



**Pupil Premium Proposed and Evaluated Strategy 2020-21**  
**Bramham Primary School**  
**Bramham Shadwell Federation**



<b>Amount of PPG received in 2019/20</b>	<b>£20,100</b>
<b>Amount of PPG received in 2020/21</b>	<b>£16,760</b>

**Overview:**

The Bramham Shadwell Federation recognises that all pupils regardless of their background should have equal access to a curriculum which will enable them to reach their potential. This is directly in line with our ethos and philosophy of 'Excellence for All'.

The pupil premium is a Government initiative that targets extra money to pupils from potentially deprived backgrounds, for whom research shows underachieve compared to their peers.

This is particularly important in the current context as school closures are likely to have widened the gap between disadvantaged children and their peers. Estimates for the rate of gap widening vary substantially, from 11% to 75%. (EEF Rapid evidence assessment, Impact of school closures on the attainment gap.) Our proposed PP strategy is in line with our Federation document, "Strategic Recovery of Learning 2020" and aims to support our most vulnerable children through their return to school and the year ahead.

"Sustained support will be needed to help disadvantaged pupils catch up." (EEF)

The Government have used pupils entitled to Free School Meals (FSM / Ever 6) as an indicator for deprivation, and have deployed a fixed amount of money to schools per pupil, based on the number of pupils eligible for Free School Meals. These are referred to as PP children in the commentary.

Looked After Children (LAC) or the children of armed service personnel are also eligible for this increased funding.

The analysis below shows the most up to date national information we have based on provisional data from the DfE for 2018-19 for PP.

It is usual practice for us to add analysis of data for 2019-20 to the evaluation of this document alongside the actual impact of PP spending on outcomes. Last year, due to COVID 19 we were not able to draw upon our usual internal and external data but used our internal end of year data which was based upon report levels and was drawn up by teachers using their own assessment, feedback from lockdown work submitted and telephone conversations with children and parents. In 2020-21 we will continue to gather internal data and will use any external data available, depending upon circumstances.

## 2020-21 Data

<b>Progress from KS1 → KS2 2019– 2020 (DfE performance measures)</b>				
<b>Group Cohort 30 PP</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>R/W/M Attainment % at expected standard</b>
<b>Ever 6 / FSM (4)</b>				
<b>All other (16)</b>				
<b>National non- disadvantaged</b>				
<b>National FSM (2018 – 2019)</b>				
<b>EVALUATION 2020- 2021</b>				

Barriers to learning for PP children (including HA pupils)	Evidence for the Bramham Shadwell Federation proposals in order to reduce and / or remove this barrier:
<p>School and nursery closure during COVID 19 lockdown</p>	<p>Many children, particularly those who are vulnerable, will have been adversely affected by extended time away from school. They may have suffered bereavement or struggled with the loss of familiar routines. In terms of learning, they may have been unable to access or engage with remote learning and may have been unsupported at home. Whilst some children may have had a positive experience of home learning, the evidence suggests that they are likely to be disproportionately from better-off backgrounds and that existing learning gaps will have widened as a result.</p> <p>Pastoral care will be an absolute priority as children return to school, with time dedicated to sharing experiences, talking and processing. Each class will reflect together upon the lockdown and staff will observe and monitor their responses carefully. All PP children will be given the opportunity to process their lockdown experiences through discussion and reflection. Nurture work and Talk Time will be used as appropriate to enable children to talk about their feelings and staff will support and monitor their social, emotional and behavioural needs. Some children will need help to adjust back to the school routines and expectations; staff will use our behavior and reward systems and will implement additional and personalized strategies as necessary.</p> <p>There is extensive evidence around the positive impact of social and emotional learning, which we provide through our PSHE curriculum, which includes regular use of Mindmate. <b>The EEF Teaching and Learning Toolkit reports that social and emotional learning has an impact of 4+ months.</b></p>
<p>Limited life and cultural experiences for some of our pupils eligible for PP restricts understanding of some curriculum areas.</p>	<p>Regular opportunities for cultural enrichment and specific curriculum visits / experiences will be funded by school for pupils eligible for PP; these impact positively on pupil achievement for this group in both the wider curriculum and core subjects. This barrier to learning may have been exacerbated by the challenges of lockdown and the difficult financial circumstances that many families have experienced.</p> <p>SMSC questions and challenges that are interwoven throughout the curriculum, alongside the weekly Ethos Statement and discussions focused on current affairs which provide children with a wider understanding of the world around them. They will then be able to recall this background knowledge in order to help them understand concepts in their learning across the curriculum.</p> <p>All PP children will have the opportunity to participate in an outdoor learning day during Autumn 1, where the emphasis will be upon gaining new experiences and widening our knowledge.</p>

