



## East Bierley CE(VC) Primary School

### Pupil Premium Strategy and Action Plan Impact Statement 2021

#### What is it?

The Government believes that the **Pupil Premium Funding**, which is additional to the main school funding, is the best way to address inequalities between children eligible for free school meals (FSM) and those children who are not. **Pupil Premium Funding** is used to tackle disadvantage in order to reach the pupils who need it most.

Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.

Schools are currently given **Pupil Premium Funding** of £1345 per pupil for those whose families are currently registered for FSM or £995 for any child who has been registered for FSM at any point during the past 6 years.

Looked after children (LAC) as defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English Local authority currently receive £2345.

Children of service personnel receive additional funding of £310.

Each school may decide how best to use the funding and they are held accountable for how it has been used to support pupils from low income families. Schools are required to report this information.

#### School Overview

Pupils in School	205
Proportion of disadvantaged pupils	8%
Pupil premium allocation this academic year	£26,390
Covered by statement	2020/2021
Statement authorised by	Lysa Upham
Pupil premium lead	Rebecca Divine
Governor lead	D Binns

How much pupil premium funding does East Bierley Primary School receive?

Out of the 205 children on roll 17 children are eligible for the pupil premium grant.

Number of Children	Type of Pupil Premium Grant	Total
8	Current FSM	8 x £1345 = £10,760
9	Ever Six	9 x £955 = £8,595
3	LAC	3 x £2345 = £7,035
0	Forces Children	0
17	Overall Total	£26,390



## How is Pupil Premium Spent at East Bierley?

At East Bierley we use pupil premium funding to provide the best possible education for our children. The money is used in a variety of ways to accelerate progress and make sure the gap between pupil premium children and all others is minimal. The money is spent on a variety of interventions to support both academic and social and emotional needs. We also use the money to provide experiences to enrich a child's school experience.

All our children get Quality First Teaching, our teachers ensure that all children are provided with well-planned differentiated lessons to meet all their needs. If a child is entitled to pupil premium funding they may become part of our whole school intervention plan where they would receive additional interventions weekly to meet any of their specific needs. Their needs are identified through; closely tracking data to monitor their academic needs and discussions with their class teachers and support staff to discuss any pastoral needs. Interventions are set up where needed and run by school support staff, our nurture worker and the senior leadership team.

Interventions currently include: Read, Write inc, Nessy, Code X, Accelerate/Accelewrite, tailored speech and language programmes, Toe by Toe, Therapeutic Writing, precision teaching, social skills group, motor skills group, small group phonic sessions, nurture PE, First at numbers and tailored catch up maths sessions looking at any misconceptions found in the lessons. It has also funded resources to test for specific needs such as dyslexia and dyscalculia.

Pupil premium money has previously funded enrichment activities such as; attending school activity clubs, breakfast and afterschool wrap around care, holiday activity clubs and funding towards school trips. The money has been used to provide assistance to ensure children have school attendance that will enable them to access our provision in order to narrow the gap in outcomes with other children. A large proportion of the money has been used to support children through the pandemic by providing the right resources, setting up laptops and providing social and emotional support through the use of our trained nurture worker.

The Senior Leadership Team have spent allocated time providing additional in class support and support over unstructured times to help ease all children back into school after the pandemic. They have made sure that they have had a focus on Pupil Premium children. Having this oversight has meant that both pastoral needs and academic needs have been monitored. Although this is not costed in the below statement it has costed in time and has shown to beneficial effects.

### Pupil Premium Strategy Aims

- To address children's emotional needs brought about due to the Covid-19 pandemic.
- To provide nurture support to children to enable them to learn and flourish.
- To provide additional support during unstructured times to help children play appropriately and turn take building positive relationships with their peers.
- To focus on SEMH needs specifically; anxiety, self-confidence and overall emotional well-being.
- To support children at home with their learning during the pandemic by providing additional resources, visits and telephone conversations.
- To provide speech and language support to enable children to; communicate their ideas, understand vocabulary, follow instructions and communicate their feelings.
- To have any resources needed to meet children's specific individual targets on PEPS or to individual plans.
- To run targeted interventions to help support children with specific needs.
- To enrich experiences by providing a wider range of opportunities in and out of school for pupils.
- To identify children with dyslexia and provide appropriate/targeted interventions.
- To narrow the gap across all core subjects for pupil premium and non-pupil premium children.
- To provide breakfast club where needed to ensure children are ready to learn before the school day starts.



