



BATTLE HILL PRIMARY SCHOOL PUPIL PREMIUM STRATEGY 2020/21

Pupil Premium Funding

The Pupil Premium was introduced by the Coalition Government in April 2011 to provide additional support for looked after children and those from low income families. The extra funding is made available to schools to help them narrow the attainment gap that still exists between pupils from disadvantaged and more affluent backgrounds.

Pupil Premium Grant 2020-2021 Summary

	Number	Amount per pupil
Pupils at Battle Hill Primary School eligible for Pupil Premium (Ever 6 FSM)	134	£1345 (£180,230)
Pupils recorded as adopted	12	£2345 (£28,140)
Service Children	0	£0
Pupil Premium Allocation 2020- 2021		Total PP Budget (financial year) £208,680
	(325 pupils on roll)	Total PP Budget (academic year) to date £121,730

September 2020 Pupil Premium Breakdown

Year Group	Number of pupils in year group	Number of pupils eligible for PP	% Pupil Premium	Number of more able disadvantaged	Number of PP also SEND
6	45	25	55%	1	8
5	62	29	47%	0	10
4	39	18	46%	5	9
3	49	18	37%	3	11
2	36	10	27%	0	9
1	46	14	30%	3	9

School Context of Deprivation: Our school context of deprivation means that there are many families facing social and economic challenge, with the number increasing as a direct result of COVID-19. Our school deprivation indicator (IDACI) is 0.3 (decile 3) We have an IMD of 3 (score: 28.8). 65% of our pupils (263 pupils) live in decile 3, 12% (48 pupils) live in decile 2 and 3% (12 pupils) live in decile 1. 15% of pupils live in the 20% most deprived areas nationally. Many of our pupils have limited life experiences outside of school.

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Pupils on track March 2020

% of pupils on track **Pupil Premium**/Non Pupil Premium Comparison

	Reading		Writing		Maths		Comments
Year 6 49 pupils 28 PP 21 non-PP	82% -8%	90%	75% -6%	81%	82% -4%	86%	Gaps reducing since end of Y4 Reading 33%/65% (32%) Writing 25%/48% (23%) Maths 29%/57% (28%)
Year 5 41 pupils 24 PP 27 non-PP	63% -13%	76%	63% -11%	74%	71% -3%	74%	Gaps reducing since end of Y3 Reading 39%/64% (25%) Writing 30%/64% (34%) Maths 35%/77% (42%)
Year 4 61 pupils 29 PP 32 non-PP	69% -22%	91%	66% -25%	91%	69% -19%	88%	Gaps reducing since end of KS1 Reading 55%/90% (35%) Writing 50%/80% (30%) Maths 35%/70% (35%)
Year 3 39 pupils 20 PP 19 non-PP	50% -3%	53%	35% +14%	21%	35% -12%	47%	Comparison to end of Y1 (Considerable cohort change) Reading 78%/57% (+21%) Writing 33%/43% (10%) Maths 61%/52% (+9%)
Year 2 49 pupils 21 PP 28 non-PP	62% -13%	75%	52% -12%	64%	52% -19%	71%	ELGs GLD 2018 FSM 53% Non-FSM 66%
Year 1 36 pupils 10 PP 26 non-PP	60% -13%	73%	60% -13%	73%	80% -5%	85%	ELGs GLD 2019 FSM 67% Non-FSM 61%

Pupils' Progress March 2020

Pupil Premium/Non- Pupil Premium Comparison

	Reading			Writing			Maths		
Year 6 49 pupils 28 PP 21 non-PP	15.4 (2.5 years)	15	-0.4	14.7	14.6	+0.1	15.6	14.7	+0.9
Year 5 41 pupils 24 PP 27 non-PP	15.9 (2.5 years)	17.7	-1.8	15.6	17.4	-1.8	15.6	16.8	-1.2
Year 4 61 pupils 29 PP 32 non-PP	15.5 (2.5 years)	16.9	-1.4	15.6	16.6	-1	15.3	16.7	-1.4
Year 3 39 pupils 20 PP 19 non-PP	14.4 (2.5 years)	14.1	+0.3	14.1	13.8	+0.3	14.5	13.6	+0.9
Year 2 49 pupils 21 PP 28 non-PP	9.4 (1.5 years)	9.5	-0.1	8.6	8.6	=	9.4	9.1	+0.3
Year 1 36 pupils 10 PP 26 non-PP	3.2 (1/2 year)	3.6	-0.4	2.9	3.3	-0.4	3.7	3.5	+0.2

