

Pupil premium strategy statement 2020-21

School overview

Metric	Data
School name	Balshaw Lane Primary School
Pupils in school	344
Proportion of disadvantaged pupils	27
Pupil premium allocation this academic year	£44,660
Academic year or years covered by statement	2020-21
Publish date	March 2021 (revised)
Review date	September 2021
Statement authorised by	Keith Fielding (Chair of Governors)
Pupil premium lead	Helen Gregson (Head)
Governor lead	Keith Fielding

Disadvantaged pupil attainment for 2019 (no data available for 2020)

Measure	Score
Percentage meeting the expected standard in Reading, Writing and Maths combined	83% at expected standard (national average 71%)
Reading	83% at expected standard (national average 73%)
Writing	100% at expected standard (national average 78%)
Maths	100% at expected standard (national average 79%)

Disadvantaged pupil progress scores for 2019 (no data available for 2020)

Measure	Score
Reading	Average score 106 (national score 105.5) Progress score -0.6 (Confidence interval -5.6 to 4.3)
Writing	Progress score 0.2 (Confidence interval -4.4 to 4.7)
Maths	Average score 107 (national score 106.1) Progress score -0.5 (Confidence interval -4.8 to 3.8)

Strategy aims for disadvantaged pupils 2020-21

Measure		Score
Meeting expected standard at KS2		100% in Reading, Writing and Maths 100% Combined RWM.
Achieving high standard at KS2		50% Greater Depth in Reading 25% Greater Depth in Maths
Aim	Target	
Priority 1	To support disadvantaged children to make accelerated progress to close gaps from covid lockdowns in order to reach expected standard for the year group.	
Priority 2	To ensure that disadvantaged children are emotionally equipped to learn.	
Barriers to learning these priorities address	<ul style="list-style-type: none"> Children have been at home during the lockdowns with less access to quality teaching Despite extra support, some disadvantaged children have not accessed all the remote education opportunities 	
Projected spending	£44,660	

Teaching priorities for current academic year 2020-21

Aim	Action	Target date
Priority 1 To support disadvantaged children to make accelerated progress to close gaps from covid lockdowns in order to reach expected standard for the year group.	Reading <ul style="list-style-type: none"> Re-assessment of reading level on return in March 2021; comparison to Sept 20 & Dec 20 assessments Re-establishment of high quality teaching of reading eg guided reading, comprehension, reading across the curriculum, vocabulary focus. Engagement in whole school reading ethos: class novels, reading rewards, book awards 	July 2021
	Writing <ul style="list-style-type: none"> Re-assessment of writing level on return in March 2021; comparison to Sept 20 & Dec 20 assessments Re-development of stamina and concentration in gradual increments of time Recap of prior writing skills for each genre/context. 	July 2021

	<ul style="list-style-type: none"> Careful planning of progression of skills Use of modelling and scaffolding to set high expectations Focus on consistency of punctuation and key spellings. 	
	<p><u>Maths</u></p> <ul style="list-style-type: none"> Evaluation of White Rose Maths content taught via remote education> identification of gaps Careful planning of conceptual progression (Maths No Problem) for the remainder of the academic year. MNP key lessons used to ensure that core knowledge is the focus. AfL used prior to each unit to ensure essential knowledge is secure before moving on. Focus on X tables and number bonds 	July 2021
Phonics	<ul style="list-style-type: none"> Re-establishment of phonics and reading scheme in school and with parents. Re-assessment of children on return in March 2021; comparison to Sept 20 & Dec 20 assessments Phonics groups recap prior learning and build on knowledge. Focus on Reception and Y1 children> to reach expected standard despite 2021 Phonics Check being cancelled. 88% of Y2 passed Phonics Check in Autumn 2020. 7 Y2 children to continue with focused phonics work. 	<p>March 2021</p> <p>March 2021</p> <p>March-July 2021</p> <p>July 2021</p>
CPD	<ul style="list-style-type: none"> Talk One training for Year 1 teachers to focus on talk for writing and to ensure consistency of writing expectations Training in English and Maths for all teachers via the Teaching School Alliance Training for teaching assistants: maximising learning (based on EEF research) Head: EEF disadvantaged learners course 	July 2021

<u>Priority 2</u> To ensure that disadvantaged children are emotionally equipped to learn.	<ul style="list-style-type: none"> • Emotional Literacy Support Assistant (ELSA) to support those children struggling on re-entry to school • Counselling sessions • Wellbeing resources shared with pupils and parents • Families offered CFW nurture group where appropriate 	July 2021
---	--	-----------

Targeted academic support for current academic year 2020-21

Measure	Activity
Disadvantaged pupils who have participated less in remote education are targeted for gaps in learning	<ul style="list-style-type: none"> • Teachers identify gaps for these children • Tailored teaching planned to meet these gaps • Intervention teaching 1:1 or in small groups • Involvement of parents
Targeted intervention	<ul style="list-style-type: none"> • Phonics accelerated progress groups • Reading: daily 1:1 support in addition to quality teaching in class • Writing: 1:1 or small group work to focus on individual targets • Maths: 1:1 or small group work on concepts missed during lockdowns.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Lack of academic support from home (parents often willing but concepts not known) • Children's lower levels of enthusiasm: we aim to 'fire them up' with their learning success.

Wider strategies for current academic year 2020-21

Measure	Activity
To ensure that disadvantaged pupils have access to ICT for remote education	<ul style="list-style-type: none"> • Support with access to Teams and Seesaw • Offer of laptop for home use • 1:1 video calls
To encourage disadvantaged pupils to attend 100%	<ul style="list-style-type: none"> • Monitor attendance: Miss Lasch to inform head of absences • Support for families on individual basis
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Further missed learning due to absences

Monitoring and Implementation

Area	Challenge	Mitigating action
------	-----------	-------------------

Teaching	Ensuring that assessments are used consistently across school to benchmark re-entry and progress.	Staff training to establish purpose of assessment and ongoing use
Targeted support	Intervention is specific to target child(ren), time-limited and accurately assessed.	Head and deputy to oversee set-up and review of intervention including catch-up. Consistent assessment and reporting to governors.
Wider strategies	Families do not engage despite support.	Be positive, supportive and helpful to parents as a partnership approach.

Review: 2019-20 aims and outcomes

Aim	Outcome
Progress in Reading and Writing	On return in September 2020, following Lockdown 1, most disadvantaged children had continued to make steady progress in reading. No children moved back a reading stage. With writing, stamina and concentration were affected> teachers targeted these in early Autumn 2020. KS2 noted that progress continued well; KS1 identified that the children lacked key skills. KS1 has been the focus for catch-up intervention.
Progress in Mathematics	Use of White Rose Maths worked well during remote education so learning progressed well. Autumn 2020 & March 2021 assessments indicated that children were getting back on track. Children with lower engagement and missed concepts are targeted.
Phonics	Accelerated progress on re-entry in Sept 2020> 88% of all Y2 children passed Phonics Check.
Attendance	Disadvantaged children's attendance was in line with the whole school. Any concerns addressed with the individual family.

3 year aims

For all disadvantaged children to leave Balshaw Lane as confident, well-rounded individuals with a love of learning and a zest for life.
For all disadvantaged children to meet at least the national average for all children in: <ul style="list-style-type: none"> • Reading, Writing and Maths • Combined RWM

