

St Botolph’s CE Pupil Premium Grant Proposed Expenditure:

Report: 2020 -2021

St Botolph’s CE Primary School is a two-form entry in Sleaford. We provide extended provision from 8.05am to 5.30pm each day. We have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and

thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential. Pupil premium funding represents a good proportion of our budget and we are committed to ensuring it is spent to maximum effect.

We believe that one of the biggest barriers for children can be poverty of expectation and so are determined to create a climate that does not limit a child’s potential in any way.

**Key facts**

* Our school motto “Striving to be the best we can” reflects our high expectations of the whole school community.
* We are engaged in and committed to partnership working with a wide range of organisations which strongly enhances our provision and supports our local community:

**Recent Initiatives / Improvements:**

* The School is striving to nurture a culture in which everyone can reach their full potential.
* Reading - To develop whole class reading across the school and follow the 8 key elements of the reading rope to support teaching and learning of reading across the school
* Increase performance at KS2, KS1 and EYFS. With a focus on greater depth children.
* Increase percentages of children working at or above age-related levels
* Gaps between key groups has been significantly narrowed
* Continue to have good phonics scores
* Earlier intervention in place in years 1/2, 3/4 and EYFS
* Introduction of assertive mentoring which includes 1:1 mentoring session per child each term so that children are clear of where they are and what they need to do next to improve
* ICT infrastructure, including the use of I Pads, laptops, I Pods and faster internet connection allows ICT to be delivered effectively in classes.
* Increased uptake of extended school provision
* Increased sports provision in school time – netball, football and a school sports coordinator working alongside Carres Grammar School. When this becomes possible.
* Introduction of a variety of different maths equipment to support children’s understanding in maths, especially in relation to number and calculation.
* Effectively using Accelerated Reader giving the children a wider range of books to read
* Monitoring RWI to support the phonics and spelling in school.
* Hellodata. This rigorously tracks the children’s attainment and progress. It allows the teachers to see if they are falling behind in any areas. It always informs their planning and shows good coverage of the curriculum.
* Rigorous Monitor Maths No Problem – A scheme of work to give children more structure and more strategies and methods in their mathematics.

**Objectives of Spending the Pupil Premium**

**Objectives of Pupil Premium Spending**

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups. As a school we have an excellent track record of ensuring that pupils make good progress. Through targeted interventions we are working to eliminate barriers to learning and progress. For children who start school with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations as they move through the school.

We have analysed our data thoroughly and have made use of a range of research, such as parental engagement research, children as writers, good practice in using pupil premium funding. In addition to this we have identified some key principles (outlined below) which we believe will maximise the impact of our pupil premium spending.

**Key Principles**

***Building Belief***

We will provide a culture where:

* staff believe in ALL children
* there are “no excuses” made for underperformance
* staff adopt a “solution-focused” approach to overcoming barriers
* staff support children to develop “growth” mind-sets towards learning

***Analysing Data***

We will ensure that:

* All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school
* Data dashboard is analysed
* In house data from Hellodata is also used.

***Identification of Pupils***

We will ensure that:

* ALL teaching staff and support staff are involved in analysis of data and identification of pupils
* ALL staff are aware of who pupil premium and vulnerable children are
* ALL pupil premium children benefit from the funding, not just those who are

underperforming.

* Underachievement at all levels is targeted (not just lower attaining pupils)
* Children’s individual needs are considered carefully so that we provide support for those children who could be doing “even better if…..”

***Improving Day to Day Teaching***

We will continue to ensure that **all** children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by using our team leaders to:

* Set high expectations
* Address any within-school variance
* Ensure consistent implementation of the non-negotiables, e.g. marking and reading
* Share good practice within the school and draw on external expertise
* Provide high quality CPD internally and externally.
* Improve assessment through joint levelling and moderation with collaborative schools.

***Increasing learning time***

We will maximise the time children have to “catch up” through:

Improving attendance and punctuality

* Providing earlier intervention (KS1 and EYFS)
* Extended learning out of school hours for Year 6 children.

***Individualising support***

*“There’s no stigma attached to being in an intervention in this school. Everyone needs something, whatever that might be, and so they’re all getting something somewhere.”*

We will ensure that the additional support we provide is effective by:

* Looking at the individual needs of each child and identifying their barriers to learning.
* Ensuring additional support staff and class teachers communicate regularly.
* Using team leaders to provide high quality interventions across their phases.

Matching the skills of the support staff to the interventions they provide.

* Working with other agencies to bring in additional expertise.
* To support their children’s learning within the curriculum.
* To manage in times of crisis.
* Tailoring interventions to the needs of the child (e.g. Targeted maths revision sessions in the afternoons for children who struggle in the main lesson)

***Going the Extra Mile***

In our determination to ensure that **ALL** children succeed we recognise the need for and are committed to providing completely individualised interventions for set periods of time to support children in times of crisis.

