

Pupil premium strategy statement 2020-21

School overview

Metric	Data
School name	Bidston Avenue Primary School
Pupils in school	407
Proportion of disadvantaged pupils	30%
Pupil premium allocation this academic year	£187,345
Academic year or years covered by statement	2020-21
Publish date	November 2020
Review date	September 2021
Statement authorised by	Mr S.G. Brady
Pupil premium lead	Mrs D. Smith / Mrs K. Hackett
Governor lead	Mrs J. Monty

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	This cannot be determined due to Covid
Writing	This cannot be determined due to Covid
Maths	This cannot be determined due to Covid

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	This cannot be determined due to Covid
Achieving high standard at KS2	This cannot be determined due to Covid

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Improved attainment in all three reading, writing and mathematics (particularly reading) through enhanced quality first teaching
Priority 2	Develop outstanding quality first teaching techniques, metacognition and effective feedback strategies within the classroom.
Barriers to learning these priorities address	<ul style="list-style-type: none">• Poor language and communication skills.• Limited life experiences and opportunities• Poverty and limited financial resources

	<ul style="list-style-type: none"> • Lack of employment and historical unemployment • Low self-esteem and lacking in self confidence • Poor quality housing • Limited involvement in education
Projected spending	£10,000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	<p>Improve on 2019's progress score of -1.8.</p> <p>Achieve national average progress scores in KS2 Reading (0) by 2023 (3-year plan)</p>	<p>2021</p> <p>2023</p>
Progress in Writing	<p>Improve on 2019's progress score of -2.1.</p> <p>Achieve national average progress scores in KS2 Writing (0) by 2023 (3-year plan)</p>	<p>2021</p> <p>2023</p>
Progress in Mathematics	<p>Improve on 2019's progress score of -1.3 by 2021.</p> <p>Achieve average KS2 Mathematics progress scores in KS2 Mathematics (0) by 2023 (3-year plan)</p>	<p>2021</p> <p>2023</p>
Phonics	<p>2019 data shows that 91% of PPM children achieved the standard (non-PPM 87%)</p> <p>Y2 to sit Phonics Screen in second half of autumn term. Targeted work with those children to fill any gaps from lockdown.</p> <p>In 2020-21, the priority is to maintain the excellent standard of phonics teaching so all scores remain positive.</p>	<p>2021</p> <p>December 2020</p>
Other	Improve attendance of disadvantaged pupils to at least 97%	2021

Targeted academic support for current academic year

Measure	Activity
Priority 1	<p>To increase progress scores in Reading, Writing and Mathematics:</p> <ul style="list-style-type: none"> • An extra teacher in year 6 to provide targeted interventions in reading, writing and maths. • Two Teaching Assistants employed in EYFS to ensure early intervention • Extra teacher in year 1 to support reading/writing/maths and children who have not completed F2 year <p>To improve literacy/reading in particular:</p> <ul style="list-style-type: none"> • A teacher who specifically delivers Reading Recovery Lite to PPM children. • Orrets Meadow programme delivered to PPM children. • CLA children to receive targeted interventions from Beanstalk. • Inspired Reading to provide support for PPM children in particular. • Careful analysis of children's reading using GL assessment. • See crossover into Catch-Up funding
Priority 2	<p>Ensuring our classrooms promote metacognition and independent learning using research-based strategies.</p> <ul style="list-style-type: none"> • Audit of metacognition across the school and subsequent CPD for staff. • CPD for staff on Rosenshine's Principles of Instruction.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Poor language and communication skills. • Limited life experiences and opportunities • Poverty and limited financial resources • Low self-esteem and lacking in self confidence • Low expectations and limited aspirations for parents and their children
Projected spending	£116,514

Wider strategies for current academic year

Measure	Activity
Priority 1	To provide personalised, targeted pastoral support for individual PPM pupils to enable them to be

	<p>happy, secure and fully engaged in school:</p> <ul style="list-style-type: none"> • Place2Be school counsellors to support children 2 days a week. • Attendance Officer develops strategies to ensure attendance is above 97% for our most vulnerable children. • ESWO (Education Social Worker) supports vulnerable families with attendance issues (working closely with our Attendance Officer).
Priority 2	<p>Ensure all PPM pupils have the opportunity to access learning opportunities beyond the classroom (i.e. school trips and extra-curricular activities):</p> <ul style="list-style-type: none"> • Reduce the costs of holiday clubs, school trips and residential visits. • Part-funding for peripatetic teaching of musical instruments.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Limited life experiences and opportunities • Poverty and limited financial resources • Poor attendance • Stressful and complex home background/circumstances • Lack of employment and historical unemployment • Mobility/transient families • Challenging behaviour • Low self-esteem and lacking in self confidence • Substance misuse • Poor mental health • Limited involvement in education • Low expectations and limited aspirations for parents and their children
Projected spending	£60,831

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	To ensure that an effective programme of CPD events are organised to develop metacognition and feedback strategies within the classroom. Quality first teaching is our first priority.	Use of staff meeting time and INSET days to provide CPD.
Targeted support	Ensuring that targeted interventions have the desired impact.	Careful monitoring of both interventions and progress data to make sure that the difference is diminishing.
Wider strategies	Engaging the families facing most challenges	Careful monitoring of attendance data of PPM children. Ensuing that our pastoral support removes any SEMH barriers to learning.

Review: last year's aims and outcomes

Aim	Outcome
To improve KS2 PPM data	Data is unavailable for these children due to Covid-19.
To improve KS1 PPM data	Data is unavailable for these children due to Covid-19.
To improve Year 1 phonics data	This cohort will sit the phonics screen in Autumn 2.