

# Burford Primary School

## Pupil Premium Strategy 2020-21

### Strategy Overview and response to lockdown

This report includes Burford Primary School's response to supporting pupils on their return to school following the Coronavirus closure from March - September.

This year our strategy has been adapted following monitoring of the needs of our pupils by class teachers over lockdown and on their return to school, and will continue to do so across the year whilst we continue to operate through the pandemic.

We have removed our focus on extended school services e.g. extra-curricular activities, as these are not currently running. We plan to adapt our strategy over the year to respond to any changes in our provision.

### Pupil premium strategy statement:

1. Summary information					
School	Burford Primary School				
Academic Year	2020/2021	Total PP budget	£17485	Date of most recent PP Review	n/a
Total number of pupils	13	Number of pupils eligible for PP	13	Date for next internal review of this strategy	Termly, and July 2021

2. Current attainment <b>Data not reported due to Coronavirus Pandemic</b>		
Attainment for: July 2020	<i>Pupils eligible for PP – 18 children</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard or above in reading, writing and maths	<b>Data not reported due to Coronavirus pandemic.</b>	<b>Data not reported due to Coronavirus pandemic</b>

% achieving expected standard or above in reading		
% achieving expected standard or above in writing		
% achieving expected standard or above in maths		

### 3. Barriers to future attainment (for pupils eligible for PP, including high ability) LONG-TERM CONSIDERATIONS

#### In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

<b>A.</b>	Lockdown limited our capacity to provide our planned support last year. Our PP children have experienced challenges in a variety of ways due to school closure e.g. lack of technology for learning. This year will focus on addressing the widening of the gap between these children and their peers.
<b>B.</b>	As a group, Pupil Premium children have a range of distinct and unique needs (including SEN) which makes it harder to consistently address common issues
<b>C.</b>	Because of their typically lower starting points, Pupil Premium children require more carefully targeted, timely support than their peers to enable them to keep up and make good progress
<b>D.</b>	Some Pupil Premium children struggle more socially and emotionally than their peers, affecting their readiness to access learning in school

#### External barriers (*issues which also require action outside school, such as low attendance rates*)

<b>E.</b>	Families do not always know how to access support, or that there is support available to them, leaving difficulties unsupported, ultimately affecting pupils.
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### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<ul style="list-style-type: none"> <li>• Effective use of catch-up funding post-lockdown</li> <li>• Use careful assessment and targeted quality-first teaching to support the needs of PP pupils post-lockdown and through the pandemic.</li> <li>• Pupils are well-prepared in case of isolation or further lockdowns to minimise gaps in learning - "Future-proofing" learning</li> </ul>	<ul style="list-style-type: none"> <li>• Catch-up funding is matched to needs of pupils across the school, with careful regard to PP-eligible children.</li> <li>• Assessments are used to inform next steps for development and measure impact of support across the range of strategies.</li> <li>• Children are confident and independent users of technology and devices, with clear understanding of ESafety when working online</li> </ul>

<b>B.</b>	<ul style="list-style-type: none"> <li>Pupil Premium children achieve in line with all pupils nationally and their peers in school. Their unique and distinct needs are reviewed regularly, and practice is adapted to suit.</li> </ul>	<ul style="list-style-type: none"> <li>Pupil Premium children in all year groups attain in line with their peers in core subjects by the end of the year, and make good progress (as seen in progress data and books) throughout the year.</li> <li>Curriculum planning incorporates the needs of Pupil Premium children and provides opportunities for success across the broad and balanced range of subjects.</li> </ul>
<b>C.</b>	<ul style="list-style-type: none"> <li>Pupil Premium children in every year group have priority access to well-taught interventions, both structured and bespoke, including those intended to help them 'keep up, not catch up'. These are provided in a timely way, based on formative assessment of pupils' next steps. They can be delivered in class via quality-first teaching, or in small groups and 1:1 if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>As above in terms of achievement; Interventions are well-taught and matched carefully to the next steps of PPG-funded pupils.</li> <li>Pupil progress meetings and data tracking ensures that pupils needs are carefully identified in order to plan next steps in learning.</li> <li>Pupil Premium-funded children have priority access to TA support.</li> </ul>
<b>D.</b>	<ul style="list-style-type: none"> <li>Pupil Premium children who are struggling socially and emotionally make progress in their specific area of need</li> </ul>	<ul style="list-style-type: none"> <li>PPG-funded pupils who need social and emotional support receive well-planned and delivered intervention, specific to their area of need, which ensures that they make progress with these and are better able to learn within the classroom.</li> <li>Boxall Profile and other relevant measures demonstrate that children are making progress in their area of need.</li> <li>Pupil Premium-funded children have priority access to TA support.</li> <li>Identified TA completes and ELSA training which is implemented from March 2021.</li> </ul>
<b>E.</b>	<ul style="list-style-type: none"> <li>Children and families experiencing difficulty can access support in a timely way, because they are confident in seeking advice or help from school. Children and families are confident to approach school to seek support.</li> </ul>	<ul style="list-style-type: none"> <li>Children and families requiring support are quickly identified, and a professional, supportive relationship encourages positive engagement in this.</li> </ul>

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2020/2021</b>			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