Barriers to Future Attainment (for pupils eligible for PP including high ability)

Academic Barriers

A.	<p>Lack of engagement during COVID-19. Missed education, plus lack of routine and structure. For some families, this is exacerbated by historic poor attendance and punctuality. Overall attendance for half terms 1-3 in 2019-20 showed Pupil Premium pupils at 94.77% (compared to 95.83% not Pupil Premium). Poor attendance for PP pupils reduces their school hours and causes them to fall behind on attainment.</p>
B.	<p>Access to online resources- tablets/devices etc for the completion of homework and/or use in the event of further lockdowns or school closures.</p>
C.	<p>Attainment on Entry: Large proportion of pupils enter EYFS with significant speech, language and communication issues. Lack of oracy on entry, lack of practise at home amongst identified vulnerable groups. Phonics and literacy support.</p>
D.	<p>SEND/anxiety concerns amongst some disadvantaged pupils and some parents: October 2020 school census data shows 88, 27% of pupils have Special Educational Needs.</p>
E.	<p>Lack of Aspirations: children and parents valuing the importance of education in terms of cultural capital- new curriculum links. Many pupils in this cohort require support with resilience and raising aspirations</p>

In this academic year we are using our Pupil Premium to continue to provide intervention opportunities and close monitoring and support for attendance issues in order to raise attainment and increase progress. All pupils in our school are tracked closely, which includes pupils eligible for Pupil Premium. If progress is not at least as expected, pupils are identified for intervention to move learning forward. Pupils eligible for Pupil Premium who are progressing well, are identified and resources purchased to help the teacher extend the child's learning.

Outcomes		
Desired outcomes and how they will be measured		Success criteria
A.	All children to return to school and attend regularly. Increase attendance rates for pupils eligible for PP across the school ensuring that the number of pupils eligible for PP who are Persistent Absence (PA) decreases.	Overall attendance rates for pupils eligible for PP will improve and the number of persistent absentees will decrease so percentage is in line with national average and comparable groups. SLT will be rigorous in promoting positive attendance, and attendance analysis and actions.
B.	Provide access to online learning opportunities for all. All teaching staff familiar with Remote Learning Procedures for individual children and whole classes. Devices purchased and loaned to families who do not have access. Subsidised leases for eligible families.	Training and resources ensure that all staff are upskilled at using ICT in blended and remote learning. All KS2 pupils are using 1:1 iPads. High quality paper based resources to be used only in extreme cases.
C.	Investing in Ruth Miskin training for the delivery of Phonics (Read, Write, Inc) enables staff across EYFS, KS1 and Lower KS2 to deliver effective phonics lessons consistently across every phase. Participating in a pilot of Lauchpad for Literacy, working in collaboration with LA, will ensure a cohesive skill-based approach to literacy readiness, closing the gap, informed interventions and speech and language support.	Pupils catch up with their peers nationally by Y2. Phonics gender gap and Pupil Premium gaps narrow. Improvement in attainment and progress in reading and writing across the school for pupils eligible for PP, including more able disadvantaged pupils.
D.	Staff to assess children and families' emotional health and well-being upon return to school in September and raise any concerns with SLT. Positive mental health is promoted through the implementation of DfE Wellbeing Education Return programme.	Performance Management process includes a mental health and well-being target Regular online and telephone check-ins with harder to reach families.
E.	The new curriculum is fully embedded throughout the school and parents value their role in their child's education. Subsidies are provided to ensure pupils can participate in educational visits, residential and enrichment activities.	Educational visits (post COVID) to be part subsidised. Extra-curricular will be provided free of charge, including after school clubs for childcare. The perception of homework changes from unrelated tasks to extending learning.

Planned Expenditure

Academic year 2020-2021

The three headings below enable our school to demonstrate how we are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Improve attainment and progress in reading, writing, maths and EGPS in our current Y2 & Y6 class for pupils eligible for PP, including more able/ disadvantaged pupils.</p>	<p>Spiral Curriculum Approach to ensure skills and concepts are repeated and applied in new learning</p>	<p>Regular analysis of data has helped identify areas of development to ensure our end of Key Stage results are in-line with national. Our current Y2 class has a 27% and Y6 55% FSM6 entitlement</p>	<p>Regular lesson observations on key focus areas. Regular focused learning walks by SLT. Regular book scrutinies Regular moderation of pupils' work in school and externally. Half termly data input and analysis. Termly pupil progress meetings with SLT</p>	<p>DHT Literacy & Maths SL</p>	<p>Half termly pupil progress meetings with SLT Half termly data input and analysis July 2021 final review</p>