Strategy Aims/Target	Action	Evidence and rationale	Monitoring and Implementation	Cost
To address the impact of lockdown on Mental health and Well-being.	<p>To do additional whole class PSHE sessions.</p> <p>Invest in more SEMH picture books.</p> <p>Increased number of small group sessions with nurture lead.</p> <p>Additional Therapeutic writing sessions.</p> <p>Provide one to one/ small groups nurture support.</p>	It is important that children have their basic needs met so that they can concentrate on their learning.	<p>Teachers/TAs and SLT to log behaviour incidents on Integris. This to be monitored by SLT.</p> <p>Behaviour diaries/logs to be used when needed.</p> <p>One to one discussions with individuals when needed to track feelings.</p> <p>Observations.</p> <p>Meetings/telephone conversations with parents when needed.</p>	<p>No additional cost.</p> <p>No additional cost as won a grant to cover the cost of books.</p> <p>No additional cost SLT time.</p> <p>Costed in Nurture provision.</p>

#### **Impact**

Additional PSHE sessions have had a positive impact on the mental health of all children. The use of picture books has become embedded in everyday practise in school to address different SEMH needs. Observations of children in the classroom and in the playground have shown that children are becoming more able to verbalise how they are feeling. Therapeutic writing sessions have enabled children to express how they are feeling in a creative way. All children who have taken part in these sessions have said that they have enjoyed them, but the impact needs to be reviewed over a longer period of time.

Strategy Aims/Target	Action	Evidence and rationale	Monitoring and Implementation	Cost
To address the impact of lockdown on pupil progress.	<p>Additional adults to go into class to help targeted pupils.</p> <p>Use of same day intervention.</p>	Small group tuition EEF + 4 months. Proven in school to increase confidence and boost results.	<p>Teachers to track progress on PAT sheets with pupil premium highlighted.</p> <p>Termly Pupil Progress meetings with SLT.</p>	No additional cost SLT time used.

#### **Impact**

Reducing the ratio in class has had a positive impact on all children.



Strategy Aims/Target	Action	Evidence and rationale	Monitoring and Implementation	Cost
To address the impact of lockdown on social interactions and group play.	<p>Additional adults out over lunch to help children have positive interactions with each other.</p> <p>Additional adults to facilitate group games and encourage children to play.</p> <p>Restorative circles used to resolve any incidents.</p>	Research shows that if children are happy and have their basic needs met they will be ready to learn.	<p>Observations.</p> <p>Pupil voice.</p>	<p>No additional cost SLT time used.</p> <p>Sports Coach used. Costed with Nurture PE.</p>
<p><b>Impact</b></p> <p>Pupil voice has shown that children are enjoying playing set games with adults to help. Parental feedback has shown that children are enjoying the structured games offered at playtime. Integris logs show that there were less incidents linked to falling out when more structured games were offered.</p>				

Strategy Aims/Target	Action	Evidence and rationale	Monitoring and Implementation	Cost
To ensure the well-being of pupil premium by providing nurture support.	<p>To provide small group work session to deal with specific SEMH needs.</p> <p>To provide one to one sessions to work on targets to meet individual's specific SEMH needs.</p> <p>To provide milk for the children who want it.</p>	<p>Research shows that children who have good mental health and a range of coping strategies achieve better in school.</p> <p>Good for nutrition.</p>	<p>Pupil observations.</p> <p>Pupil interviews.</p>	<p>Nurture provision for pupil premium children</p> <p>Cost covered in below nurture figure</p> <p>£11.65 x10 £11.50 x 12 =£254.50</p>
<p><b>Impact</b></p> <p>Our nurture worker has reported increased confidence amongst the children she works with.</p>				



Strategy Aims/Target	Action	Evidence and rationale	Monitoring and Implementation	Cost
To provide additional PE sessions for PP children in a small nurture group.	To provide an opportunity for small group PE sessions to build children's confidence and work on resilience and teamwork skills.	School observations have shown that small group sessions boost self-esteem and promote co-operative working.	Observations used to monitor progress.	£7275 (nurture PE and enrichment)
<p><b>Impact</b></p> <p>Increased confidence and resilience amongst the children who take part. Class teachers have reported that children who attend nurture PE sessions then contribute more in whole class PE sessions.</p>				

