

Bordesley Green Primary School

2019 – 2021 Pupil Premium Strategy



At Bordesley Green Primary school, we are committed to ensuring that each individual pupil receives the very best education allowing them to reach their full potential academically and socially. This belief is reflected in our school ethos:

We care, we create, we champion

We believe in this for every child, regardless of background. Our learning culture ensures that we have the highest expectations of all children.

When deciding how to spend the Pupil Premium Grant ('PPG') it is important that we look at the potential barriers to learning faced by Pupil Premium pupils in the context of our school. The reasons for underachievement are many and varied and could include; less support at home; social and emotional difficulties due to complex family situations or attendance and punctuality difficulties. Each child entitled to the PPG is unique in their situation and our response to their needs must reflect this.

With this in mind, at Bordesley Green we aim to build the capacity and expertise to enable us to provide a highly personalised programme of support in order to allow each child to reach their full potential.

Our key objective in using the PPG is to narrow the attainment and achievement gap for pupils identified as being eligible the Pupil Premium Grant.

We will ensure that:

- A high profile is given to Pupil Premium Pupils
- All staff are accountable for the progress of Pupil Premium children

The progress and attainment of all pupils at Bordesley Green is carefully tracked and analysed from a rich field of data in order to draw conclusions and develop action plans. We also make use of a wide range of educational research in order to decide how best to spend our funding to maximise the opportunities for our pupils.

Our funding for 2019-21 will priorities 3 key areas:

- 1. Accelerating progress and Raising Achievement**
- 2. Pastoral Support**
- 3. Enrichment**

How do we measure the impact of the Pupil Premium Grant?

Each action taken from the above 3 priorities is recorded below. Evidence of impact is recorded using hard evidence wherever possible however pastoral support can be harder to measure, this is where the need for pupil interviews and staff feedback etc. is implemented. According to research, breaking down barriers to learning, taking the ‘whole child’ into consideration, gives children greater life chances.

We have implemented a whole school Pupil Premium provision map and produce cohort profiles to ensure every child receives the support they require through one of our key priorities regardless of ability. At Bordesley Green we believe in equal opportunities for all and challenging more able Pupil Premium children continues to be a key focus this year, particularly in Reading. This is reflected in the School Development plan, with priority 1 being **“To improve the teaching of reading in order to raise attainment for all pupil groups.”**

We strive to close the gap for all pupils. Below is a table that shows the achievement of PP children last year.

Academic Year	Reading			English GPS			Maths		
	Sch PP	Nat NPP	Diff	Sch PP	Nat NPP	Diff	Sch PP	Nat NPP	Diff
2018/19	44%	46.9%	-2.9%	54%	57.1%	-3.1%	44%	46.9%	-2.9%

Summary information of pupil premium (PP)

Name of school:	Bordesley Green primary School		
Academic year:	2019-2020 2020-2021	Total PP budget for year:	Yr 1-6 £175,560 (Sept 19-March 20) £127,775 (April 20-August 20) £178,885 (Sept 20 – March 21) TBC – (April 21- August 21)
Total number of pupils:	712 + 52 Nursery places	Number of pupils eligible for PP:	228 (Yr1-6) 228 (Yr 1-6)
Amount per pupil:	228 x £1,320 (Yr1-6) 228 x £1, 345 (Yr 1-6)	Date of next PP strategy review:	July 2020

No. of pupils on role*	No. of pupils eligible*	Percentage of PP pupils*	Total funding for financial year
690 (+52 place Nursery)	228 228	33% 33%	£175,560 Sept 19 – Mar 20 £306,660 Apr20 – Mar21 TBC Apr21 – Aug 21

*Number on role and eligible at the point of the January census

Number of Eligible pupils per year group

-	Y1	Y2	Y3	Y4	Y5	Y6
2019-20 academic year	16	20	23	32	33	43
2020-21 academic year	23	22	23	26	33	36

Barriers:	
A.	Language and communication skills- 97% EAL/30 languages. (English competency TBC January 20 census)
B.	Basic literacy and mathematical skills-approx. 1/3 of PP children also have SEND
C.	Parental engagement and support skills.
D.	Wider life experiences and opportunities.

