

# Old Bexley CE Pupil Premium Strategy Statement 19/20

## School overview

Metric	Data
School name	Old Bexley CE Primary School
Pupils in school	827
Proportion of disadvantaged pupils	7%
Pupil premium allocation this academic year	£75,950.83
Academic year or years covered by statement	2019-2020
Publish date	July 2019
Review date	July 2020
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 have access to high quality CPD to raise the profile of the quality of teaching reading and writing across the school.
Priority 2	To use curriculum teams 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"> <li>Ensuring high quality delivery of training, staff have opportunities to reflect &amp; develop personal skills and knowledge for their own CPD and effective use of quality resources are used to support teaching.</li> <li>Communication between Class Teacher, Pupil and Parents</li> </ul>
Projected spending	£4,409.00

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve National average progress scores in KS2 Reading (0+)	July 2020
Progress in Writing	Achieve National average progress scores in KS2 Writing (0+)	July 2020
Progress in Mathematics	Achieve National average progress scores in KS2 Maths (0+)	July 2020
Phonics	Achieve 85% in PSC	June 2020
Other	To improve the attendance of disadvantaged pupils to 96%	July 2020

### Targeted academic support for current academic year

Measure	Activity
Priority 1	To ensure staff trained and 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.
Priority 2	To ensure effective interventions and 1:1 tutoring are used to deliver targeted support to small groups and individuals.
Priority 3	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 4	To establish the Learning Together Partnership for all PP pupils– class teachers, parent(s) and pupils work together to support pupils' learning and wellbeing.
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>To ensure all staff and trained and supported in teaching spelling and phonics.</li> </ul>

	<ul style="list-style-type: none"> <li>• High quality texts and provided for pupils across the school to support phonics.</li> <li>• Engaging parents to be part of LTP.</li> <li>• All staff are trained and supported in using PIXL assessment system.</li> <li>• Staff follow the classroom practice-intervention- impact- review.</li> <li>• 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.</li> </ul>
Projected spending	£45,395.73

### Wider strategies for current academic year

Measure	Activity
Priority 1	To prioritise the wellbeing of pupils across the school (begin to look at wellbeing provision to work towards achieving the Optimus Wellbeing Award).
Priority 2	Mental- Health First Aiders, Listening Ear / Learning Mentor, Therapeutic Drop-ins, Therapy Dog, Pastoral support. EWO to work to support families with attendance
Priority 3	To support pupils access to the wider curriculum through funded educational visits and swimming lessons for PP pupils.
Priority 4	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"> <li>• Building strong partnerships between school and parents.</li> <li>• Improving attendance and readiness to learn for the most disadvantaged pupils.</li> </ul>
Projected spending	£19,155.50

### 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 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.	Scheduled tests for Autumn 1 Week 2. Clear return and QLA expectations and supported / monitored timetabling to ensure speed and effectiveness. Across the year monitored via MLT and SLT in PPRs.
Wider strategies	Establishing strong and secure partnerships with families facing the most challenges.  To support key pupils who may have been exposed to an unprecedented level of trauma, loss and adversity, particularly those who were already vulnerable.	Work closely with SLT, FSW, EWO, Listening ear/ Learning Mentor and wider Bexley Services to support families. Set up LTP by Autumn 1. 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. Mental health audits set up for each class to record issues during lockdown and increase in well-being concerns / anxiety.

### 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 February 2020 to have made accelerated Progress and Improved outcomes. Due to COVID-19 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 Reading and Writing were on track at the last Assessment Stage in February 2020 to have made accelerated Progress and Improved outcomes. Due to COVID-19 there has been no end of year data to support this. Early Assessments will take place during the second week of Autumn Term.

Phonics	Phonic attainment of pupils in Year 1 and those in Year 2 re-taking the check was on track at the last assessment stage in February 2020. Support and interventions had begun for some pupils but due to COVID-19 these stopped and there has been no Phonic Screening Check. Remote learning has continued with a priority focus of phonic teaching.
Other	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-19. This close monitoring and building of partnerships with parent(s) will remain a priority next year. The Recovery Curriculum Plan will guide our priorities.
Covid-19 carry forward	£6,990.60