Strategy Aims/Target	Action	Evidence and rationale	Monitoring and Implementation	Cost
To ensure that Pupil premium children have the equipment they needed during lockdown.	Setting up of laptops for pupil premium children. Delivery of laptops. Delivery of food parcels. Delivery of pupil premium play packs. Phone call check ins/welfare checks.	Children need the right technology and equipment to access online learning.	Questionnaires via Teams. Telephone conversations.	IT support £324 Deliveries of equipment-Voluntary so no additional costs.
<p><b>Impact</b></p> <p>Children over lockdown had access to a laptop if they needed it, or they were in school. At the start of Lockdown children had sandwiches delivered and then vouchers were provided.</p>				



Strategy Aims/Target	Action	Evidence and rationale	Monitoring and Implementation	Cost
<p>To improve the reading ages of all pupil premium children.</p>	<p>To provide Ruth Miskin catch up sessions 1:1.</p> <p>Precision teaching used to learn sounds and words.</p> <p>Children where necessary to be read with daily to improve fluency and understanding.</p> <p>To complete additional guided reading sessions with TAs. Using Reading Rocketeers or phonic books.</p> <p>Pupil progress meetings to monitor the progress of PP children.</p>	<p>Evidence based intervention. EEF + 3 months.</p> <p>This method has been used previously and has had a positive impact</p> <p>One to one tuition EEF +5 months.</p> <p>Small group tuition EEF + 4 months. Proven in school to increase confidence and boost results.</p>	<p>Reading intervention teaching assistant to feed back to SENDco/class teachers at least half-termly on individual progress.</p> <p>Precision teaching tracker sheets used.</p> <p>Phonics checks completed to look at progress</p> <p>Pupil progress meetings to track progress.</p> <p>Reading ages to be checked twice a year.</p> <p>Teachers to track reading progress on PAT sheets with pupil premium highlighted</p>	<p>2 hours per week £5202.60</p> <p>10 minutes per day for 8 pupils 6 hours 40 minutes £83.73 per week £3265.60</p> <p>No additional cost for tracking progress.</p> <p>20 minutes per week during lesson time for 4 children within larger group. Costed lower down in TA figure.</p> <p>No additional cost.</p>
<p><b>Impact</b></p> <p>Due to the increased frequency of reading, children have shown an increase in confidence and love for books.</p> <p>Reading will continue to be a focus on the next pupil premium</p>				



Strategy Aims/Target	Action	Evidence and rationale	Monitoring and Implementation	Cost
To make sure that all PP children receive high quality phonics teaching.	<p>To provide daily small group phonics session for children who need to catch up.</p> <p>To use assessment data to identify the gaps in phonics knowledge and plan appropriate interventions.</p> <p>To provide relevant training for Staff who teach phonics.</p> <p>To buy resources needed to help with phonics.</p>	<p>Small group tuition EEF + 4 months. Proven in school to increase confidence and boost results.</p> <p>Strategy used in previous years and has been effective to improve phonics knowledge.</p>	<p>Pupil progress meetings.</p> <p>Internal school tracking of phonics.</p>	No additional cost as this is part of our normal daily routine.
<p><b>Impact</b>            Small group sessions have increased children's confidence and their phonic gaps are being filled. Staff are more confident to deliver phonics interventions after training. Identified that more decodable books need to be bought.</p>				

Strategy Aims/Target	Action	Evidence and rationale	Monitoring and Implementation	Cost
To give all PP premium children a love for reading.	<p>To provide a range of books children can borrow.</p> <p>To buy picture books to support the teaching of emotions</p> <p>To increase the reading ages of PP children. Buy catch up reading reading rocketeers and Floppy's phonics.</p> <p>To have daily Dear time for all children.</p>	<p>Evidence shows that a love for books helps to create a love for learning and improves well-being.</p> <p>Stories are a good way to talk about the emotions children feel.</p> <p>Increasing a child's reading age/fluency will increase confidence helping to spark a love for reading,</p>	<p>Children will express their love for reading.</p> <p>Children will feel calm and their well-being will be improved. Children will have a greater understanding of a range of emotions.</p>	£600



	To have daily story time for all children.			
<b>Impact</b> The school has a real reading focus and children show a love for books,				

Strategy Aims/Target	Action	Evidence and rationale	Monitoring and Implementation	Cost
To ensure that all PP children have access to enrichment activities in school.	<p>To provide a range of opportunities for children to learn specific skills in; sewing, art, DT , computing, cooking etc...</p> <p>To provide in house and external training to support teacher skills and knowledge.</p>	<p>Strategy used in previous year has shown to have had a positive effect on children's well-being and confidence.</p> <p>This has given children a range of opportunities they may not have had outside school.</p>	Pupil surveys. Monitoring of behaviour logs and any behaviour diaries.	No additional cost.
<b>Impact</b> Pupil voice has shown that children really enjoy enrichment and the opportunities it provides.				

