

# Pupil premium strategy statement for Bretforton Village School

1. Summary information					
<b>School</b>	Bretforton Village School, 62 Main Street, Bretforton, Evesham, Worcestershire. WR11 7JH				
<b>Academic Year</b>	2020-21	<b>Total PP budget</b>	£14180	<b>Date of most recent PP Review</b>	08.10.20
<b>Total number of pupils</b>	59	<b>Number of pupils eligible for PP</b>	13	<b>Date for next internal review of this strategy</b>	January 2021

2. 2019 attainment (Data for 2020 not available due to Covid 19 and partial school closure)			
ARE/ARE+ for PPG (% of children at ARE+)	<i>Pupils eligible for PPG at Bretforton</i>	<i>Non PPG pupils at Bretforton</i>	<i>National / Local data</i>
<b>% achieving (Good Level of Development) GLD in Reception (5 pupils, 0 PPG)</b>	n/a	80%	National all pupils 72% Nat FSM pupil 57% Na Non-FSM 74% Worcs FSM 51% Worcs non-FSM – 74%
<b>% achieving expected standard in Year 1 Phonics check (12 pupils eligible for the check, 3 PPG)</b>	66%	88% all pupils 100% non-PPG pupils	National all pupil 82.5% Nat FSM pupils 72% Nat non-FSM - 79% Worcs FSM - 57% Worcs non-FSM – 84%
<b>% achieving ARE in Reading at the end of Key Stage 1 (3 PPG pupils, 9 non PPG pupils)</b>	66%	89% all pupils	National all pupils – 76% Nat Disadvantaged pupils 63% Nat Non-Disadvantaged 79% Worcs Disadvantaged – 57% Worcs Non-Disadvantaged – 79%
<b>% achieving ARE in Writing at the end of Key Stage 1 (3 PPG pupils, 8 non PPG pupils)</b>	66%	89% all pupils	National all pupils – 68% Nat FSM pupils 56% Nat Non-FSM 74% Worcs FSM – 51% Worcs Non-FSM – 75%

<b>% achieving ARE in Mathematics at the end of Key Stage 1</b> (3 PPG pupils, 9 non PPG pupils)	66%	89% all pupils	National all pupils – 75% Nat FSM pupils 63% Nat Non-FSM - 80% Worcs FSM – 58% Worcs Non-FSM – 79%
<b>% achieving expected standard in Year 2 Phonics</b> (1 pupil eligible, 0 PPG pupils)	n/a	100%	61% all pupils Worcestershire LA 67%

<b>3. Barriers to future attainment (for pupils eligible for PPG)</b>		
<b>In-school barriers</b>		
<b>A.</b>	Lack of staff understanding of barriers faced by PPG pupils leading to limited provision and narrow focus on outcomes for these pupils.	
<b>B.</b>	Inconsistency in quality of teaching and learning provision across the school for all groups of learners.	
<b>C.</b>	PPG pupils demonstrate limited resilience and exhibit passive learning behaviours.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Parental engagement with school of PPG pupils is sometimes low, with a need to improve understanding of how to support children; parental attitude to school is often influenced by their own negative experiences of school.	
<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	For all staff to have a secure understanding of barriers to learning facing PPG pupils.	<ul style="list-style-type: none"> <li>PPG document used by all staff, updated termly, identifying PPG pupils and internal/external barriers to learning to address individual need.</li> </ul>

<b>B.</b>	To reduce the in-school gap for PPG pupils in Reading, Writing and Maths over 3 years.	<ul style="list-style-type: none"> <li>• PPG pupils will make accelerated progress with reduced gap between PPG pupils and non PPG peers identified through Pupil Progress meetings and data analysis.</li> <li>• PPG pupils have an ARE target for the end of KS2.</li> <li>• All matched PPG pupils with multiple barriers make expected progress to achieve individualised targets set Sept 2020.</li> </ul>
<b>B.</b>	Improved learning behaviour, resilience and attitudes to learning lead to decreased incidences of low level disruption.	<ul style="list-style-type: none"> <li>• Decrease in the number of 'red letters' decreases through the year (indicator of poor behaviour choice)</li> <li>• Increase in the number of rewards for positive behaviour (e.g. house points, Dojo points)</li> <li>• Records demonstrate that rewards for positive behaviour outweigh sanctions by at least 15:1.</li> <li>• % of incidents of extreme behaviour are highly unusual.</li> </ul>
<b>C.</b>	% of PPG pupils, including those with multiple barriers, achieving end of year individual targets increases.	<ul style="list-style-type: none"> <li>• PPG pupils make better than expected progress, with at least 80% achieving end of year targets set September 2020.</li> </ul>
<b>D.</b>	Improved attendance rates for PPG pupils demonstrate a narrowed gap between attendance rates for non PPG pupils and PPG pupils (with target of at least 94%)	<ul style="list-style-type: none"> <li>• Attendance figures for PPG pupils to match those of non-PPG at the end of the 2020-2021 academic year.</li> </ul>
<b>E.</b>	Increased parental engagement in all aspects of school life, including support of homework, attendance at Parent workshops/Walk in Wednesdays/Parent Consultation evenings/shared parent and child learning opportunities throughout the year.	<ul style="list-style-type: none"> <li>• Increased awareness of expectations of parental engagement of parents of PPG eligible pupils at Walk in Thursdays, school workshops, information evenings, parents' evenings and school-based events.</li> </ul>