<p>Continue to improve attainment and progress in reading, writing and maths across the school for pupils eligible for PP, including more able disadvantaged pupils.</p>	<p>Quality First Teaching with clear strategies for differentiation and formative assessment. Summative assessment is detailed, robust and diagnostic, informing future planning and identifying learning needs or areas of intervention.</p>	<p>Regular analysis of data has helped identify areas of development across year groups which require support or intervention in order to ensure our end of Key Stage results continue to be in-line or above national.</p>	<p>Regular lesson observations on key focus areas. Regular focused learning walks by SLT and Key Stage Leads and subject leaders. Regular book scrutinies. Regular moderation of pupils' work in school and externally. Half termly data input and analysis. Termly pupil progress meetings with SLT</p>	<p>SLT All teaching and support staff</p>	<p>Half termly pupil progress meetings with SLT Half termly data input and analysis July 2021 final review</p>
<p>To improve decoding across the school so that the number of children passing phonics screening in Year 1 will be at least in line with national average, impacting on early reading across all phases.</p>	<p>In order to improve our pupils' early reading, we are focusing on the use of a systematic phonics programme to improve early reading, which is supported by extensive evidence. Following investigation of research and working closely with the English Hub and several other schools who are successfully teaching early reading, we decided to implement Read Write Inc</p>	<p>The School Improvement Plan has a target of improving early reading across the school. Three-year trend: The % of children passing the phonics screening at the end of Year 1 has been below national average for the past three years. Although 2018 saw an improvement, this has been inconsistent, with 2019 showing a further decline of 7% on 2017, taking results significantly below national at 67%. Teaching of phonics at Battle Hill has been identified as being inconsistent and until this is addressed and taught consistently, attainment in early reading will not improve</p>	<p>Whole school Ruth Miskin CPD 2 x Ruth Miskin Development Days with SLT Implementation and training of Reading Leader to work alongside English Lead and coach staff Purchase of RWI resources - teaching / book bag Subscription to Ruth Miskin online school portal - access to resources including online training films and links for parents Regular cross moderation of teaching, assessments and groupings 1:1 daily intervention for bottom 20% Group interventions for those children below where they should be Weekly practise sessions for staff</p>	<p>DHT</p>	<p>Half termly monitoring of progress Two weekly monitoring of impact of 1:1 interventions and group interventions</p>

<p>Continue to ensure that teaching, learning and assessment across the school is at least good with a large proportion outstanding and that this is impacting on PP achievement in all classes.</p>	<p>Maintain focused leadership and management time to continue to raise standards across the school. CPD training of staff to impact on teaching and learning</p>	<p>Children who receive outstanding teaching and are exposed to high quality, stimulating learning opportunities will progress at an accelerated rate and achieve their full potential.</p> 	<p>Focused Leadership and Management time for Key Stage Manager to drive standards and impact on teaching and learning across their KS and school. Regular lesson observations on key focus areas. Regular focused learning walks and drop-ins by SLT, Key Stage Leads and subject leaders. Regular book scrutinies. Regular moderation of pupils' work in school and externally. Half termly data input and analysis. Termly pupil progress meetings with SLT Targeted CPD linked to individual staff needs (PDC targets) and whole school development areas.</p>	<p>SLT All teaching and support staff</p>	<p>Termly monitoring calendar and T&L impact summary Performance Management midterm reviews (March 2021) July 2021 final review</p>
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Targeted Support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Improve attainment and progress in reading, writing, maths and GPS for pupils eligible for PP across the school, including more able/ disadvantaged pupils.</p>	<p>Continue to implement targeted booster / intervention sessions aimed at closing the gaps and maximising achievement. See specific programmes below.</p>	<p>In 2019, disadvantaged pupils achieved higher than all pupils nationally and their national peers in all subjects and significantly above in Reading. This is evidence of the impact our pupil premium funding has had linked to targeted implementation booster sessions, 1:1 tuition and targeted intervention including specific programmes.</p>	<p>Focused 1:1 targeted intervention with specific children. Focused Leadership and Management time for SLT to drive standards and impact on teaching and learning across school. Regular lesson observations on key focus areas. Regular focused learning walks and by SLT (followed up by governors' learning walk) Regular book scrutinies. Regular moderation of pupils' work in school and externally. Half termly data input and analysis. Termly pupil progress meetings with SLT</p>	<p>SLT</p>	<p>Termly pupil progress meetings with SLT Half termly data input and analysis July 2021 final review</p>