<p>B. Distinct and unique needs A: Covid response</p>	<p>Embed quality-first teaching strategies to support progress in all subjects at all levels, particularly in response to lockdown. (list will evolve)</p> <ul style="list-style-type: none"> <li>● Covid-safe teaching</li> <li>● Quality feedback whilst distancing</li> <li>● Computing skills for delivery and learning</li> <li>● Online safety teaching</li> </ul>	<p>Quality-first teaching is the most important aspect of reducing the impact of lockdown on all pupils, particularly those eligible for PP, and boosting attainment in all areas. CPD priorities will evolve throughout the pandemic in response to children's changing needs.</p>	<p>Attainment improves in all areas. Monitoring / Pupil Progress Meetings / Day to day observations / assessments / conversations / external monitoring and moderation.</p>	<p>Headteacher / Subject Leaders</p>	<p>Termly</p>
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	<p>Further develop the curriculum, providing learning opportunities across a broad and balanced curriculum</p> <p>Ensure access to quality reading materials in a covid-safe manner</p>	<p>Our curriculum development work will ensure that all subjects are well-taught, effectively sequenced and targeted to the needs of our pupils. Plans are being written every half term to ensure all learning meets the needs of pupils. Our plans are that the curriculum is innovative and encompasses the needs of all learning, including PP.</p> <p>Difficulties with managing physical books has been reduced through our risk assessment supports our phonics teaching.</p>	<p>Plans across the school will show clear use of our skills progressions to create challenge at every level throughout the school. PP children can talk about their knowledge and explain their learning.</p> <p>Children read regularly at home. Children's enjoyment of reading continues. Children are able to discuss books and reading preferences.</p>		
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**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>B. Distinct and unique needs</p> <p>C. Timely and effective intervention</p> <p>A: Covid response</p>	<p>1:1 support from teacher and TA</p> <p>Maintain regular review of PP pupils to highlight key barriers and strategies</p> <p>Use of ongoing assessments to develop and track progress. Training for intervention delivery if needed.</p>	<p>Several PP children struggled to complete work over lockdown, resulting in gaps that require targeted support. These children need an individualised program of support in order to allow them to access the curriculum. Support may be within the classroom or within group or individual intervention programmes. Several of our PP children are also on the SEN register, and practice here is also adapting due to the impact of Covid. Ongoing assessments will help to track progress and develop next steps in reading and maths, and also in wellbeing/ behaviour for learning.</p>	<p>Lesson observations / 1:1 observations</p> <p>Ongoing assessments</p>	<p>HT / SENCo</p>	<p>termly</p>

### iii. Other approaches

D. Social and emotional needs  A: Covid response	ELSA support	1 x TA trained to provide 1:1 sessions on Emotional Literacy support. Aim is to increase self-confidence, self-belief and metacognition. Additional support for families isolating during lockdown.	Pupil voice Pupil attitudes Pupil learning behaviours Observation / day to day assessment / informal conversation	ELSA, Headteacher SENDCo	Termly per class
	Wellbeing and Mental Health teaching	Develop our Growth Mindset teaching, Mental Health teaching and PSHE curriculum to develop children's wellbeing strategies.	PP children and all pupils to feel more resilient and to understand the importance of their mental wellbeing. Pupils can discuss their learning and strategies that they know	Headteacher, SENDco	termly
F. PP families can access appropriate, timely support	Support through Ed Psyc, mediation or other outside agencies.	At different times our PP families have needed additional support in order to maintain a supportive home environment and one that works alongside the school. This will continue for families who need help with the impact of lockdown, those who are isolating, or during a future lockdown.	Family difficulties are appropriately supported, ensuring children can focus on academic progress. Families can access services needed in order to reduce the impact of the pandemic.	Headteacher / SENDco	As appropriate through agency contact

### 1. Review of expenditure

<b>Academic Year</b>		<b>2020/21</b>			
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact</b>	<b>Lessons learned, including impact over lockdown</b>		<b>Cost</b>
B. Distinct and unique needs A: Covid response	Embed quality-first teaching strategies to support progress in all subjects at all levels, particularly in response to lockdown. (list will evolve)	The curriculum offer has increased at Burford Primary School which has benefited PP children and non-PP children.  Further lockdowns limited the range of experience which the children could take part in.	The curriculum needs to be prioritised, with clear focus to identify how disadvantage can be overcome by increasing cultural capital of children.		£1,213.75

	<ul style="list-style-type: none"> <li>• Covid-safe teaching</li> <li>• Quality feedback whilst distancing</li> <li>• Computing skills for delivery and learning</li> <li>• Online safety teaching</li> </ul> <p>Further develop the curriculum, providing learning opportunities across a broad and balanced curriculum</p> <ul style="list-style-type: none"> <li>• Ensure access to quality reading materials in a covid-safe manner</li> </ul>			
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**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<p>D. Distinct and unique needs</p> <p>E. Timely and effective intervention</p> <p>A: Covid response</p>	<p>1:1 support from teacher and TA</p> <p>Maintain regular review of PP pupils to highlight key barriers and strategies</p> <p>Use of ongoing assessments to develop and track progress. Training for intervention delivery if needed.</p>	<p>Through the additional support of teaching assistants, class teachers have been able to work individually with PP children and other children across the classes. Interventions have been planned which learning plans show have had positive impacts.</p>	<p>Additional support is required, however, using research based approaches will be identified to produce more focused outcomes</p>	<p>£16,271.45</p>

<b>iii. Wider Strategies</b>				<b>Total</b>
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
D. Social and emotional needs  A: Covid response	ELSA support	Due to the pandemic, this did not take place.		N/A
F. PP families can access appropriate, timely support	Support through Ed Psych, mediation or other outside agencies.	Following Early Help Assessment training, this approach was used instead	Utilise support which is available externally.	N/A

<b>2. Additional detail</b>