<b>5. Planned expenditure</b>	
<b>Academic year</b>	<b>2020-2021</b>

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 of 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><b>A, B, Improved teaching and learning</b></p>	<p>Curriculum development Teaching skills Questioning Differentiation Effective planning Staff development through coaching and mentoring</p>	<p>Improved teaching and learning through curriculum development, effective planning and differentiation based on accurate assessment will ensure that all pupils receive quality first teaching.</p>	<p>Teaching is evaluated regularly alongside experienced leaders with teachers having good quality feedback and recorded in a whole school overview. Teachers will have opportunities to see and evaluate best practice and have access to high quality CPD. Monitoring demonstrates that good teaching is a consistent feature across the school. The school's MET schedule will drive school improvement and ensure that monitoring is rigorous, timely and leads to improved teaching and learning. Work sampling will demonstrate improved teaching and learning opportunities for all which are reflected in progress and attainment data discussed at Pupil Progress meetings.</p>	<p>DC, KR, HP.</p>	<p>Termly review of the MET schedule.  Pupil Progress meetings half termly.  Review of T and L development end of 2020 - 2021 academic year.</p>

<p><b>C. Rigorous and effective monitoring and assessment to inform planning</b></p>	<p>Epiphany assessment system Planned MET schedule Moderation Development of subject leadership</p>	<p>The school has been using an ineffective assessment system which did not allow for teachers to plan for progression or individual needs effectively. The EEF identifies the need to have a robust and accurate assessment and tracking system in order to “identify pupils who need additional support ... to ensure that the evidence put to use in schools has the best possible chance of targeting the right pupils at the right time.” Development of subject leadership will enable subject leads to develop skills and processes to improve the quality of curriculum design and quality of teaching. Moderation opportunities in school and within the MAT/cluster will enable teachers to make robust and secure judgements about children’s attainment in order to plan effectively for next steps.</p>	<p>Ongoing CPD to support the introduction and use of Epiphany in all year groups recorded on MET schedule. All pupils discussed at Pupil Progress meetings with a clear understanding of support, differentiation and interventions needed in order to narrow gaps. Moderation sessions in school and at cluster moderation recorded to provide exemplification. Subject leader folders</p>	<p>DC, KR, HP</p>	<p>Half termly PP meetings and data captures.  Epiphany data reviewed July 2021.</p>
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<p><b>D. Improved behaviours for learning</b></p>	<p>Revised Behaviour Policy Embedding positive behaviour management Culture of positive learning behaviours Whole school approach to developing learning behaviours through PSHE</p>	<p>Inconsistent leadership and changes of staff have led to a lack of consistency in approaches to behaviour. The EEF states that “a pupil cannot benefit from a lesson if they are not present in the classroom, engaged in the lesson and behaving appropriately for learning.” The school has decided to take a whole school approach to behaviour through embedding a revised Behaviour Policy to ensure that pupils receive a consistent message. This is supported by the development of learning behaviours through a whole school approach in PSHE so that pupils recognise positive learning behaviours. EEF toolkit demonstrates that increased meta-cognition has consistently high levels of impact.</p>	<p>Behaviour policy in place with monitoring of ‘red letters’ demonstrating a decrease in poor behaviour choices. Monitoring demonstrates and increase in the number of rewards for positive behaviour, with rewards outweighing sanctions by at least 15:1. Lesson observations and monitoring demonstrate that staff are applying the behaviour policy consistently; there are few instances of lessons being disrupted by poor choices of behaviour. PSHE lessons monitored for effectiveness and curriculum adjusted as needed.</p>	<p>DC, KR</p>	<p>Reviewed half termly Red letters/ rewards tracked half termly and recorded.</p>
<b>Total budgeted cost</b>					<p>£2,000</p>

