

Old Bexley CE Pupil Premium Strategy Statement 20/21

School overview

Metric	Data
School name	Old Bexley CE Primary School
Pupils in school	807
Proportion of disadvantaged pupils	7%
Pupil premium allocation this academic year	£80,817.50
Academic year or years covered by statement	2020-2021
Publish date	July 2020
Review date	July 2021
Statement authorised by	Jill Ivil
Pupil premium lead	Joanne Netherton
Governor lead	Mr S Khan

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	N/A No testing due to COVID-19
Writing	N/A No testing due to COVID-19
Maths	N/A No testing due to COVID-19
Measure	Score
Meeting expected standard at KS2	N/A No testing due to COVID-19
Achieving high standard at KS2	N/A No testing due to COVID-19

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	To ensure all staff use the Power of Reading (CLPE) to raise the profile of the quality of teaching reading and writing across the school.
Priority 2	To ensure progression of skills and knowledge from the NC is taught across the school through the implementation of the IPC and EYIPC curriculum.
Priority 3	To develop opportunities for children to practise and develop their reasoning skills.
Barriers to learning these priorities address	<ul style="list-style-type: none">Ensuring high quality delivery of training, staff have opportunities to reflect & develop

	<p>personal skills and knowledge for their own CPD and effective use of quality resources are used to support teaching.</p> <ul style="list-style-type: none"> • Communication between Class Teacher, Pupil and Parents
Projected spending	£1,268.05

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 85% in PSC	June 2021
Other	To improve the attendance of disadvantaged pupils to 96%	July 2021

Targeted academic support for current academic year

Measure	Activity
Priority 1	To ensure a clear progression of the skills and knowledge for the Spelling & Phonics across the school. Using Early Years consultant to support Phonics and Guided Reading. Extra support staff used to run interventions.
Priority 2	To establish the Learning Together Partnership for all PP pupils– class teachers, parent(s) and pupils work together to support pupils' learning and wellbeing.
Priority 3	To ensure staff are accurately using PIXL Data to assess GAPS effectively and then focus targeted support and interventions to address these GAPS, with additional support for PP pupils.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • To ensure all staff are trained and supported in teaching spelling and phonics. • High quality texts are provided for pupils across the school to support phonics. • Access to laptops for support staff to use for teaching and resources. • Engaging parents to be part of LTP.

	<ul style="list-style-type: none"> • All staff are trained and supported in using PIXL assessment system. • Staff follow the classroom practice-intervention- impact- review. • Ensure staff teach using evidence-based strategies (For example, EEF and Sutton Trust recommendation) for whole class teaching and interventions for specific groups of pupils.
Projected spending	£50,734.45

Wider strategies for current academic year

Measure	Activity
Priority 1	To prioritise the wellbeing of pupils across the school (wellbeing provision to work towards achieving the Optimus Wellbeing Award).
Priority 2	Mental- Health First Aiders, Listening Ear / Learning Mentor, Therapeutic Drop-ins, Play Therapist and Family Support and Pastoral Care Worker. EWO to work to support families with attendance
Priority 3	To widen pupils' knowledge of equality and diversity in order to tackle discrimination.
Priority 4	To support pupils access to the wider curriculum through funded educational visits for PP pupils.
	To support pupils wellbeing and sense of community in the school through provision of PP uniform.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Building strong partnerships between school and parents. • Improving attendance and readiness to learn for the most disadvantaged pupils.
Projected spending	£28,815.00

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	CDP is targeted to SDP and responds to teachers' needs. Allocation of time for CPD in priority areas.	Use of INSET days, staff training and additional cover being provided by part time staff and SLT. CPD impact is evaluated and reviewed.
Targeted support	Ensuring PIXL assessment for Year 2-6 and Phonic GAP	Scheduled tests for Autumn 1 Week 2. Clear return and QLA

	<p>analysis, Reading Assessment and White Rose Number & Place Value assessments for Year 1 and EYFS Phonic Assessment are completed early in Autumn 1 to enable targeted class teaching and appropriate interventions put in place.</p> <p>Throughout the Year complete PIXL assessments in line with assessment timetable.</p>	<p>expectations and supported / monitored timetabling to ensure speed and effectiveness.</p> <p>Across the year monitored via MLT and SLT in PPRs.</p> <p>Regularly PPRs after data set to discuss targeted support.</p>
Wider strategies	<p>Establishing strong and secure partnerships with families facing the most challenges.</p> <p>To support key pupils who may have been exposed to an unprecedented level of trauma, loss and adversity, particularly those who were already vulnerable.</p>	<p>Work closely with SLT, FSW, EWO, Listening ear/ Learning Mentor and wider Bexley Services to support families. New appointment of Pastoral Care & Family Well-being officer. Play therapist 3 days weekly.</p> <p>Set up LTP by Autumn 1.</p> <p>Handover from old to new teachers. Contact with parent(s) and involvement from Mental-Health First Aiders as necessary, PIXL return to school wellbeing package. New mental health audits used to record class issues and support.</p>

Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading and Writing	Progress and Attainment in Reading and Writing were on track at the last Assessment Stage in June 2021 to have made accelerated Progress and Improved outcomes. Due to COVID there has been no end of year data to support this. Early Assessments will take place during the second week of Autumn Term.
Progress in Mathematics	Progress and Attainment in Maths were on track at the last Assessment Stage in June 2021 to have made Progress and Improved outcomes. Due to COVID there has been no end of year data to support this. Early Assessments will take place during the second week of Autumn Term.

Phonics	<p>Phonic attainment of pupils in Year 1 and those in Year 2 re-taking the check was at the expected level at the last assessment stage in June 2021. Support and interventions had begun for some pupils but due to COVID these stopped and there has been no Phonic Screening Check. Remote learning has continued with a priority focus of phonic teaching. On return to school in the summer term more time was set aside for the teaching of phonics and a new intervention programme is being put in place for September in response to the Governments “Letters & Sounds” update. Training & School have also appointed a new Phonics & Early Reading Lead for September.</p>
Other	<p>Attendance has remained a priority for a small number of pupils but regular monitoring and establishing trust between the school and parents has helped to make improvements. The Spring / Summer term has been impacted by COVID with periods of whole school lockdown and year groups isolating. This close monitoring and building of partnerships with parent(s) will remain a priority next year. Our most recent assessments in June 2021 will guide our priorities for 2021/22.</p>