**Funding Priorities**

This year our aim is to further increase the percentage of outstanding teaching across the school. (see SDP for more detail).

* Focus on planning and differentiation in all areas, promote the new strategies in learning in English.
* Make sure that all children including SEN children reach their targets and full potential
* Learning behaviours of the children in class to accelerate progress.
* Observations – Peer mentors/progress the children are making
* Marking Policy/symbols – policy is embedded and reviewed
* Children reviewing their own work
* Focus –GAPS – raising attainment across the school, with a focus on spelling.
* Focus – Read, Write, Inc – resource the programs effectively to support teaching and learning. Make sure the children are in the right groups.
* Keep monitoring reading across the school to raise attainment.
* We are making sure that teaching Maths is consistent throughout the school. We have spent a lot of time training staff and resourcing appropriately.
* SLT meet regularly to make whole school decisions. Outcomes are shared with staff and implemented throughout the school.

In addition, we have a whole school approach to supporting children in developing their skills as writers and there will be a focus on developing children’s speaking skills. We want all children to be able to talk confidently about their learning, where they are and what they need to do to improve, so each child will have a mentoring session every term with their class teacher. We are determined to ensure that the percentage of children working at age related expectations and above.

**Number of pupils and pupil Premium Grant Received**

|  |  |
| --- | --- |
| **Number of pupils and pupil premium grant**Total number of pupils on roll **Nature of** | 412 |
| Total number of pupils eligible for PPG (FSM, SS and Ever 6) |  (FSM) 58 (E6) 10 (SS) 41 |
| Amount of PPG received per pupil  | £1,320 |
| **Total amount of PPG received** | £84,735 PP£14,260 SP |
| **Carry Forward** | N/A |
| **Total** | £98,995  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year Group** | **Item/Project** | **Cost** | **Objective** | **Outcome** |
|  |  |  |  |  |
|  | Balance to spend 20/21 | **£5164.35** |  |  |
| **6** | One to one tuition – various teachers throughout September 2020 to May 2021 | **£6,000** | Individualising support at all levels: Targeted support for children to address misconception, gaps and weaknesses.  | Increased confidence and attainment in English and Maths. |
| **6** | Small groups in writing and Maths HA and LA | **(included in cost above)** | Individualising support at all level: small group work to extend children’s writing and maths skills. | Increased attainment in writing and maths (assessment data). All children progress 2/3 steps. |
| **EC – Mental –Well-being of the whole school** | To council/talk children through any problems/issues/concerns that they might have. | **£11,167.00** | To Support children who are struggling with mental well-being. This will allow stability in their learning. | All children are well prepared to access their learning because their mental health is being looked after. |
| **Year 6 support September 2020 – July 2021** | KC – Supporting Year 6 | **£14,828.00** | Individualising support at all levels: Targeted support for children to address misconception, gaps and weaknesses.  | Increased confidence and attainment in English and Maths. |
| **SS in Year 5****September 2020 – March 2021** | Closing the gap groups in Year 5 in the mornings.TA – leading interventions in Year 3 in the afternoon.* TAC -2 hours extra support
* TAC support. TAC reviews
 | **£21,328.00****£1,187.96** | To intervene in the early stage of Year 5.To work with the Year 3 children in the afternoon doing intervention work, precision teaching etc. | Early intervention of any identified child’s need will be addressed ASAP. Bespoke sessions will be planned for to make sure that no child gets left behind. |
| **See-Saw** |  | **£1,408.00** | Seesaw’s tools are intuitive, open-ended, and meet students where they are, so students at all levels have more options to show what they know. When students can demonstrate their learning in ways that work best for them, they thrive. | To share their work with staff, parents and each. Children will be proud of their achievements and use different media to present their work in various ways. |
| **Whole school after an audit has taken place. SA** | SEN/SS/PP support | **£23,856.00** | Making sure the needs of the SEN children are met. | To provide appropriate provision for all year groups. Recognising the needs in each year group and arranging the necessary precision teaching. |
| **Whole school** | School uniform subsidy | **£200.00** | To supply any child on the Pupil Premium with a school uniform if they need one. | Children have the appropriate uniform and don’t feel left out. |
| **Whole school** | Cool Milk | **£500.00** | To make sure that every child who requests milk is able to have it. | Nobody feels excluded. |
| **Year 2 and 6** | CGP Books | **TBC** | To make sure the children have the appropriate books in order to familiarise themselves with the tests they need to take. These books follow the same format that help the children. | Provides the teachers with relevant test questions to assess the children.  |
| **School trips PP**  |  | **£1,000.00** |  |  |
| **Apprentice Levy** |  | **£188.23** |  |  |
|  | ***Service school children spend*** |  |  |  |
