



## Baden Powell Pupil Premium strategy Statement 2020-21

1. Summary Information						
School	Baden Powell Primary School					
Academic Year	2020-21	Total PPG Budget	£119,705	Date of most recent review	September 2020	
Total number of pupils	202	Number of pupils eligible for PP	89	Date of next internal review of strategy	December 2020	

Current Attainment						
Key Stage Two	Pupils eligible for PPG			National Average		
	2017	2018	2019	2017	2018	2019
% achieving at age expected for Reading, Writing, Math's	47	88	68	61	64	65
% achieving at age expected for Reading	71	94	74	71	75	73
% achieving at age expected for writing	76	88	79	76	78	78
% achieving at age expected for math	53	94	89	75	76	79
% working at greater Depth for Reading, Writing, Math	0	6	11	9	10	10
% working at greater depth for reading	12	31	11	25	28	27
% working at greater depth for writing	12	19	16	18	20	20
% working at greater depth for math	0	25	32	23	24	27
Key Stage One	Pupils eligible for PPG			National Average		
	2017	2018	2019	2017	2018	2019
% achieving at age expected for Reading, Writing, Math's	77	77	75	64	83	65
% achieving at age expected for Reading	92	80	83	78	76	75
% achieving at age expected for writing	85	77	83	65	70	69
% achieving at age expected for math	85	87	83	75	76	76
% working at greater Depth for Reading, Writing, Math	21	10	17	11		11
% working at greater depth for reading	23	23	25	25	26	25
% working at greater depth for writing	23	20	17	16	16	15
% working at greater depth for math	23	23	33	21	22	22
Phonics Check	Pupils eligible for PPG			PPG National Average (Non PPG)		
	2017	2018	2019	2017	2018	2019
% achieving pass mark	67	100	90	86	83	82
EYFS	Pupils eligible for PPG			PPG National Average (Non PPG)		
	2017	2018	2019	2017	2018	2019
% achieving GLD	60	71	80	71	72	72

<b>3.Barriers to Learning</b>
Vocabulary development contributes to PPG children not achieving at greater depth by the end of key stage two.
Improving reading through more challenging texts that challenge all children
Vocabulary and grammar usage in writing to ensure greater depth
Boys not engaging fully with reading and writing
A reading for pleasure approach by some PPG children who view reading as a chore
Subject specific vocabulary development
<b>External Barriers</b>
Home learning environment are not conducive for effective learning for significant minority of PP children.
Access to digital learning at home
Vocabulary development and reading for pleasure at home
Low Aspirations of some PPG children

<b>4.Outcomes</b>		
	Desired outcomes	Success Criteria
<b>1</b>	Improve oral language skills for PPG children in Foundation Stage through effective deployment of language groups, vocabulary groups and targeted phonics to narrow gaps.	<ul style="list-style-type: none"> <li>• 72% of PPG children meet GLD</li> <li>• 72% of children meet reading ELG</li> <li>• 72% of children meet ELG in writing</li> <li>• 20% of PPG children exceed ELG in reading</li> <li>• 20% of PPG children exceed ELG in writing</li> </ul>
<b>2</b>	Targeted Phonic intervention across year one and year two to close the increased gap due to Covid 19 partial closure.	<ul style="list-style-type: none"> <li>• 90% of PPG children achieve Phonics screen pass mark</li> </ul>
<b>3</b>	Accelerate Progress across Key Stage One to dampen loss of learning through Covid 19 partial school closure and remote learning.	<ul style="list-style-type: none"> <li>• 80 % of PPG children achieve age expected in reading</li> <li>• 80% of PPG children achieve age expected in writing</li> <li>• 80% of children achieve age expected in math</li> <li>• 75% of PPG children achieve combined RWM at age expected.</li> <li>• 20% of PPG children achieve greater depth at reading</li> <li>• 20% of PPG children achieve greater depth at writing</li> <li>• 20% of PPG children achieve greater depth at math</li> </ul>