	Planned Expenditure	Objective	Expected Impact (Evidence source)	Evaluation of Impact (To be completed in July 2021)																														
Accelerating Progress and raising attainment	Provide additional teaching staff across the school	<ul style="list-style-type: none"> To facilitate reduced teaching group size and specialist targeted teaching to support accelerated progress and raise attainment across all year groups. To close gaps which have developed in children's understanding as a result of loss of learning during Lockdown. (2 F/T teachers and 1 P/T Teacher) 	<p>Positive progress measures will be maintained and more consistent across the school (O track summative teacher assessment & test outcomes)</p> <p>Diminish the difference between PP and 'All' attainment outcomes in reading, writing and maths (O track summative teacher assessment & test outcomes)</p>	<p>As a result of targeted interventions by additional teachers and TA's we have managed to reduce the gap in attainment for R, W & M combined at the end of KS2 over the period of this strategy (2019~ -22.7%, 2021 ~ -18%*).</p> <p>The gap between school and national at the end of KS2 has also reduced over this period. The current gap of 18% is lower than the last national published data (2019- 19.6%) and well below the FFT National data for 2021** (22% FSM).</p> <p>End of KS1 data indicates that the gap in school between PP and NPP has reduced significantly since 2019 as has the gap between school PP and National All (2019 data used as no national data since then).</p> <table border="1"> <thead> <tr> <th colspan="2"></th> <th>2019</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td rowspan="4">Compared to sch NPP</td> <td>R</td> <td>-12.2%</td> <td>-0.6%</td> </tr> <tr> <td>W</td> <td>-10%</td> <td>-3%</td> </tr> <tr> <td>M</td> <td>-11.7%</td> <td>-0.3%</td> </tr> <tr> <td>Com</td> <td>-10%</td> <td>-1.1%</td> </tr> <tr> <td rowspan="4">Compared to national all</td> <td>R</td> <td>-13.8%</td> <td>-6.5%</td> </tr> <tr> <td>W</td> <td>-8.1%</td> <td>-0.8%</td> </tr> <tr> <td>M</td> <td>-17.3%</td> <td>-4.6%</td> </tr> <tr> <td>Com</td> <td>NA</td> <td>NA</td> </tr> </tbody> </table> <p>Analysis of whole school internal data shows that over the course of the 2020-21 academic years the gap for disadvantaged pupils closed by 1% in reading and by 8% in maths. (N.B. internal data system changed September 2020 and is not comparable with 19-20 internal data)</p>			2019	2021	Compared to sch NPP	R	-12.2%	-0.6%	W	-10%	-3%	M	-11.7%	-0.3%	Com	-10%	-1.1%	Compared to national all	R	-13.8%	-6.5%	W	-8.1%	-0.8%	M	-17.3%	-4.6%	Com	NA	NA
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Provide additional Teaching Assistants based on identified needs.	<ul style="list-style-type: none"> Year 2 (from Sept 19 increased from 2 Full time and 1 part time TA to 3 full time TA's) and 6 (from Sept 2019 increased from 2 full time TA's to 3 full time and one part time TA) to enhance existing support and provide targeted interventions for identified children. Maintained during 2020-21 																																	
Provide language support assistants – Romanian, Arabic & Somali	<ul style="list-style-type: none"> To facilitate integration and inclusion of newly- arrived children and their families. To support staff and children in class. 																																	
Provide additional support staff. (SEND Lv2 TA's, SEND HLTA) based on identified needs to support in lessons and provide 1-1 intervention	<ul style="list-style-type: none"> To provide additional classroom support, interventions and extended curriculum opportunities to address identified needs. To provide support for families. Staff training and support. 																																	
Facilitate Every Child a Reader (ECAR) intervention in Year 2	<ul style="list-style-type: none"> To address basic reading skills of low achieving children through 1-1 tuition. 																																	
Facilitate Wellcomm in intervention in phase 1	<ul style="list-style-type: none"> To facilitate delivery, staff training and resource To develop early oracy skills 																																	

