

Pupil premium strategy statement 2020-21

School overview

Metric	Data
School name	Beckfoot Priestthorpe Primary School
Pupils in school	208
Proportion of disadvantaged pupils	21% (43 pupils)
Pupil premium allocation this academic year	£73190 (expected)
Academic year or years covered by statement	2020-21
Publish date	October 2020
Review date	October 2021
Statement authorised by	Christina Gunning
Pupil premium lead	Christina Gunning
Governor lead	Sue Pierce

Disadvantaged pupil progress scores for last academic year

Measure	Score 2020 (TA) (6 children)	Score 2019 (14 children)
Reading	-4.1	-1.3
Writing	-0.1	-5.2
Maths	-1.8	-0.6

Strategy aims for disadvantaged pupils

Measure	Score (20-21 target tbc)
Meeting expected standard at KS2	7 out of 9 = 78%
Achieving high standard at KS2	1 out of 9 = 14%
Measure	Activity
Priority 1	Ensure that the score is met through targeted intervention to develop strategy and stamina when completing reading assessments.
Priority 2	Teacher focus in maths to coach the less confident through Y6 maths curriculum and assessments
Barriers to learning these priorities address	Many of the children struggle with maintaining confidence when faced with the enormity of the reading SATS test Many of the children are able to tackle the arithmetic tests but find the reasoning paper a challenge due to the wording of the questions and the time constraints which breed panic.
Projected spending	Coaching/boosters: Class teacher intervention in class: Catch up targeted reasoning strategies:

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Focus on comprehension strategies to answer questions of different types with confidence	July 2021
Progress in Writing	Focus on spelling/phonics to ensure that more children reach age related expectations	July 2021
Progress in Mathematics	Diagnostic assessment on a daily basis and providing immediate intervention	Easter 2021
Phonics	Staff CPD across school to ensure that all staff are confident with all phases and incorporate in to their teaching of spelling	Dec 2020
Other – Topic challenges	CPD on the scaffolding of challenges to allow all children to access the wider curriculum content	Dec 2020

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Maths daily intervention/catch up using revised year group content where necessary
Priority 2	Spelling/phonics for those children behind ARE, bespoke intervention with phonics in KS2
Barriers to learning these priorities address	Lost learning due to school closure, lack of concrete knowledge from previous learning, staff knowledge of all phonic phases and use of associated vocabulary, absence and refusal to narrow the curriculum in any way
Projected spending	CPD: Time for same day intervention: Monitoring and ongoing tracking and assessment:

Wider strategies for current academic year

Measure	Activity
Priority 1	Swiftly address PA to improve attendance
Priority 2	Social and emotional support from PIW
Barriers to learning these priorities address	Resistance from families Time for PIW due to prioritising safeguarding
Projected spending	PIW salary plus overtime this year: Materials for interventions including Talk Draw for example: Admin time for chasing attendance to allow PIW to share her focus:

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Time spent on the priorities not narrowing the curriculum for children in all year groups	Use afternoon challenges where appropriate to embed skills taught
Targeted support	Time for the various interventions as most children will need all of the input described	Look at the timetable and identify all the times when TA/teacher can provide timely support to all pupils who require it
Wider strategies	PA children are now a stubborn bunch remaining whose parents are not engaging and are using the current pandemic as a reason to be absent	PIW is now using a tough love approach and also the new 'Early Help' referral system to work with our harder to reach parents. This honest no nonsense approach serves her well and has allowed for a great deal of support to be offered to both children and their families

Review: last year's aims and outcomes

Aim	Outcome
Children inspired to write by a change in the curriculum, teaching methods and positive mentoring	Children are inspired to write in an afternoon and the expectations between what is produced during English is matched during the afternoons. Punctuation is a priority after school closure but is not an insurmountable challenge.
More children reaching and exceeding age related expectations	Despite the lost learning during school closure, assessment carried out during the first half term has shown that there has been minimal impact on the percentage of children reaching age related expectations. School still sits below the FFT20 targets but is on track to be in line with national achievement in 2021. Target setting on the return to school is predicting that we will maintain approximately 80% of year groups achieving the levels expected.
Children motivated by a curriculum which meets their needs	The changes to the curriculum were halted during the summer term but have been accelerated during this term. Refining overviews, identifying sticky knowledge and working closely with staff to refine and create challenges that allow the children the time and space we want them to have to follow their own interests.
Attendance rises to meet trust target. PA continue to reduce	Prior to lockdown attendance had improved to 97% and PA was less than the national figure. Excellent progress made by the team and good relationships developed during lockdown have really supported this on the return to school in September. PIW worked tirelessly during lockdown to build relationships with all our vulnerable families and provided invaluable support.