<p>Continue to improve attainment and progress in reading, writing and maths across the school for pupils eligible for PP, including more able disadvantaged pupils.</p>	<p>Continue to implement targeted booster / intervention sessions aimed at closing the gaps and maximising achievement. RWI will be rolled out across FSU and KS1/KS2 with a focus on delivering phonics consistently and effectively.</p> <p>An increase of high quality TA support.</p> <p>Implementation of focused inference teaching across school and Accelerated Reader across KS2.</p> <p>Focused intervention: RWI (1:1 phonics intervention, Pinny Time, Fred Talk Games)</p> <p>Boosting Reading Potential, 1stclass@Number, Success@Arithmetic, Success@Writing, RWI (Read, Write, Inc), Talisman Totem. Daily booster classes/after school, tuition delivered by RJ to targeted children in maths and greater depth writing and maths.</p> <p>Focused 1:1 tuition for targeted intervention with specific children.</p> <p>Continue to implement targeted booster sessions in EYFS, including RWI (1:1 phonics intervention, Pinny Time, Fred Talk Games), Write Dance, Dough-Gym, Talk for Writing, Lego Therapy. As we are a school with a significant proportion of chn who lack the vocabulary required to access the curriculum, our dedicated Early Intervention Teacher will continue to work across FSU and has now extended Speech and Language down to Playgroup with an aim of catching children early. Intervention includes Early Talk Boost, Word Aware (combined with Elklan) and Fun with Narrative. Talk Boost has now been extended and is being delivered across KS1. We are also part of a pilot with LEA -Launchpad for Literacy.</p>	<p>Y1 PHONICS there was a 21% difference between FSM6 and non FSM6 nationally.</p> <p>Our KS1 results show that our FSM6 pupils performed inline or above their national counterparts for Reading, Writing and Maths, Writing, Maths combined, with 8% difference (3 pupils). Our Key Stage 2 results were significantly above the national average in all areas, including Reading, Writing and Maths combined. This is evidence of the impact our pupil premium funding, linked to targeted implementation of booster sessions, 1:1 tuition and targeted intervention including specific programs.</p>	<p>Focused Leadership and Management time for SLT to drive standards and impact on teaching and learning across the school.</p> <p>Regular lesson observations on key focus areas.</p> <p>Regular focused learning walks and drop-ins by Headteacher, Key Stage Managers and Subject Leaders.</p> <p>Regular book scrutinies.</p> <p>Regular moderation of pupils' work in school and externally.</p> <p>Intervention tracking and analysis including entry and exit data.</p> <p>Half termly data input and analysis.</p> <p>Termly pupil progress meetings with SLT</p> <p>Training from RWI and resources to enable effective teaching of phonics</p>	<p>SLT</p>	<p>Termly pupil progress meetings with SLT</p> <p>Half termly data input and analysis</p> <p>July 2021 final review</p>
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Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Increase attendance rates for pupils eligible for PP across the school ensuring that the number of pupils eligible for PP who are Persistent Absence (PA) decreases.</p>	<p>Maintain and heavily subsidise breakfast and after school clubs . Attendance policy and strategies which include incentives (termly rewards for 100% attendance, good news postcards etc), fines, heavily subsidised places at Breakfast Club and After School Club and help with transport. Pupils classed as 'persistent absentees' are closely monitored. Home-School agreements and attendance contracts have been implemented to improve attendance levels</p>	<p>We operate a heavily subsidised breakfast and after school club from 7.55am until 5.15pm every day for children in Reception to Y6. We have high attendance at breakfast club and as a result our punctuality across the school has improved. Our school has high levels of deprivation for income, health, education and employment.</p>	<p>Regular focused learning walks by SLT. Staff views, pupil views and parental views and discussions. Monitoring of children accessing Breakfast/After School Club for impact on PP achievement and attendance. Weekly review of attendance. Celebration of attendance weekly with children. Monthly review of attendance data.</p>	<p>SLT Breakfast/After School Lead Attendance input</p>	<p>Regular meetings with Breakfast Club/After School Lead and Attendance Lead. July 2021 final review</p>