	Planned Expenditure	Objective	Expected Impact (Evidence source)	Evaluation of Impact (To be completed in July 2019)
Pastoral support	Employ 2x Learning Mentors	<ul style="list-style-type: none"> To provide support for families. To provide 1-1 mentoring support for pupils with behaviour issues and mental health concerns. To continue to organise before school provision (breakfast club) and after school provision (OOHL clubs) Support newly arrived pupils with the induction into school Support with attendance concerns 	<p>Increase in number of parents actively engaging in training and workshops and parent voice opportunities (Evaluations & consultations)</p> <p>More children will be partaking in out of hours care to support families.</p> <p>Financial support provided to most needy to help break down barriers to learning such as attendance and punctuality.</p>	<p>51 PP children identified as having attendance concerns following Covid school closures, supported to improve attendance during summer term 2021. Of these 82% managed to improve their attendance by the end of the academic year.</p> <p>6 PP pupils joined school Breakfast club children resulting in improved punctuality</p>
	LG/SLT to organise and support curriculum workshops in every year group across the school.	<ul style="list-style-type: none"> To increase the number of parent workshops and type of workshop so all parents not only have the chance to work with their child in creative way (Inspire workshops) but also to develop a knowledge of the relevant curriculum and how they can support their child at school. As a result of Covid-19 restrictions, support and parent meetings/workshops have moved online. 		<p>Workshops held in school for Reading support and Maths support (pre March 2020 school closures).</p> <p>Online meetings held to support transition to new year groups July 2021.</p>
	Employ a Parent Ambassador to develop/run a program of Family Learning activities to provide targeted support to families	<ul style="list-style-type: none"> To break down barriers with 'hard to reach' parents To provide support with issues that have arisen as a result of Covid-19 restrictions – food bank, signposting to financial support and wellbeing agencies. 		<p>PSA trained to support families affected financially by Covid, including families NRPF.</p> <p>Food bank set up to support PP families during lockdown.</p>
	Provide support for Pupil Premium children in the form of a financial subsidy – e.g. support to purchase uniform, travel expenses, breakfast club etc.	<ul style="list-style-type: none"> To break down barriers and improve attendance of PP children. 		<p>6 children subsidised for breakfast club, 3 children supported with bus passes to improve attendance, 2 children supported with uniform grants.</p>

Enrichment	Keyboard tuition and vocal coach	<ul style="list-style-type: none"> To provide high quality opportunities to participate in activities beyond the classroom and pursue personal interests. 	More children will be able to partake in a range of opportunities that will broaden and enrich their lives.	Prior to lockdown, 14 pupils received keyboard tuition, 28 children joined choir with vocal coach. Both activities suspended Mar 2020 due to covid risk assessment.
	Out of hours learning/homework support (non-sports)	<ul style="list-style-type: none"> To provide high quality opportunities to participate in a wide range of activities beyond the school day and pursue personal interests 		
	Residential/educational visits subsidy, including Eco Park subscription.	<ul style="list-style-type: none"> To provide additional opportunities to enrich the classroom curriculum through first hand experiences 		2019-20 – subsidy fund used to support class visits and to reduce cost of residential trips until Mar 2020) . 2020-2021 – visits suspended due to Covid risk assessment
	Authors & Artists	<ul style="list-style-type: none"> To enhance curriculum provision and provide first hand experiences 		2019-2020 – Author or illustrator booked for all year groups in school during World Book Week. 2020-2021 – author sessions booked online. Artist in resident booked Years 2, 3, 4 and 5 Summer term.
	To provide out of hours sports clubs free of charge	<ul style="list-style-type: none"> To encourage a healthy lifestyle and positive self-image 		Range of sporting clubs tun during Aut and Spr terms 2019-20 – 46 PP children attended. Clubs suspended Mar 2020 due to Covid Risk assessment.