4	Accelerate progress in year six to ensure targeted PPG children are secondary school ready by achieving combined age expected or better.	<ul style="list-style-type: none"> <li>80% of children achieve combined reading, writing and math at age expected</li> <li>85% of PPG children achieve age expected reading</li> <li>85% of children achieve age expected writing</li> <li>85% of children achieve age expected in math</li> <li>20% achieve greater depth in reading, writing and math</li> <li>25% achieve greater depth in reading</li> <li>25% achieve greater depth in writing</li> <li>25% achieve greater depth in math</li> </ul>
5	Close the existent gap between PPG boys and girls by accelerating progress for boys across each key stage in relation to reading, writing and math.	<ul style="list-style-type: none"> <li>80% of boys achieve age expected in reading writing and math combined at end of key stage two</li> </ul>
6	Build a reading for pleasure approach to ensuring PPG children read at home.	<ul style="list-style-type: none"> <li>Children engage more with reading across the curriculum and outside of school.</li> </ul>
7	Increase the range of subject specific and tier two vocabulary that PPG children use in both oral and written interactions.	<ul style="list-style-type: none"> <li>80% of PPG children are using subject specific vocabulary with understanding in oral and written communication</li> <li>80% of PPG children are using tier two vocabulary consistently in their written communication</li> </ul>

5. Planned Expenditure					
Quality of Teaching for All					
Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice	How will we ensure it is implemented well?	Staff Lead	Review Date
<p>3. Accelerate Progress across Key Stage One to dampen loss of learning through Covid 19 partial school closure and remote learning.</p> <p>4. Accelerate progress across key stage two to ensure any learning lost in Covid 19 is regained across academic year.</p> <p>5. Close the existent gap between PPG boys and girls in</p>	<p>Split year six for more targeted and intensive support to narrow existent gaps that have been widened during the current pandemic</p> <p>CPD on reading cultures and how to improve them.</p> <p>Targeted reading for children in 1:1 basis to improve fluency and</p>	<p>EEF shows how vocabulary has impact on academic outcomes.</p> <p>Quigley shows how vocabulary, reading, writing and math outcomes are clearly interlinked.</p> <p>Myhill has shown how the importance of oral</p>	<p>Subject leader monitoring of books</p> <p>Children's conversations and language used as observed in learning walks.</p> <p>Lower achieving children are showing improved progress across reading, writing</p>	<p>SLT</p> <p>SMT</p> <p>CT</p> <p>Phase leads</p> <p>Subject Leads</p>	<p>February 2021</p>

<p>attainment across all key stages</p> <p>6. Build a reading for pleasure culture to ensure that PPG children engage with reading at home and in school.</p> <p>7. Increase the range of subject specific and tier two vocabulary in children's oral and written communication.</p>	<p>comprehension skills.</p> <p>Staff to support on creating key whole school vocabulary lists.</p> <p>CPD on how vocabulary relates to reading, writing and math.</p> <p>CPD on effective reading instruction</p> <p>CPD on reasoning and how comprehension and vocabulary relate to this aspect of math.</p> <p>Triad system to support professional development in reading.</p> <p>Priority of staff allocation for early reading.</p> <p>CPD on fluency and range of strategies to secure this.</p> <p>Focus on ten key words each block of work should have to ensure children have the memorized and can use in different contexts.</p>	<p>language in reading, math and writing impacts on outcomes.</p> <p>CLPE has shown clear link between reading for pleasure and reading outcomes.</p> <p>Herst has shown how the cultural capital of a deep curriculum with vocabulary that children would not experience normally has an impact upon their educational outcomes.</p>	<p>and math.</p> <p>Children can explain either orally or in written form how to solve problems in math.</p> <p>Children freely discuss what they are reading at home and make recommendations</p> <p>Children can read more fluently with greater accuracy</p> <p>Children develop key comprehension skills as shown in both formative and summative assessment.</p> <p>Listen to children read across the school.</p>			
<b>Total budgeted cost</b>					£65,000	
<b>Targeted Support</b>						
<b>Desired Outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice</b>	<b>How will we ensure it is implemented well?</b>	<b>Staff Lead</b>	<b>Review Date</b>	
1. Improve children's oral language skills in the foundation stage through	Small group intervention support 1:1 intervention support	EEF shows that systematic teaching of synthetic phonics	Monitoring outcomes for children who are struggling to read	EYFS Lead Reading Lead Writing Lead	April 2021	

