

Pupil premium strategy statement: Binfield C.E. Primary School (VA)

1. Summary information					
School	Binfield C.E. Primary School (VA), Benetfeld Road, Binfield, Bracknell Forest, RG42 4EW				
Academic Year	2020/21	Total PP budget	£27,555	Date of most recent internal PP Review	Oct 2020
Total number of pupils	408	Number of pupils eligible for PP	13	Date for next internal review of this strategy	Oct 2021
1. Barriers to future attainment (for pupils eligible for PP, including high ability)				<i>Attendance is very good for PPG pupils. Historically within Binfield C.E. School, good progress was being made by our PPG children in diminishing the difference. The increased expectations have impacted negatively on our complex PPG (doubly disadvantaged). Analysis from ASP and whole school data indicates progress in the KS2 tests is a concern, particularly in Maths and Reading.</i>	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)					
A.	Attainment and progress in relation to peers at end of Key Stages.				
B.	KS2 progress especially within reading and maths.				
C.	Progress and attainment of PPG who are 'doubly' disadvantaged (PPG as well as having an SEND need).				
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)					
D.	Family dynamics and time-poor parents which can impact the emotional wellbeing and learning potential of our PP pupils.				
2. Desired outcomes					
	Desired outcomes and how they will be measured			Success criteria	
A.	To ensure all PPG achieve at least expected ARE and/or good levels of progress and are engaged in their learning.			Core PPG pupils will meet ARE and those PPG children who have other compounding disadvantages make good or better than good progress through Quality First Teaching.	
B.	For doubly disadvantaged PPG children to diminish the difference between their progress and attainment in relation to their peers.			PPG Pupils who are doubly disadvantaged make good or good and better progress (from their starting points) within teacher assessment markers.	

		Provision to be carefully targeted and adapted accordingly for specific children/groups and restructured in approach.
C.	Increasing rates of progress across KS2 for high attaining pupils eligible for PP.	High prior attainment PPG pupils make as much progress as 'other' high prior attaining pupils across Key Stage 2 in Maths, Reading and Writing. Measured in Y4, 5 and 6 by teacher assessments, with support from standardised testing to inform and reaffirm teacher assessment such as NFER. For Y6, SATS results will be markers but also moderated teacher assessment to be analysed.
D.	Pupils are emotionally ready to learn and progress and parents engage with their child's learning.	PPG provision will include a range of interventions that encompass basic emotional and behavioural needs as well as learning support for the variety of PPG pupils attending Binfield School. Access to the Family Support Advisor is a priority for those PPG pupils that would benefit and part of that support continues with the use of the Pupil Premium Grant. ELSA training has been undertaken by key member of staff so we can offer support to the emotionally vulnerable pupils encompassing PPG pupils. When regulations allow, KLC in place to support Home Learning for those children who do not have support at home through LSAs who add nurture aspects into the support. The school also has targeted nurture support through a Breakfast Club that will resume, when regulations allow, and Mentoring. Parents attend parents evenings and support the completion of home learning.

We constantly review research as well as visit other schools, which informs and refines our classroom practice. We endeavour to find the best approach for our children and as such share good practice with schools across the country.

3. Planned expenditure	
Academic year	2020/21

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. QUALITY TEACHING FOR ALL

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p><i>PP children to re-engage with the school environment and their learning after lockdown.</i></p> <p><i>PP children to continue to receive the highest quality</i></p>	Wellbeing education and recovery curriculum approaches to target the most vulnerable PP children both in the classroom and 1:1 ELSA support.	Emotional and wellbeing support is vital for ensuring PP children are able to re-engage in learning after lockdown.	<ul style="list-style-type: none"> • ELSA and teacher feedback through ELSA records/pupil discussions and teacher observations. • Book looks will reveal consistency and the use of feedback opportunities. 	<p>SENDCO/AD</p> <p>JS (Maths)</p> <p>SLT</p>	<p>Termly</p> <p>Summer 2021</p>

<p><i>teaching in order to ensure all attain to the best of their ability.</i></p> <p><i>Pupils are actively engaged in their learning.</i></p>	<p>Ongoing staff training/CPD in relation to quality first teaching – including support staff. INSET refresher took place in October 2020.</p> <p>Drip feeding of PP priority through staff meeting opportunities.</p> <p>Continued CPD for all staff on reading skills provision for PP children within lessons.</p> <p>IRIS camera as a self and peer analysis tool in order to focus on provision for PPG children.</p>	<p>We want to invest some of the PPG funding in long term change which will benefit all pupils. CPD focussed around maths and quality provision for maths and reading.</p> <p>IRIS has a proven track record of informing whole school improvement programmes and improving the reflective nature of teaching staff, therefore improving their impact on entire cohorts. Our school has initially chosen to use this to specifically look at teaching and learning of PPG within whole class lessons.</p> <p>Through QFT ensure differentiated tasks encourage high expectations for all.</p> <p>Focus this year for SENCO and class teachers to pick up PP needs as often they do not read at home or are exposed to story language.</p> <p>Staff to ensure children are heard regularly to increase vocabulary.</p>	<ul style="list-style-type: none"> • Staff feedback through questionnaires and PP progress meetings. • Pupil talks and learning walks. • Data analysis alongside SEF as well as in school data comparison and tracking. • Monitoring of IRIS implementation by DHT and HT. • Lesson observations 	<p>JS/DHT</p> <p>DHT/HT</p> <p>SLT</p>	<p>Ongoing</p>
<p><i>Achievement and progress in reading mathematics to improve.</i></p>	<p>Pre teaching basic and new skills to be undertaken by all class teachers. This will need to be monitored.</p>	<p>Practical resources enable all children to access the learning through the use of apparatus. Differentiation to be well planned and target PP cohort so as to deepen understanding and support pupils' mathematical reasoning and reading skills.</p>	<ul style="list-style-type: none"> • Maths and reading assessment tracking throughout the year. • Data analysis alongside SEF as well as in school data comparison and tracking. • PP noted on planning and tilting provision. 	<p>JS All staff including LSAs</p>	<p>Termly</p>
Total budgeted cost					<p>NA</p>

