

Pupil premium strategy statement 2020 - 2021

School overview

Metric	Data
School name	Bidford on Avon C. of E. Primary
Pupils in school (October 2020 Census)	305
Proportion of disadvantaged pupils	17.7%
Pupil premium allocation this academic year	£71,821
Academic year or years covered by statement	2020 - 2021
Publish date	Oct 2020
Review date	Oct 2021
Statement authorised by	Mr A. Simms
Pupil premium lead	Miss R. Hickman
Governor leads	Mrs C. Walker/ Mrs P.Moore

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	NA 2020
Writing	NA 2020
Maths	NA 2020

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	NA 2020
Achieving high standard at KS2	NA 2020

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Targeted provision supports gaps in learning.
Priority 2	Pastoral care/ mental health provision supports pupil well-being and engagement.
Priority 3	Develop communications and support for families.
Barriers to learning these priorities address	Lockdown impacting on progress; attendance; learning behaviours, engagement and motivation; confidence with basic skills – reading and number; Special Educational Needs; financial resources; family cohesion.
Projected spending	£33,851

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	July 2021
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	July 2021
Progress in Mathematics	Achieve national average progress scores in KS2 Maths (0)	July 2021
Phonics	Achieve national average expected standard in PSC.	July 2021
Curriculum	Intervention and differentiation across the wider curriculum has the maximum effect on learning.	July 2021

Targeted academic support for current academic year

Measure	Activity
Priority 1	Establish timetable of small group reading/ phonic interventions – update resources.
Priority 2	Establish timetable of small group guided maths interventions/ pre teaching – update resources.
Priority 3	Modelling and developing class learning behaviours, including the social and emotional aspects of learning.
Priority 4	Quality First Teaching: targeted CPD and monitoring of standards.
Barriers to learning these priorities address	Absence from school during lockdown impacting on progress; learning behaviours, engagement and motivation; confidence with basic skills – reading and number; Special Educational Needs.
Projected spending	£26,053

Wider strategies for current academic year

Measure	Activity
Priority 1	Counselling, educational mental health practitioners and play therapy.
Priority 2	Liaison with outside agencies to support specific needs.
Priority 3	Family support: food bank; financial aid; resource support.
Barriers to learning these priorities address	Attendance; financial resources; family cohesion.
Projected spending	£11,917

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is available for staff professional development	Use of INSET days and additional cover
Targeted support	Time to review, timetable and monitor work within 'bubble'system. Adequate space.	Additional TA planning/ support and SLT planning time; development of secure work areas.
Wider strategies	Communicating with parents and agencies with limits of covid strategies.	Develop use of technology and more regular timetabled contact.

Review: last year's aims and outcomes

Aim	Outcome
Pupils develop age appropriate reading, phonics, maths and writing skills.	The lockdown curriculum focussed on literacy and numeracy basic skills – key worker and vulnerable pupil attending school engaged actively in their work and made appropriate progress, particularly in reading and calculation skills.
Pastoral support ensures pupil engagement and motivation.	A range of nurture provision ensured that the majority of pupils engaged actively in lessons. One to one support and an adapted curriculum ensured vulnerable pupils took part regularly in planned activities.
Pupils with additional needs access the curriculum and develop greater resilience and self-directed learning skills.	Differentiation and targeted support ensured pupils engaged with confidence in daily activities.
Identified pupils attend regularly and are punctual.	Lockdown impacted on overall attendance. Identified vulnerable pupils were offered places in school and attendance overall was good.