	<p><b>The Education Endowment Foundation (EEF) reports that outdoor and adventure learning has an impact of +4 months.</b></p>
<p>Previous limited progress and / or attainment is often indicated by internal data for PP children. Gaps in knowledge could be due to a lack of regular routines including home reading, homework, and spellings and having correct equipment (e.g. PE kit).</p>	<p>Progress has been limited for some PP children this year due to lockdown. Whereas remote learning was provided, many experienced difficulties accessing this and engaging fully. Teachers report that many of the PP children did little academic work during lockdown and that parents struggled to support them with their learning. In addition to this we know that many PP children had no routines for sleeping and structuring their day.</p> <p>Accelerated progress for PP children will be a continued focus for 2020-21; those children falling behind the usual annual expectation of 7 points progress will be targeted for recovery of learning. Interventions (including additional reading) and monitoring of these children at pivotal points throughout the year will continue for 2020-21.</p> <p>Due to COVID restrictions we are not able to run a homework club at present. We have revised our homework policy and shared expectations with parents; all PP children will receive both maths and English homework weekly as well as spellings, Mathletics and times tables. Teachers will monitor PP children's homework and offer additional resources and support as appropriate. Teachers also monitor resources such as PE kit and school provides equipment or clothing as necessary, to ensure children's full participation and sense of well-being.</p> <p><b>The Education Endowment Foundation reports that homework has an impact of +2 Months. Evidence suggests that the use of digital technology, particularly to supplement other approaches to teaching, (such as using Mathletics for homework) has an impact of +4 months.</b></p>
<p>Some disadvantaged pupils are not equipped with the skills and attitudes to be effective learners.</p>	<p>Learning for Life Skills and SMSC curriculum opportunities alongside specific tasks and challenges develop metacognition to help PP children recognise their emotions, motivating factors and barriers. We have prioritized this area as a school and two high quality professional development sessions will take place in September 2020. These will ensure that teachers are confident and effective in embedding these strategies. (Two staff meetings 23.9.2020 and 30.9.2020) These approaches will be implemented by staff from October 2020 and SLT will be monitoring this throughout the Federation.</p> <p><b>The EEF Toolkit reports that metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of 7 months' additional progress.</b></p>

	<p><b>The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils. There were indications that some programmes were particularly beneficial for pupils from low income families.</b></p>
<p>Poor oral language skills slow reading and writing progress in subsequent years.</p>	<p>To accelerate progress, bespoke training for the Federation staff members in EYFS, KS1 and KS2 continues to be delivered to ensure that interventions are timely, purposeful and adapted to meet the needs of the child.</p> <p>Stimulating areas of provision and talking points in the classroom, alongside high expectations of speaking and listening and exciting vocabulary tasks in EYFS will counteract poor oral language from entry.</p> <p>Modelling from the English Subject Lead will support Teachers and Teaching Assistants with embedding high expectations for speaking and listening through rich and varied tasks in all areas of the curriculum. Ongoing training in English will ensure that language is developed explicitly with an emphasis upon vocabulary and detailed delivery in reading lessons.</p> <p>This will have a positive impact on Reading and Writing outcomes. <b>The Education Endowment Foundation (EEF) reports that oral and language interventions have an impact of +5 months. Evidence demonstrates that all pupils appear to benefit with a slightly greater impact upon younger children and pupils from disadvantaged backgrounds (up to six months' additional progress.)</b></p>
<p>Evidence shows that children from disadvantaged backgrounds have limited vocabulary.</p>	<p>To promote social mobility, vocabulary development is an explicit focus throughout the whole curriculum. This is particularly pertinent in our post lockdown context, where many of our PP children had limited opportunities to talk to others, to use and maintain their existing vocabulary and also to extend it by learning and using new words. Teachers report that many of our PP children appear to have spent considerable time on screens during lockdown, rather than interacting with others. Evidence reports that there is a difference between those children who are “word-poor” and “word-rich” in terms of their success at school and in future life. The vocabulary gap is concerning because it is associated with narrowing future outcomes for PP children, including education and employment but also physical and mental health. (Ref: Closing the Vocabulary Gap, <i>Alex Quigley, ISBN: 9781138080683</i>).</p>

