

Pupil premium strategy statement

School overview

Metric	Data
School name	Bibury C of E Primary School
Pupils in school	36
Proportion of disadvantaged pupils	41%
Pupil premium allocation this academic year	£11,345
Academic year or years covered by statement	2019/2020.
Publish date	November 2020.
Review date	November 2021.
Statement authorised by	Mrs Suki Pascoe.
Pupil premium lead	Mrs Sally Spring
Governor lead	Mrs Liz Anderson

Disadvantaged pupil progress scores for last academic year

This year due to Covid – 19 there were not any national SATs assessments however as a school we still reviewed our likely outcomes for eligible pupils and compared them to other learners and historic national data. Although our numbers remain too small to report, case studies were completed and considerations made to areas to develop further.

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Quality of teaching and targeted academic support – for all teaching at Bibury to continue to be good and for targeted interventions to be delivered by trained support staff. Close monitoring of interventions to measure and monitor effectiveness.
Priority 2	Increased attendance and enjoyment of school – to monitor attendance and work closely with families who have previous poor attendance. To ensure that children enjoy school and that there are a wide variety of opportunities to raise the cultural capital of disadvantaged pupils.
Barriers to learning these priorities address	Ensure that all staff are supported to use evidence-based strategies to raise standards.
Projected spending	£7605

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0).	September 21.
Progress in Writing	Achieve national average progress scores in KS2 Writing (0).	September 21.
Progress in Mathematics	Achieve national average progress scores in KS2 Maths (0).	September 21.
Phonics	Achieve national average expected standard in PSC.	September 21.
Other	Improve attendance for disadvantaged pupils so that it similar to non-disadvantaged pupils.	September 21.

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Raise standards in writing using the new Write Stuff methods which includes experience sessions that ensure that disadvantaged children have similar starting points and also has an increased focus on language development. Use of Book Talk to develop and deepen the use of rich vocabulary and access to quality texts.
Priority 2	Raise standards and rapid recall of facts in maths by introducing extra maths skills sessions daily. Suitable maths resources to enable blended learning that is matched to in school provision and catch up sessions for those with identified gaps.
Barriers to learning these priorities address	Language and cultural capital gaps that can be addressed with high quality experiences and a focus on language.
Projected spending	AR, Edshed, WRM, Catch up.

Wider strategies for current academic year

Measure	Activity
After school club / Financial support for book provision, school trips and experiences in school.. Investment in new PSHE materials to support mental health/support transition of Y6 pupils to secondary school	Funding of places at after school club to enable children to attend a variety of clubs. Funding of school trips to ensure all have access to enriched experiences. Funding of reading books to be sent home to promote language acquisition. New PSHE curriculum materials to support improved mental health and resilience. Use of EP to support transition of vulnerable pupils from Y6 to Y7
Pupil premium lead	Continue to develop positive relationships with families. Work with the family to ensure that additional needs are met that will support the child and family as a whole. Aim to raise attendance and parental engagement.
Barriers to learning these priorities address	A more limited experience of cultural capital and enriching activities. This can have an impact on understanding and has also been shown to have a link to language development too. Increased SEMH needs of disadvantaged pupils impacting on attendance. Lower attendance of some disadvantaged pupils compared to non- disadvantaged pupils.
Projected spending	£4138

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring teaching staff are given time to develop their teaching strategies to support pupils with low prior attainment (with a focus on disadvantaged pupils)	Training focused around teaching and learning with an emphasis on provision for all learners, regardless of their prior attainment. Specific training for TA including enhanced safeguarding and phonics training.
Targeted support	Ensuring time is given to pupils who would most benefit from tutoring and intervention sessions.	New pupil premium lead has non teaching time during school hours to meet with children and also contact parents. She also works across the school so can develop positive relationships.

Wider strategies	Engagement with families where pupils display the most barriers to learning.	Seek to partner with outside agencies to provide support and offer outreach programmes.
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Review: last year's aims and outcomes

Aim	Outcome
Teaching and learning to be at least good throughout the school.	This has been met and staff attended a variety of CPD including phonics, safeguarding, EYFS, writing, white rose maths, positive handling
Pupils will be proactive, organised and enthusiastic learners.	This has been met through enrichment activities being funded to events such as school trips, book subscription and subscriptions to online services such as Nessy.
1:1 and bespoke support for specific pupils	This has been met and money spent in a variety of ways including to offer counselling and access to other external services.