Current attainment		
	<i>Pupils eligible for PP – Byerley Park 2019 (3)</i>	<i>Pupils not eligible for PP (Byerley Park - 2019)</i>
% of pupils achieving the expected standard in reading, writing and maths	0%	64%
reading progress score	-9.7%	-0.7%
writing progress score	-3.1%	-0.9%
maths progress score	-3.2%	-1.8%

7. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
	To improve the outcomes of PP children in KS1 and KS2 to bring attainment in line with age related expectations and to challenge identified PP children to reach exceeding.	Children meet at least age-related expectations
	To narrow gaps between PP and non PP pupils in YR and Y2	% of PP children at expected + in Reading, Writing and Maths is within 15% of non PP pupils at the end of KS1.
	Children work with greater independence	Monitoring processes show that children are more able to work without support
	Narrow the gaps of pupil premium pupils with lower levels of attainment on entry into Reception, particularly in communication, literacy and language.	Pupils eligible for PP make progress in line with national expectations, particularly in reading and writing. Improve outcomes for Pupil Premium pupils in communication and language.

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

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

C.	The open plan nature of the school can present issues for pupils who have difficulty with concentration
D.	Outcomes for pupils in receipt of PP are not as strong in Y6 for 2019, in comparison to 2018, particularly in reading.
C.	Attendance of some PP pupils has been poor, particularly in Year 6.
D.	Levels of resilience for some pupils (including those eligible for PPG) are not good; this leads to an over-reliance on adults and a detrimental effect on academic progress.
E.	Higher numbers of PP pupils also have SEND including ASD, ADHD, Learning difficulties, social/emotional difficulties, mental health and attachment needs which impacts upon academic progress.

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

A.	Holidays taken in term time pose a barrier to learning as it reduces their attendance
B.	Some reluctant parents to engage fully with school to benefit their own child's learning eg Homework
C.	Lack of experiences and opportunities for children eligible for PP leading to poorer English skills and a lack of knowledge about the world around them.

In March 2020, the country went into lockdown due to a worldwide pandemic and schools did not reopen for most pupils until September 2020. Those pupils who did return, came back to a very different school experience than before. The impact section of this document will reflect this.

Desired Outcomes: A reduction in the gap of PP and non PP children in KS1 and KS2 from Sept 2019-2020 in Reading				
Success Criteria:	Action:	Evidence Sources:	Cost:	Impact:
Weekly Intervention Timetable written and followed. Notes recorded each session. Progress monitored each term.	Tracking and monitoring of PP cohort via school tracking system. Monitoring of progress of PP children through termly progress meetings Moderating of writing Lesson observations/discussions	Evidence suggests that small groups allow greater feedback, more sustained engagement and work that is more closely matched to the learners' needs. Evidence from EEF suggests that small group tuition can be effective in delivering approximately 4 additional months progress on average.	£10,000 towards employment of TA for intervention groups. Additional £10,000 for TA time	The interventions worked well during the autumn term and will continue throughout the year. These took place during the spring term as well until school closure. We have no formal data to measure PP progress as SATs did not take place in 2020.
Desired Outcomes: Enable rapid progress from lower starting points				
Success Criteria:	Action:	Evidence Sources:	Cost:	Impact:
An enhanced transition. Stronger links with feeder nursery provision. Parental engagement and support	Nursery visits, meetings with nursery staff to discuss individual needs, prospective parents evenings, getting ready for school meetings, school lunch trial, individual parent meetings in Autumn Term	A case study published by the Department for Education (Good Practice in Early Education) stated that 'To support smooth transitions into settings, staff identified features of good practice in relation to three broad areas – gathering information about the child and using this effectively; providing support to parents; and helping the child to settle.	Release time/supply cover/TA cost: Cost: £2860	Enhanced transition in the summer term 2019 ensured we were well prepared for the needs of the pupils entering Reception. There were numerous meetings with parents and nursery staff for the pupils who have high levels of need and school opened in the summer holidays to ensure one pupil and his

				parents, who had recently moved house, were able to meet staff and the setting.
Desired Outcomes: Improve outcomes for Pupil Premium pupils in communication and language.				
Success Criteria:	Action:	Evidence Sources:	Cost:	Impact:
Improved staff knowledge around CLL	Blast training for EY/KS1 staff Speech and Language Training for EY and KS1 staff IT Toolkit (Prime areas with focus on CLL) Socially Speaking intervention	Research carried out by EEF consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year.	Cost of training/cover of staff/release time/cost of IT toolkit/intervention time Cost: £2500	Programmes were carried out in the Autumn Term and staff feel these are making a difference. Sessions will continue.
Desired Outcomes: Pupils eligible for PP in KS2, make accelerated progress in Maths to ensure the in school gap reduces.				
Success Criteria:	Action:	Evidence Sources:	Cost:	Impact:
High quality resources for teaching and learning Opportunity for pupils to work in small groups	Reading Buddies, Times Tables Rockstars, Booster Sessions, Assembly intervention – maths focus, Mornings x 3 in Y6 intervention – experienced teacher, experienced teacher PP support	Evidence suggests that small groups allow greater feedback, more sustained engagement and work that is more closely matched to the learners' needs. Evidence from EEF suggests that small group tuition can be effective in delivering approximately 4 additional months progress on average.	Licences/Cost of staff /cover Total - £8000	Interventions are working well in the autumn term. The pupils enjoy using Times Tables Rockstars in the classroom and we are raising its profile using a celebration board for pupils doing particularly well. Booster group intervention for Year 6 pupils started in the Spring Term. This year, for the first time, a small number of pupils were

				reluctant to go to the group. We need to do more work 'selling' the group next year. No data available to show impact.
Desired Outcomes: Increased parental engagement ensuring that all children are supported meaning that the PP progress gap will close.				
Success Criteria:	Action:	Evidence Sources:	Cost:	Impact:
Parents engaged with children's education Break down perceived barriers between school and home for parents who perhaps are reluctant to engage	Showcase assemblies, Parent Phonics workshop, Parent Y1 Reading and writing workshop, Class presentations and Celebration events	The association between parental engagement and a child's academic success is well established and there is a long history of research into parental engagement programmes.	Teacher/TA cost/ Refreshment cost for celebration events/ Prizes for celebration events/resources for performances and copyright if required Total - £400	Class assemblies worked really well during the Autumn and Spring Terms. Feedback from parents was really positive.
Desired Outcomes: Increased opportunities for children eligible for PP ensuring that they gain a greater knowledge of the world around them as well as a wider range of ideas for English and creative writing.				
Success Criteria:	Action:	Evidence Sources:	Cost:	Impact:
Trips taken place Visitors into school Evidence of greater fluency in writing Greater knowledge and understanding of the world around pupils.	Residentials Y5/6, Music tuition, Musical Production, Visits/Visitors, Chicks, Online safety workshop, Safety Carousel, performances.	Overall, studies of outdoor learning experiences consistently show positive benefits on academic learning. On average, pupils who participate in outdoor learning experiences make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence. (EEF)	Productions/ Chicks/ Zoolab/ Online safety workshop/music lessons, Visits/visitors Total - £2,000	Trips took place during the autumn term and spring term and were of great benefit to the pupils. Completion of questionnaire before and after the Safety Carousel measured an increased understanding of
Cost: £35,760				