External Barriers to learning for PP children (including HA pupils)	Context and Desired Outcome as a result of PP Spending
Attendance for PP children is lower than that of Non-PP children.	<p>This is a particular concern following lockdown. The EEF Impact document suggests that “there is a risk that high levels of absence after schools formally reopen pose a particular risk for disadvantaged pupils.”</p> <p>Attendance strategies are in place; we are aware that some parents are very anxious about the risks of returning to school and we will work to support and reassure parents as much as possible. Our goal is increased attendance rates for pupils eligible for PP.</p>
Lack of engagement with school from some parents / carers, and their perceptions of education.	<p>This is a challenge with the restrictions of social distancing as parents are not able to talk informally to staff at drop off and collection, they are not able to come into the school building and we cannot invite them in for Parents’ Evenings. We communicate with parents using email and phone calls and also messages in home-school diaries. Zoom Parents’ Evenings will avoid parents needing to have childcare and we hope that this will enable participation. Workshops cannot be run in school but we will create videos for the website in place of these; they will offer parents guidance and support around their children’s learning. The website also provides information to help parents support their children. Our assemblies are on the website for parents to use with children as we cannot presently invite parents into school to share our Star of the Week Assemblies and Progress Cafés.</p> <p>Our goal is for parents to be engaged and involved in their child’s learning, meaning that children can be more effectively supported at home. Teachers provide information for parents to support children and regular conversations monitor impact.</p> <p><b>The EEF has found little robust evidence but some studies suggest an impact of +3 months. We are committed to building positive relationships with parents and working in partnership as we believe that this does have a beneficial impact upon all involved.</b></p>
Low aspirations about what can be achieved and how to be successful and limited access to positive role models	Curriculum Launch days provide opportunities for children to access ‘the wider world’ being inspired by these experiences. The ETHOS of the curriculum develops metacognition so that children understand how they learn which prepares them for future education. A clear and embedded reward scheme enables children to give maximum effort and develop a sense of pride in their work.
Low income results in children missing vital opportunities and experiences to enrich their lives.	PP spending supports children whose parents require additional help with the cost of visits, visitors and residential. At present, trips are not taking place due to COVID restrictions but we hope to be able to plan these later in the year.

#### EVALUATION NOTE:

Pupil Premium children make up 8% of the school population. (185 on roll, 15 PP children.)

53% of the PP children are also on the SEND register and although they are included in whole school data, also have their own specific tracking for progress when necessary. (23 children on SEND register, 8 PP, so 34% of our SEND children are also PP)

80% of the PP children are listed as vulnerable with a history of significant CP issues within the family settings. (12 children)