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<p>Provide access to enrichment opportunities, otherwise inaccessible to disadvantaged children.</p>	<p>Strong links with a number of companies including NUSTEM, Nissan and Use of the Primary Career Tool (PCT) to broaden children's knowledge of careers in STEM Experts coming into school (NSPCC, Northumbria Police, Be Safe etc) Trips - including residential to France, High Borran's, High Borran's Young Leaders, Ocean Youth Trust, Erasmus Community links with Charlton Court, Church of the Good Shepherd, Rising Sun Country Park Day trips to galleries, Newcastle Quayside etc Participating in initiatives such as the Dig Deep and Grow Programme, Foundation Futures - outdoor learning programme Reading Recovery Extra curricular activities such as Parent/child STEM (NUSTEM), cookery class etc</p>	<p>Our school has high levels of deprivation for income, health, education and employment. For that reason, the approaches we implement in order to provide enrichment activities for our children seeking to broaden aspirations and pursue academic goals through non-traditional means; develop our children's characters (eg, their motivation or resilience) and pursue wider goals because these are held to be important. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</p>	<p>Our redesigned curriculum ensures enrichment opportunities are planned for. Subject Leads are responsible for ensuring links within their subject area are upheld and coordinate planned visits or visitors. Curriculum Lead ensures these opportunities are woven throughout our curriculum</p>	<p>Subject Leads Curriculum Lead RJo</p>	<p>Termly</p>
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<p>Provide access to online education opportunities for all.</p>	<p>Extensive Staff CPD to ensure all staff are competent in use of ICT to deliver and promote remote education Investment in new resources Roll out of new software to allow live feedback and interaction with pupils / pupil direction on how to use new software delivered by Jigsaw. Purchase additional devices to loan to those chn without personal technology. A shift in work from paper based to online where possible. Use of iBooks - foundation subjects</p>	<p>Following the sudden need for remote education in March, we have continued to develop the resources and knowledge we have to move forward remote education in our school. We aim to harmonise in-school education with home-school education and build the pupils' meta cognition. Peer interaction can provide motivation and improve learning outcomes.</p>	<p>Monitor pupil engagement. SLT to monitor usage and appropriateness of content provided. Close working links with Jigsaw and other external agencies such as Apple, allows us to stay up to date with new Developments/ ongoing CPD. MDM (JAMF) managed by Jigsaw so updated daily. Cross moderation of iBooks.</p>	<p>SBR Computing and eLearning Lead</p>	<p>Half Termly AS and when local lockdown occurs</p>
<p>Total budgeted cost</p>			<p>£208,680</p>		

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Pupil Premium Impact Statement 2019/20

The Pupil Premium (PP) grant for the financial year 2019/20 was £191,880. During this academic year the funding was allocated to the following:

- Increased hours of SENCo
- Continued employment of Learning Mentor to develop pupils' social and emotional skills
- Allocated time for Designated Safeguarding Lead to support vulnerable children and their families
- Additional support from staff with small intervention groups across all Key Stages
- Contribution to the costs of administrative staff who promote and track attendance of all pupils
- Computer hardware and software to enhance learning
- Enrichment activities
- Transport to allow attendance and continuity
- Discounted costs to purchase iPads

Impact

Analysis of in-school data comparing PP pupils with their non- PP peers shows that in-school gaps are reducing across the curriculum. Notably, in mathematics disadvantaged pupils are making more progress than their non- PP peers in four out of six year groups.

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Pupils' Progress March 2020

Pupil Premium/Non- Pupil Premium Comparison

	Reading			Writing			Maths		
Year 6 49 pupils 28 PP 21 non-PP	15.4 (2.5 years)	15	-0.4	14.7	14.6	+0.1	15.6	14.7	+0.9
Year 5 41 pupils 24 PP 27 non-PP	15.9 (2.5 years)	17.7	-1.8	15.6	17.4	-1.8	15.6	16.8	-1.2
Year 4 61 pupils 29 PP 32 non-PP	15.5 (2.5 years)	16.9	-1.4	15.6	16.6	-1	15.3	16.7	-1.4
Year 3 39 pupils 20 PP 19 non-PP	14.4 (2.5 years)	14.1	+0.3	14.1	13.8	+0.3	14.5	13.6	+0.9
Year 2 49 pupils 21 PP 28 non-PP	9.4 (1.5 years)	9.5	-0.1	8.6	8.6	=	9.4	9.1	+0.3
Year 1 36 pupils 10 PP 26 non-PP	3.2 (1/2 year)	3.6	-0.4	2.9	3.3	-0.4	3.7	3.5	+0.2