| **Year 1-6** | Maths No Problem | **£7,522.76** | All children are delivered the same maths program which supports them throughout their school journey. | Children have a consistent approach to Maths and as a result maths scores improve and the children’s understanding it better too. |
| **Year 3-6** | Home/School Diaries | **£795.00** | All children have a diary which supports and encourages independence but also gives the parents and teachers the ability to communicate. | Children, teachers and parents have a tool to make sure communication is effective. This makes the children feel supported. |
| **CPOMS** | Tracking system that records any safeguarding situations that occur in school. | **£921.00** | To keep the children safe. To have a solid and informative system that tracks and stores the pupils safeguarding issues. This system will make sure that all staff are kept informed regarding their children. It will also allow staff to see historic issues, therefore giving them the bigger picture of the child. | All staff are aware of the issues that the children have had or are having at home and school. Promotes better communication. |
| **Tapestry** | Assessment and communication system for the Foundation Stage children. | **£144.00** | Teachers can record assessment details for the children and share them with parents. | Teachers and parents are able to communicate effectively. |
| **Sleafordian Coach** | A coach to Cranwell for the SS children to attend an event. | **£500.00** | Visited for a celebration in the RAF  | Children enjoyed a service event at Cranwell. They experienced many different things whilst there. |
| **TT - Rockstar’s** | Time tables program. | **£175.00** | Annual subscription fee.This will improve the rapid recall of the children’s times tables. | Children’s time table knowledge is better, as a result they can recall number facts and answer questions with fluidity and accuracy. |
| **Years 2-6** | Test base -annual subscription | **Already paid** |  Provides the teachers with relevant test questions to assess the children. | Children will have had access to relevant questions to prepare them for their assessments and tests. This will give accurate results to inform the teachers. |
| **Years 2 -6** | Accelerated reader | **£1,857.50** | To improve the children’s reading. To bring the love of reading back and to test them on what they have read. | The children will enjoy reading and want to read more because they have to quiz. As a result, the results will improve and the children will become fluent readers. |
| **Year 3-6** | RWI Y2 3 & 4and 5 &6 spellingRWI Spelling books | **£139.50****£250.00** | To improve the children’ spellings. | The children will be able to remember spelling patterns and use their knowledge to spell correctly. Their vocabulary will be improved and they will be able to use more exciting language in their work. |
| **Whole school** | John Bocking | **£140.00** | To be updated with changes. | All stakeholders are made aware of changes quickly in order to act or react quickly. Thus, making sure the stakeholders are aware of new initiatives that may be coming into schools. |
| **Whole school** | Julie Harrison | **TBC** | To work with the stakeholders and support the vision of the school. | Outside agency will evaluate and moderate the position of the school alongside the stakeholders. |
| **Whole school** | ODDIZI | **£100.00** | Children and teachers have access to resources that will support them when doing their Geography topics. | Teaching and learning is improved in Geography because of the ODDIZI resources. Children are exposed to resources that would not otherwise be available. |
| **Whole school** | Nubridge French AngelsClassroom secretsSpelling ShedWidget online | **£199.00****£37.50****£50.00****£50.00** | Resources for the children to be able to complete their work. | Resources to support teaching and learning. |
| **Year 1-6 assessment analysis system** | Hellodata | **£545.00** | To be able to see the children’s results in a comprehensive way. | The system will allow the staff to analyse the data more effectively. This will help them see the gaps that need plugging, interventions that need to take place and strengths and weaknesses of their children, class and cohorts. Subject leaders will also have a clear picture of the whole school. |
| **TOTAL Allocation so far.** |  | £98,995 |  |  |
| **Left to spend including carry forward** |  | **£5,164.35** |  |  |

The school’s evaluation of its own performance is rigorous. Tracking of progress over time for each pupil is thorough, and so we can quickly identify any dips and develop sensible strategies and interventions to promote improvement.

* A wide range of data is used – achievement data, pupils’ work, observations, learning walks, case studies, and staff, parent and pupil voice.
* Assessment Data is collected so that the impact of interventions can be monitored regularly. Some Intervention data is collected every six weeks to monitor underperformance.
* Assessments are closely moderated to ensure they are accurate.
* Teaching staff attend and contribute to pupil progress meetings each term and the identification of children is reviewed.
* Interventions are adapted or changed if they are not working.
* Case studies are used to evaluate the impact of pastoral interventions, such as on attendance and behaviour.
* A designated member of the SLT maintains an overview of pupil premium spending.
* A governor is given responsibility for pupil premium.

We will use KS2, KS1, Phonics, EYFS (Local education authority data summary) as well as whole school data (using Hellodata and data dashboard) to evaluate impact in terms of attainment and progress.

Mrs Wilson

Headteacher