Proposed Area of Spending:	Amount allocated to removing the barrier / closing the gap:	New (N) or Continued (C) provision:	Action / Intervention Summary:	Specific intended outcomes:	Monitoring of Impact:	Actual Impact → Closing the Gap
<b>Writing and Speaking and Listening</b> <b>EEF evidence of impact: Feedback → +8 months progress; Digital Technology (such as Wordshark) +4 months progress; Oral Language interventions +5 months progress; Phonics (for writing) +4 months progress.</b>						
COVID related costs as part of the Federation contingency plan in the event of another lockdown		N	Provision of devices to enable pupils to access online learning in both Key Worker/Vulnerable Childcare and/or at home during a lockdown or quarantine.	<p>Pupils are able to maintain their learning through access to online provision. Pupils remain engaged and connected with school and with learning.</p> <p>Pupils maintain their learning for life skills.</p> <p>Pupils maintain their writing, speaking and listening skills and knowledge.</p>	SLT monitor PP children throughout lockdown and/or quarantine situations.  Monitor engagement and learning.	



<p>Cost of English leader out of class for book triangulation, work scrutiny, observations of spelling, reading and writing sessions and feedback to teachers.</p>	<p><b>Predicted Spend = £3500</b></p>	<p>C</p>	<p>All year groups On termly basis (alternating with accountability sessions) – along with this, support in class from SLT with PP groups / classes not making adequate progress.</p> <p>AHT to request updates and information about PP children throughout the year etc. English Leader includes PP children in work scrutiny.</p>	<p>Gaps will be identified and explicit provision for PP children outlined by SLT alongside class teachers to work to reduce gaps between FSM and Non-FSM children.</p>	<p>EHT / AHT to monitor and specifically categorise PP outcomes/ progress on a termly basis.</p>	<p><i>Training delivered in September 2020</i> <i>INSET</i></p>
<p>Support for Year 6.</p>		<p>C</p>	<p>Close support for Y6 teachers in order to ensure high standards throughout the year.</p>	<p>Close mentorship and support to accelerate progress for PP children with a specific focus on expected outcomes at end of Key Stage.</p>	<p>SLT - weekly</p>	

Alpha and Omega	<p><b>Ongoing training for new members of staff</b></p> <p><b>Predicted Spend = £300</b></p>	N	Following analysis of SEND provision, this intervention was launched in 2019-20 to target children who are struggling to progress.	Specific gaps will be identified and addressed through explicit provision for PP children struggling to progress. Children grow in confidence and are more able to access learning across the curriculum. Gaps between PP and Non-PP children reduce.	SENCOs SLT Class teachers and TAs	<i>Training sessions delivered in September to new staff members.</i>
Wordshark	<p>Ongoing training for members of teaching staff</p> <p><b>Predicted Spend = £300</b></p>	N	Following analysis of SEND provision, this intervention has been launched to target children who are struggling to progress.	Specific gaps will be identified and addressed through explicit provision for PP children struggling to progress. Children can access Wordshark at home, enabling parental engagement where possible; alternatively it can be accessed at school. Gaps between PP and Non-PP children reduce.	SENCO SLT Class teachers	<p><i>Support for all staff to establish this by October (SENCOs)</i></p> <p><i>Children identified and info sent to parents.</i></p>
Spelling interventions	<p><b>Predicted Spend = £500</b></p>	C	TA led programme for children who are struggling to keep up with increased expectations of spelling	Accelerated progress to align children to peers. Greater recall of spelling rules and application of accurate	AHT / English Leader	

			within the English Curriculum.	spelling for Common Exception Words / High Frequency Words and Statutory Word Lists within books. TAs give specific input and feedback to individuals in these small groups.		
English Interventions By TAS:  S&L Intervention  Phonics booster	<b>Predicted Spend = £1000</b>	C	Relevant PP children in all year groups	Children demonstrate (accelerated where appropriate) progress in data shared in accountability meetings	Class teachers SLT	
Vulnerable / Greater Depth Debate Project +  Language Champions	Training £200 Entry to competition £50 per Team x 2 <b>Predicted Spend = £300</b>	C  N	Speaking and Listening is promoted alongside actions in order to improve literacy skills. Language is explored explicitly from EYFS → Y6 with an emphasis upon vocabulary and detailed reading skills.	Children will make accelerated progress and close the gap further moving closer towards ARE in Writing.	AHT English Leader Debate Leader	.