<b>ii. 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 you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>B. Greater resilience and improved learning behaviours</b>	Differentiated planning and activities Specific interventions as identified on IPPs, including support from Learning Support and Behaviour Support Teaching Assistant support in class	Staff are encouraged to view each PPG pupil as an individual, and as such, constantly strive to identify the gaps in learning which are barriers for individual pupils. The use of successful interventions will support these pupils and address gaps. Pupils who need support will be targeted with interventions and in-class support to facilitate personalised learning in order to narrow gaps.	Progress of PPG pupils will be closely monitored as part of the new rigorous assessment and tracking system, with impact RAG rated and discussed at Pupil Progress meetings. Action plans monitored and reviewed by SLT.	DC, KR, ZP	Half termly Pupil Progress meetings and data capture.
<b>B, E. Wider life experiences and opportunities for PPG pupils</b>	Funding and contributions to school events/trips/ Educational Visits	The school recognises that PPG pupils may have narrower life experiences than other children. Although this has been seen to have less impact than other strategies, all children should be offered, and be able to enjoy, cultural opportunities which will broaden their life experiences. Funding for these experiences must not be a barrier for our PPG pupils.	Use staff meeting to ensure that all staff understand that the gap is more than academic and to deliver training. SLT will oversee the support offered to parents of PPG pupils and will analyse impact.	DC, KR	July 2020
<b>Total budgeted cost</b>					<b>£10,520</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 you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

<b>A. Increased recognition of all PPG pupils across the school with greater understanding of barriers to learning in order to establish accountability.</b>	CPD for all staff. Detailed and updated PPG list for all staff circulated. Data analysis – Pupil Progress Meeting discussion and action plans to address individual needs. Reporting to Gobs at meetings using agreed template	Supporting the attainment of disadvantaged pupils: articulating success and good practice Research report, November 2015 suggests that schools should have an “individualised approach to addressing barriers to learning and emotional support, at an early stage”, which can be achieved more successfully by a greater whole school awareness & understanding. The school aims to promote a “Whole-school ethos of attainment for all” (Supporting attainment Nov 15)	Half termly analysis of all data, including PPG pupils in Reading, Writing and Mathematics to analyse progress and to plan for interventions to meet the needs of the pupils. Pupil Progress meetings half termly to discuss progress, with PPG pupils clearly identified on action plans for each year group.	DC, KR	Reviewed half termly.
<b>G. Increased and more consistent parent engagement with all areas of school life.</b>	Walk in sessions Curriculum evenings Phonics workshops Parent forums School website School events	Parental engagement for PPG pupils at Bretforton is generally low, with a poor attendance at curriculum evenings, Walk in Wednesdays and workshops. Parents need to fully engage in their children’s learning in order to be able to support them.	Parental engagement will be monitored for the PPG group. INSET guidance and expectation shared with staff re engaging parents.	DC, KR	Half termly
<b>Total budgeted cost</b>					<b>£ £2,000</b>

<b>6. Review of expenditure</b>				
<b>Previous Academic Year</b>	<b>2019-2020 Grant received: £11,880</b>			
<b>i. Whole school and targeted initiatives for 2019-2020</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> <i>Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</i>	<b>Lessons learned</b> <i>(and whether you will continue with this approach)</i>	<b>Cost</b>



<p><b>To improve pupils' attitudes to learning.</b></p> <p><b>To improve pupils' communication skills and expressive language to improve literacy and maths skills.</b></p> <p><b>To improve attendance for identified PPG pupils.</b></p>	<p>Additional support from Teaching Assistants in the classroom, in small groups and 1:1.</p> <p>Educational Visits support.</p> <p>Educational Welfare Officer support for target pupils.</p>	<p>Due to a period of considerable instability with inadequate leadership, these success criteria were not met and the appropriate targeted provision was not implemented effectively or monitored to establish overall effectiveness.</p> <p>The impact of this unstable period is reflected in the attainment and progress of all pupils, including PPG pupils. There is now a clear strategy to improve teaching and learning across the school, with measurable targets and success criteria, supported by monitoring and targeted CPD.</p>	<p>The school recognises that the strategies put in place to narrow the gap between PPG and non PPG pupils were not effective and were not targeted specifically enough for individual pupils' needs.</p> <p>The impact of the strategies for 2019-2020 were not measurable.</p> <p>These approaches have been reviewed, with the specific, targeted strategies put in place for PPG pupils as detailed above, with clear, measurable targets in place in order to be able to review the effectiveness of the strategies.</p>	<p>£11,880</p>
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## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.