

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Bythams Primary School
Pupils in school	91
Proportion of disadvantaged pupils	30%
Pupil premium allocation this academic year	£36,935
Academic year or years covered by statement	2020-2021
Review date	September 2021
Statement authorised by	Governing Board
Pupil premium lead	D. Shepherd
Governor lead	J. Gauntley

## Disadvantaged pupil progress scores for last academic year (2019)

Measure	Score
Reading	Suppressed due to there being 5 pupils or less, to protect individual privacy.
Writing	Suppressed due to there being 5 pupils or less, to protect individual privacy.
Maths	Suppressed due to there being 5 pupils or less, to protect individual privacy.

## Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	Suppressed due to there being 5 pupils or less, to protect individual privacy.
Achieving high standard at KS2	Suppressed due to there being 5 pupils or less, to protect individual privacy.
Measure	Activity
<b>Priority 1:</b> To accelerate progress reading and writing for disadvantaged pupils to raise attainment.	Ensure all relevant staff receive training to deliver: <ul style="list-style-type: none"><li>Read Write Inc- a whole school approach to teaching literacy that creates fluent readers, confident speakers and willing writers. It integrates phonics with comprehensions,</li></ul>

	<p>writing, grammar, spelling and handwriting, using engaging partner work.</p> <ul style="list-style-type: none"> <li>• Precision Teaching- a way of planning an intervention to meet the needs of an individual pupil who is experiencing difficulty with developing and maintaining basic skills (e.g. sight reading words or remembering their phonics).</li> <li>• When delivering Read Write Inc and Precision Teaching, vulnerable children work in targeted smaller groups to make accelerated progress.</li> </ul>
<p><b>Priority 2:</b> To accelerate progress in maths for disadvantaged pupils to raise attainment.</p>	<p>Ensure all relevant staff receive training to deliver Mastery Maths through:</p> <ul style="list-style-type: none"> <li>• White Rose maths in KS1</li> <li>• Maths No Problem in KS2</li> <li>• vulnerable children working in targeted smaller groups to make accelerated progress</li> </ul> <p>Purchase scheme resources to embed this teaching across all year groups.</p>
<p><b>Priority 3:</b> To embed the use of online learning so that there is equity in access to remote learning and homework.</p>	<p>Ensure disadvantaged children:</p> <ul style="list-style-type: none"> <li>• have access to technology to engage in home learning</li> <li>• have sufficient internet access to be able to engage in home learning</li> <li>• have support to sustain the use of Google Classroom and Tapestry at home, including parental support</li> </ul>
<p>Barriers to learning these priorities address</p>	<p>Consistency of high quality provision:</p> <ul style="list-style-type: none"> <li>• ensuring all staff are trained to deliver evidence-based teaching</li> <li>• minimise lost learning time due to pupils being unable to access classroom learning remotely</li> </ul>
<p>Projected spending</p>	<p>£30,000 TA wages £1,500 learning resources for maths and English</p>

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 reading	Sept 2022
Progress in Writing	Achieve national average progress scores in KS2 writing	Sept 2022
Progress in Mathematics	Achieve national average progress scores in KS2 maths	Sept 2022
Phonics	Achieve national average expected standard in PSC	Sept 2022
Other	Attendance of disadvantaged children to be at 96% or above the national average.	Sept 2022

**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	Targeted phonics support for children at risk of not achieving phonics threshold
Priority 2	One-to-one and small group interventions in maths and reading for those children making slow progress towards their expected outcomes
Barriers to learning these priorities address	Ensuring evidence-based interventions are delivered consistently to reduce gaps in learning
Projected spending	£4000

## Wider strategies for current academic year

Measure	Activity
Priority 1	To increase pupils' confidence, wellbeing and resilience through the 5 Steps to Wellbeing project and ELSA. This will benefit non-eligible children too.
Priority 2	To increase physical health and wellbeing through participation in extra-curricular opportunities and Forest School.

Barriers to learning these priorities address	Importance of addressing pupils' social and emotional difficulties alongside their learning needs. Importance of addressing pupils' physical health and feelings of inclusion.
Projected spending	£1000

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given for professional development of staff	Use of INSET days and additional cover
Targeted support	Ensuring staffing levels can maintain sufficient intervention time.	Small group intervention time planned outside of classroom time as an addition to quality first teaching provision. Maths groups and reading led by part time non-class based teacher.
Wider strategies	Covid-19 restrictions on extra-curricular opportunities and Forest School.	Adaptations as necessary to maximise opportunities in line with restrictions.

## Review: last year's aims and outcomes

Aim	Outcome
100% of pupil premium children make better than expected progress across the year.	Data not collected due to the Covid-19 lockdown in Spring & Summer 2020.
Pupil Premium children who wish to are able to receive music lessons throughout the year.	All children, who expressed an interest in learning an instrument, were given music lessons from a specialist teacher. This was unable to continue due to the Covid-19 lockdown in Spring & Summer 2020.