targeted language groups, vocabulary groups and targeted phonics groups. 2. Targeted support for phonics for children in year one, two and three for children who did not access phonics teaching for 6 months.		increases fluency of struggling readers  Myhill has shown that language development is crucial to developing fluent readers and writers  ASCL has shown evidence that mathematical understanding is improved with language development.	Monitoring outcomes for children with English as an additional language  Listen to children read		
<b>Total budgeted cost</b>				<b>£30,000</b>	
<b>Other Approaches</b>					
<b>Desired Outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice</b>	<b>How will we ensure it is implemented well?</b>	<b>Staff Lead</b>	<b>Review Date</b>
3. Accelerate Progress across Key Stage One to dampen loss of learning through Covid 19 partial school closure and remote learning. 4. Accelerate progress across key stage two to ensure any learning lost in covid 19 is regained across academic year. 5. Close the existent gap between PPG boys and girls in attainment across all key stages	Funded places in extended school day. Funding for residential and educational visits. Funding for mentoring interventions.	Previously targeted interventions have proven beneficial for children.  One to one and small group support ensures clear self-esteem targets can be addressed which reflects back on engagement and progress.	Feedback from assigned mentors.  Increased engagement with learning.  Feedback from staff and children.	Inclusion Lead	March 2021
<b>Total budgeted cost</b>				<b>£25,000</b>	

6.Review of Expenditure				
Previous Academic Year		2018-19		
Quality of Teaching for All				
Desired Outcome	Chosen action/approach	Estimated Impact	Evaluation and Review	Cost
Too divide year six in to two groups for morning sessions	Qualified teacher to support Year six for reading and math across the morning. Qualified teacher to carry out one to one interventions.	High – key stage results were above national for combined – reading was in line for both expected and greater depth – math, grammar and writing were above national for both expected and greater depth.	This has proven to be successful with PP children performing above the national average in all areas.	£30,000
Provide math's and literacy interventions for year one to 6	One to one tuition delivered by qualified teacher Small group support delivered by qualified teacher After school support supplied by qualified teacher After school support for more able provide by qualified teacher HLTA small group support	High – targeted children made rapid progress – children accessing higher end of curriculum and working at greater depth – the school showed increase in all national measures of accountability in relation to national averages (being above for the majority).	This seemed to be highly effective. The small group and one to one support targeted children for specific time periods with gains to be quantified in that time period and then consolidated with first quality teaching – the children targeted all achieved age expected bar one.	£52,000 – one to one teacher – HLTA costs – LM costs – teacher for after school costs – M6 teacher, M4 Teacher in afternoon.
Provide extracurricular activities for children	Children engage with sports and cultural activities would not have chance to normally,	High – ensured children grew in confidence and self-esteem.	This was highly effective in raising aspirations for children and ensuring that they experienced a wide and diverse cultural appreciation.	£3000
Interventions and oral development in foundation stage	Small group instruction provided by teacher or qualified nursery nurse. Resources purchases for program	High – has narrowed gap between PP and peers in key areas for future educational success.	Has proven a successful approach it has ensured that the majority of PP children are ready for the next phase of their education – evidence for phonics for 2018 show that the gap between PP and peers has declined in that areas also which has been linked to the development of oracy in foundation stage.	£2000

<b>Other approaches</b>				
<b>Desired Outcome</b>	<b>Chosen action/approach</b>	<b>Estimated Impact</b>	<b>Evaluation and Review</b>	<b>Cost</b>
Children to fully engage with learning through extracurricular activities.	To support children with subsidies toward after school clubs, enrichment opportunities such as trips, visitors, performances, drama lessons and after school clubs.	High – children developed high self-esteem through participation in these activities and were more focused on setting high aspirations for themselves.	This had a very positive impact and children	£1500