Strategy Aims/Target	Action	Evidence and rationale	Monitoring and Implementation	Cost
To provide appropriate clubs and provision for in and out of school care.	<p>To provide a range of opportunities beyond the school day.</p> <p>To provide breakfast club and afterschool club where needed.</p>	<p>It is important to provide a wide range of opportunities that may not be accessed out of school.</p> <p>It is important that children have their basic needs met before starting school so that they can learn.</p>	<p>Clubs offered free of charge to pupil premium children.</p> <p>Where needed breakfast club and after school club offered to families who need it,</p>	<p>£0 No clubs available due to on-going Covid-19 restrictions.</p> <p>£0 No uptake this year for PP places.</p>
<b>Impact</b> This year there was no uptake to any places offered.				



Strategy Aims/Target	Action	Evidence and rationale	Monitoring and Implementation	Cost
To screen and provide dyslexia support for PP children where needed.	To screen children for Dyslexia where necessary.	Any unmet need has a negative impact on progress.	Teachers/parents can request a test for a child. The test is set up by the SENDco and completed alongside a TA. If the test shows dyslexic traits then strategies will be put in place.	Cost Of the screener £75
	Nessy on line programme.	Previously has had a positive impact on children's confidence and spelling.	Nessy or precision teaching used to help support children with dyslexia.	£25 for 4 children= £100
	Provide coloured overlays.	When reading-check for impact.	Overlays provided	£22

**Impact**

The GL Screener has been used successfully used to identify children with dyslexia. Nessy is well liked by all the children who have taken part in the intervention. Class teachers have reported that children have been more willing to write and reading has improved. Children have said that overlays have helped.

Strategy Aims/Target	Action	Evidence and rationale	Monitoring and Implementation	Cost
To plan in opportunities to build resilience.	To provide opportunities to play games/ activities that build resilience in small groups.	Evidence shows that children with good mental health are happier and achieve more.	Observations of children will show that they are happier. Children will say that they are happier.	No additional cost.

**Impact**

The strategy has shown an increase in resilience, but this is something that needs to continue.



Strategy Aims/Target	Action	Evidence and rationale	Monitoring and Implementation	Cost
To provide Physical aids where needed.	To buy writing slopes, wobble cushions.	Supporting a child's physical needs improves educational outcomes.	Look for improvements in work/concentration and pupil voice.	£150
<b>Impact</b>				
Children who need physical aids are using them in class. Children have said that writing slopes and wobble cushions have helped with their writing.				

Strategy Aims/Target	Action	Evidence and rationale	Monitoring and Implementation	Cost
To close the gap between PP and non-PP children across all core subjects.	To provide evidence-based interventions for English and Maths to close the gap between pupil premium and non-pupil premium children in small groups and one to one where needed.	Well deployed teaching assistants in class to deliver same day intervention and more specific interventions such as; First and Number, Ruth Miskin, Accelread, precision teaching, Accelread Accelwrite etc...  EEF +3 TO 4 months	Pupil progress meetings to track progress.	£4700 allocated For TAs time in class to work with Pupil Premium children.
<b>Impact</b>				
Interventions are set up and children are making progress. Gaps and misconceptions are being identified quickly and interventions put in place.				

Strategy Aims/Target	Action	Evidence and rationale	Monitoring and Implementation	Cost
To set appropriate SMART targets where necessary for pupil premium/LAC children.	Targets to be used where necessary to support specific needs and track progress.	Research shows that smart targets are more effective at promoting progress.	Small steps of progress will be monitored using smart targets.	In-house training is for all children so no additional cost TA to work 1:1 and in small groups with LAC children £7035
<b>Impact</b>				
SMART targets have impacted positively on individual children's progress.				



<b>Strategy Aims/Target</b>	<b>Action</b>	<b>Evidence and rationale</b>	<b>Monitoring and Implementation</b>	<b>Cost</b>
To provide uniform to children who need it.	To ask if parents need help with uniform.  Provide uniform if needed.  Also direct to the uniform exchange if appropriate.	To provide the essentials needed to fit in with peers.	Offer support if needed.	£28
<b>Impact</b> Children have the essentials needed.				

<b>Total cost</b>	<b>£30,981.70</b>
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