



## **Pupil Premium Allocation at Bardsey Primary School 2020-21**

### **Pupil Premium Impact and spend Summary Report**

The Pupil Premium is funding that the school receives based on the number of children who are entitled to a free school meal (FSM). Historically, across the country many FSM children make slower progress and attain less well than non-FSM children. The purpose of the Pupil Premium money is to target support and strategies to narrow these attainment and progress gaps.

At Bardsey, we receive Pupil Premium for 6% of our pupils. This is below the national average for the “Ever 6”, the Government term for pupils eligible for this allocation.

The DfE states:

‘It is for the schools to decide how the Pupil Premium allocated to schools is spent, since they are best placed to assess what additional provisions should be made for the individual pupils within their responsibility.’

### **2016/17 Pupil Premium at our school**

The school has been allocated £9 820.00

### **2017/18 Pupil Premium at our school**

The school has been allocated £14 360.00

### **2018/19 Pupil Premium at our school**

The school has been allocated £12 140.00 (11 pupils)

### **2019/20 Pupil Premium at our school**

The school has been allocated £15 760.00 (12 pupils)

### **2020/21 Pupil Premium at our school**

The school has been allocated £17,070.00 (12 pupils)

### **Main barriers to learning of the Pupil Premium children at Bardsey Primary School**

- Some of our PP children did not start their education at Bardsey and consequently did not have the benefit of consistency. It also meant those children had to develop relationships with their peers where those children starting with us in EYFS had already formed solid friendships and good social skills.
- For some of our PP children, they have delayed SEMH skills and attitudes which often have a negative impact to learning. We use our PP to support those children to help them develop those skills successfully.
- Three quarters of the children are on the SEN register or both and one quarter have outside agency involvement.
- Those children eligible for FSM due to financial strains could potentially miss out on the extracurricular activities that really enhance learning and help develop SEMH skills as well as providing a stimulating, inspiring and broad and balanced curriculum. PP funding is used to ensure those children do not miss out on those valuable experiences.

### **Impact of the 2020/21 Action Plan**

1. To develop a whole school approach to reading so that reading skills are built on progressively throughout the school from Reception to Year 6.

**2. Cover the cost of music lessons, nurture/social and emotional health/curriculum support**

All children interested in learning a musical instrument did so, some through a bursary and some supported by the school.

**3. Cover the cost of SEN resources to help support the learning of those with difficulties with reading, spelling, number work. Eg Nesso to help with spelling support**

**4. Ensure some of the PP children have daily access to fresh milk throughout the year**

All PP pupils had milk provided if they wanted it hence enhancing and promoting a healthy diet

**Key Actions for 2020/21**

| Key Actions  | Impact   | Cost           | Evidence Base  |
|--|--|----------------|--|
| <p>1. Reading plan has been developed as part of the SIP which focusses on the actions needed to ensure that every child becomes a fluent and confident reader. Activities include:</p> <ul style="list-style-type: none"><li>• High quality whole class phonics teaching that enables access for all at an age appropriate level.</li><li>• Improved tracking and phonics assessment.</li><li>• Quality first teaching using high quality texts and the development of a whole school map for the coverage of high quality texts.</li><li>• Children to be read to at least once a day from a high quality text to develop a love of books and reading for pleasure</li><li>• Investment in reading resources to match phonics teaching</li></ul> | <p>To ensure that every child is a fluent and confident reader by the end of Key Stage 2 and has competent reading skills which are progressively built on throughout the school through a whole school approach to reading.</p> | <p>£ 2300</p>  | <p>Closing the reading gap has the greatest potential for closing the learning gap. Reading therefore to have an impact on children's writing skills and other areas of curriculum learning.</p> <p>Quality phonics teaching will help develop reading fluency and help with vocabulary acquisition. Vocabulary is the key to building new knowledge and building concepts. It is essential to close the vocabulary gap to be able to close the learning gap</p> |
| <p>2. Cover the cost of curriculum support (staffing &amp; supply taken on to ensure intervention groups in place/full time BSW in place/nurture groups in place, music lessons/resources) Purchase of Nesso (Spelling programme £150)</p>   | <p>PP children are fully integrated into school life</p>   | <p>£10,860</p> | <p>Letters to parents<br/>Parent Forum minutes<br/>Pupil Questionnaires<br/>Tracking/Pupil progress</p>  |
| <p>3. Provide resources to support the learning of those PP pupils with SEN and those most vulnerable</p>  | <p>PP pupils have resources appropriate for their individual needs</p>   | <p>£3 760</p>  | <p>Tracking/Pupil progress meetings<br/>Pupil interviews/questionnaires<br/>Meetings with outside agencies</p>   |

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|--|--|----------------------|--|
| <b>4. Ensure some of the PP children have daily access to fresh milk throughout the year</b> | All PP pupils had milk provided if they wanted it hence enhancing and promoting a healthy diet | £150                 |  |
|  |  | <b>Total £17,070</b> |  |

**To be reviewed in September 2021**