ii. TARGETED SUPPORT					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p><i>A.To ensure all PPG achieve at least expected ARE and/or good levels of progress.</i></p> <p><i>B.For doubly disadvantaged PPG children to diminish the difference between progress and attainment in relation to their peers.</i></p>	<p>1:1 with experienced teacher, as appropriate. Small group Reading and Maths provision for targeted children.</p> <p>SENDCO in class support</p> <p>Morning booster groups to support gaps in learning Y3-6</p>	<p>Focussed interventions, run by LSAs based on individual need will allow individuals to receive bespoke support. This will also raise levels of confidence to draw upon during independent tasks in the classroom.</p> <p>Additional time spent with PP pupils across the school day to ensure they are able to access their learning and a touch base to check on their wellbeing by a familiar adult.</p> <p>Additional remote 1:1 sessions with LSA to focus on Reading and Maths basic skills, during lockdown. Additional resources created and delivered to home addresses.</p> <p>Numbers Count (Success at Arithmetic) developed by Edgehill University which has been independently evaluated and shown to be effective in other schools has been selected by Binfield as the intervention programme of choice. This provision is for both KS1 and KS2. The programme is delivered over 2 additional afternoons in Y2 and Y4 by an LSA.</p> <p>In school tracking will be analysed by the SENDCO – Reading and Maths is the whole school focus for this year.</p>	<ul style="list-style-type: none"> Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Monitoring and feedback to the specific members of staff delivering the programme Analysis of before/after data through internal tracking. Reflection and restructuring where appropriate. Tracking through tutoring targets that have been set by the class teacher. 	<p>SENDCO and support LSAs</p> <p>PB for KS1</p> <p>SLT</p>	<p>Summer 2021</p>
Total budgeted cost					£ 18,810

iii. OTHER APPROACHES

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<i>C- Pupils are emotionally ready to learn and parents are engaged in their learning (post lockdown).</i>	Mentors ELSA FSA Weekly circle time Regular mindfulness activities Lunchtime and break times support (when resumed) Additional ELSA training for FSA	Interventions which target social and emotional learning (SEL) seek to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning. On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average – EEF Foundation Toolkit) Parents working in partnership with the school will support the attitude and success of their child's learning	<ul style="list-style-type: none"> • Questionnaires – pupil and parental feedback. • Feedback from teachers, pupils and parents through informal meetings as well as Pupil Progress Meetings and Parents Evenings. • Additional circle time to consider emotional well-being of vulnerable learners and tilt behaviour approaches as part of the recovery curriculum. • LSA training to provide positive lunch and break times. • Attend parents evenings and support home learning. 	SENDCO SLT	Termly (from LSAs) Through the three terms CPD and PP meetings. CPD for both Teachers and LSAs.
<i>D – Pupils are emotionally ready to learn.</i>	Kids Learning Club Breakfast Club	When restrictions allow: Continue opportunities to relieve home pressures by extending the school day with an opportunity to complete homework with additional support, as PP may not always have access to breakfast and home learning support. For children to be ready for the start of the school day and ensure they have the best possible to every school day.	<ul style="list-style-type: none"> • Children to be supported with learning and build on knowledge from lessons. • Having access to an additional adult for feedback and discussion opportunities. • Clubs to be observed and LSAs supported in how they work with the vulnerable children within their care. 	DHT/SENDCO	February 2020

<p><i>A - To ensure all PPG achieve at least expected ARE and good levels of progress.</i></p> <p><i>D – Pupils are emotionally ready to learn.</i></p>	<p>Access to school trips and extra-curricular clubs/provisions offered to enable PP to participate in activities that can increase outcomes and social mobility.</p>	<p>Sports coaches and P.E Subject Leader to monitor participation of PPG pupils within competitive sports at Binfield.</p> <p>JACS alternative provision accessed to support LAC</p>	<ul style="list-style-type: none"> • Pupil feedback to be analysed to see how children interpret the support they are offered and its impact. • P.E Subject Lead and Sports Coach to monitor and ensure that all PPG represent the school (or are offered that opportunity). 	<p>SENDCO</p> <p>All staff</p> <p>Sports Coaches.</p>	<p>Summer 2021</p>
Total budgeted cost					£8,745