## Reading

**EEF evidence of impact: Reading Comprehension strategies +6 months progress; Phonics (for reading) +4 months progress.**

<p>COVID related costs as part of the Federation contingency plan in the event of another lockdown</p>		<p>N</p>	<p>Provision of devices to enable pupils to access online learning in both Key Worker/Vulnerable Childcare and/or at home during a lockdown or quarantine.</p>	<p>Pupils are able to maintain their learning through access to online provision. Pupils remain engaged and connected with school and with learning.</p> <p>Pupils maintain their learning for life skills.</p> <p>Pupils maintain their reading skills and knowledge.</p>	<p>SLT monitor PP children throughout lockdown and/or quarantine situations.</p> <p>Monitor engagement and learning.</p>	
<p>Cost of English leader / AHT out of class for training sessions and feedback to teachers.</p>	<p><b>£3,500 as above</b></p>	<p>C</p>	<p>All year groups On termly basis (alternating with accountability sessions) – along with this, support in class from SLT with PP groups / classes not making adequate progress.</p> <p>AHT to request updates and information about FSM children throughout</p>	<p>Gaps will be identified and explicit provision for FSM children outlined by SLT alongside class teachers to ensure that gaps between PP and non-PP children are closing.</p>	<p>EHT / AHT to monitor and specifically categorise PP outcomes/ progress on a termly basis.</p>	

			the year etc. English Leader includes PP children in work scrutiny.			
Fluency Reading Programme.	<b>Predicted spend = £1000</b>	C	TA led intervention programme (one to one) for children identified as falling below expected 90 word per minute count which is holding them back → research shows that poor fluency limits understanding.	Accelerated progress to align children to peers.	SENCO SLT Class Teachers	
English Interventions By TAS:  Daily reading intervention	<b>Predicted Spend = £1,500</b>	C	Relevant PP children in all year groups	Children demonstrate (accelerated where appropriate) progress in data shared in accountability meetings	Class teachers SLT	
Reading Inference Training for TAs	<b>Predicted Spend = £300</b>	C	TA support of PP children in whole class reading lessons  Interventions to consolidate where appropriate	Accelerated progress to align children to peers. Increased engagement in reading for pleasure (witnessed by teachers in class). Increased participation in whole class reading lessons.	AHT / English Leader	

## Maths

**EEF evidence of impact: mastery learning approaches lead to +5 months; low attaining pupils may gain 1-2 more months of additional progress**

<p>COVID related costs as part of the Federation contingency plan in the event of another lockdown</p>		<p>N</p>	<p>Provision of devices to enable pupils to access online learning in both Key Worker/Vulnerable Childcare and/or at home during a lockdown or quarantine.</p>	<p>Pupils are able to maintain their learning through access to online provision. Pupils remain engaged and connected with school and with learning.</p> <p>Pupils maintain their learning for life skills.</p> <p>Pupils maintain their maths skills and knowledge.</p>	<p>SLT monitor PP children throughout lockdown and/or quarantine situations.</p> <p>Monitor engagement and learning.</p>	
<p>Maths Subject Leader to facilitate accelerated progress through training for PP Maths Mastery Same Day Intervention</p>	<p><b>Predicted Spend = £2000 for TA delivery</b></p>	<p>C</p>	<p>PP children requiring Booster in Y2 / Y6 to be identified January 2020.</p>	<p>All new staff trained in Maths Mastery. Maths Leader support for staff through lesson observations, work scrutiny and detailed feedback.</p>	<p>Maths Subject Leader / Teachers</p>	<p><i>Training delivered in September 2020 INSET.</i></p>

<p>TA deployment to improve and develop Maths Mastery → support for TAs throughout years 1 – 6</p>	<p><b>Predicted Spend = £510</b></p>	<p>C</p>	<p>All children in all year groups – all children entitled to the support that will close any learning gaps in Maths: same day interventions</p>		<p>Maths Subject Leader / Teachers</p>	
<p>Maths Subject Leader to facilitate accelerated progress through training for PP Maths Booster.</p>	<p><b>Predicted Spend = £500 for TA delivery</b></p>	<p>C</p>	<p>PP children requiring Booster in Y2 / Y6 to be identified January 2021.</p>		<p>Maths Subject Leader / Teachers</p>	

