

# Old Bexley CE Pupil Premium Strategy Statement 19/20

## School overview

| <b>Metric</b>                               | <b>Data</b>                  |
|---|------------------------------|
| 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

| <b>Measure</b>                   | <b>Score</b>                   |
|----------------------------------|--------------------------------|
| 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 |
| <b>Measure</b>                   | <b>Score</b>                   |
| 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

| <b>Measure</b> | <b>Activity</b>   |
|----------------|---|
| 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.<br>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.<br>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.<br>Across the year monitored via MLT and SLT in PPRs.  |
| Wider strategies | Establishing strong and secure partnerships with families facing the most challenges.<br><br>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.<br>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.<br>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   |