Barriers related to Socioeconomic Status (SES)						
EEF evidence of impact: social and emotional learning has an impact of 4+ months.						
COVID related costs as part of the Federation contingency plan in the event of another lockdown		N	Provision of devices to enable pupils to access online learning in both Key Worker/Vulnerable Childcare and/or at home during a lockdown or quarantine.	<p>Pupils are able to maintain their learning through access to online provision. Pupils remain engaged and connected with school and with learning.</p> <p>Pupils maintain their learning for life skills.</p> <p>Pupils feel a sense of belonging to school. They join online lessons and complete pieces of work.</p>	<p>SLT monitor PP children throughout lockdown and/or quarantine situations.</p> <p>Monitor engagement and learning.</p>	
Memory Matters	Resources / TA training <b>Predicted Spend: £300</b>	C	<p>Programme to develop ST memory skills to increase daily learning capacity</p> <p>All Year groups</p>	This will support children in developing their learning as it increases recall and attention.	SLT SENCO	
Attendance Related Rewards / Charts / Prizes / Stickers	<b>Spend = £200</b>	C	Attendance will be particularly important following the lockdown and given possible quarantine situations and further lockdowns.	Older children in school, will develop self-motivation and organization to enable themselves to arrive at school on time and maintain attendance	AHT Class Teachers Administrators tracking absence.	



			Specific child / children to be supported as necessary.	throughout the year with only necessary daily / prolonged absence.		
Subsidy of trips to support learning and ensure progress in the wider curriculum	<b>Predicted spend = £500</b>	C	All year groups throughout school can approach and request support for funding trips.  Equality of opportunity	Increases the opportunities for children on pupil premium for additional experiences to ensure they are included in activities which will have follow-up work.	FBM and EHT Monitored by class teachers	
Subsidy of Residential + equipment / clothing for residential.	<b>Predicted spend = £300</b>	C	Y5 and Y6 (5 PP children)	Increases the opportunities for children on pupil premium to experience wider curriculum enrichment and social engagement to ensure they are included in activities which will have follow-up work.	FBM and EHT (including Senior Administrator)  <i>Monitored by Class teachers – brief verbal reports to SLT about the impact and successes of the trip.</i>	
NEET and Attendance Officer (targeted services)	<b>Predicted Spend = £750 (estimated cost)</b>	C	All children in all year groups.	Support to families who struggle to ensure a timely arrival at school and / or those with attendance below 90% Increased attendance at school will benefit children's learning.	EHT (Designated CP officer) Senior Administrators	

<p>'Talk time'</p>	<p><b>Predicted Spend = £2000</b></p>	<p>C</p>	<p>Emotional support for PP children who are also vulnerable for other reasons e.g. Child Protection Intervention.</p>	<p>Children are ready for learning and being able to concentrate in lessons</p>	<p>All children's discussions are logged and any issues arising are reported to SLT / DSL. Children are monitored via successful learning behaviours displayed in class. Class teachers to monitor and feedback in termly accountability meetings.</p>	
<p>Breakfast Club</p>	<p><b>Predicted Spend = £1000</b></p>	<p>C</p>	<p>A safe space for children to gather earlier in the morning and to eat a substantial breakfast without cost to the parent.</p> <p>COVID restrictions have meant that we have initially limited places to 4 PP children; we hope to extend this as the year progresses.</p>	<p>Children are ready for learning and able to focus on lessons. Children have had more time to prepare themselves for the day ahead. Children engage in positive conversations and free time before lessons begin.</p>	<p>Register to monitor Attendance. Feedback provided from TA to SLT.</p>	
<p><b>Predicted spend total 2020-21: £16,760</b></p>						

