

Pupil premium and Covid-19 catch up strategy statement

1. Summary information

School	Bankwood Primary School				
Academic Year	2020-2021	Total PP budget	£347,665	Date of most recent PP Review	£16,080
Total number of pupils	397	Number of pupils eligible for PP	257	Date for next internal review of this strategy	July 21

Total number of pupils eligible for pupil premium funding	Number of eligible boys	Number of eligible girls	Number of pupils eligible for free school meals in the last six years (ever 6 FSM)	Number of looked after children (LAC)	Number of post-LAC	Number of service children
257	133	124	257	2	0	0

2. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Many children – particularly those from disadvantaged backgrounds, or who are vulnerable in other ways – will have been adversely affected by extended time away from school.
B.	Evidence suggested that children who have had a positive experience during lockdown are likely to be disproportionately from better-off backgrounds and that, as a result, existing learning gaps will have widened.
C.	Many children are likely to have difficulty in engaging fully with remote education at home due to a lack of devices or quiet space to study.

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance has a disproportionate impact on disadvantaged pupils. Some parents and carers may be hesitant to send their children back to school and intermittent absences can prove more disruptive to pupils.
E.	The Covid-19 has had an ongoing impact on the safe and predictable routines of school, without which pupils' social, emotional needs (including regulating behaviour) have been impacted. Children have missed out on crucial opportunities to develop socially and emotionally and to prepare for transitions.

3. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria	Evaluation and impact
A.	Quality first teaching for all pupils. 'Great teaching is the most important lever schools have to improve outcomes for pupils'. EEF 2020' Including: <ul style="list-style-type: none"> • Deep subject knowledge and a flexible understanding of the content being taught, including prioritising key skills and objectives missed during the school closure. • High quality AFL to re-establish what children have learned an any learning loss 	All teaching at least good. All children make at least expected progress (relative for SEND pupils)	
B.	All children receive access to the full curriculum differentiated to need. Targeted academic support provided for all children identified in the lowest 30% and those on the cusp of expected children to ensure they are back on track, making good progress and narrowing the gap to their peers.	Half termly tracking of pupils demonstrates relative progress for all.	
C.	In the event of a bubble / partial / full school closure all children are able to access effective remote learning following a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that it meets school's curriculum expectations	All children have resources, including technology, to access to remote learning Increased uptake of home learning.	

<p>D.</p>	<p>Good attendance is expected and encouraged following school policy. Relationships of trust are forged with families vulnerable to absence to support re-integration into good attendance patterns.</p> <p>Safeguarding procedures for absent children are robust.</p>	<p>Diminish the difference to national for whole school attendance.</p> <p>(Where success criteria is unachievable due to covid, robust tracking on CPOMs and SIMs to demonstrate efforts made and robust safeguarding measures in place.)</p>	
<p>E.</p>	<p>Meaningful social and emotional learning for all pupils combined with the academic curriculum to support pupils to reconnect with their peers, re-establish positive learning behaviours and be equipped to recognise and manage their emotional health.</p> <p>Plus additional targeted support for identified groups.</p>	<p>Emotional and mental health CPOMs referrals are prioritised by the inclusion team</p> <p>Reduction in behaviour logs for targeted pupils</p>	

4. Planned expenditure

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?
An effective teacher for every class – focussing on professional development	<p>Substantive staffing for all classes</p> <p>UPS teachers in key year groups to provide coaching support for less experienced year group partners</p> <p>Early career teachers supported through comprehensive NQT and RQT training package including bespoke CPD and coaching model for all NQTs and RQTs.</p>	<p>EEF recommendation to ensure an effective teacher is in front of every class</p> <p>With a large number of new and inexperienced staff, investment needed to ensure professional development focuses on improving teaching to secure at least good outcomes, this is particularly of importance following the school closure resulting in NQTs and RQTs not completing a full training or induction year</p>	<p>Mentor and SLT learning walks, formal lesson observations.</p> <p>Work book scrutinies, data stories and pupil progress meetings.</p>	<p>CPD lead HJ</p> <p>Mentors JT, BT</p>	Through on-going monitoring of teaching, performance review and pupil progress meetings
Quality first teaching for all children – tackling under performance	AHT non-class-based Autumn 1 and 2 AHT non-class-based from Nov to provide coaching, support and impact monitoring for targeted teachers	<p>EEF recommendation to ensure an effective teacher is in front of every class</p> <p>Following the school closure, inconsistencies in teaching have been identified. Support and coaching to be provided through the expertise of AHTs to regain standards and address capability concerns where necessary.</p>	<p>Feedback at weekly SLT meetings.</p> <p>Work book scrutinies, data stories and pupil progress meetings.</p>	<p>SLT</p> <p>JT/BT (AHTs)</p>	Ongoing review at weekly SLT meetings

<p>Consistent approach to teaching across the curriculum</p>	<p>SLT / MLT directed time allocated to hone the curriculum model in preparation for re-launch post lockdown/covid restrictions.</p> <p>Curriculum documentation to support teachers at all career stages in the delivery of a consistent, ambitious curriculum for all learners</p>	<p>Ofsted Quality of Education Intent</p> <p>The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</p> <p>Currently there are some inconsistencies in curriculum documentation which do not fully support early career teachers to plan quality learning experiences.</p>	<p>Trial implementation for NQT and RQT professional development</p> <p>Cycle of training and monitoring for impact including work book scrutinies, data stories and pupil progress meetings following relaunch.</p>	<p>JT / BT</p>	<p>Review documentation December in preparation for Spring implementation.</p>
<p>The school environment is well equipped and pupil focussed to support the delivery of the quality curriculum</p>	<p>Outdoor spaces for teaching and non-structured times are well resourced to support learning outside. Including:</p> <ul style="list-style-type: none"> • Canopies • Balance trails • Fixed playground equipment • Quad garden 	<p>Fresh air and outdoor learning are recommended through risk assessments o reduce covid transmission. Outdoor learning is also proven to have a positive effect on the social and emotional well-being of pupils.</p> <p>Learning in the prime areas in the EYFS is a priority and has being adversely affected by the pandemic. High quality outdoor provision promotes learning in all prime</p>	<p>Business manager to source quality resources through contracting.</p> <p>Feedback from pupils and staff.</p> <p>Learning walks</p> <p>Impact in attainment data and behaviour tracking</p>	<p>WE / RS</p>	<p>On completion of contracted work.</p>
<p>Attention on effective diagnostic assessment</p>	<p>Directed time allocated to develop afl strategies across the curriculum including regular moderation focus in the core subjects.</p>	<p>EEF 2020 high-quality assessment is essential to great teaching, helping us understand what children have (or have not) learned. Targeted assessments can support teachers to monitor pupils' progress, particularly as they re-establish classroom routines and recover learning loss.</p>	<p>Monitoring of lessons</p> <p>Work book scrutinies, data stories and pupil progress meetings.</p>	<p>JT</p>	<p>Through half termly monitoring of teaching and annual pupil questionnaires</p>

<p>Supporting remote learning</p>	<p>Directed time allocated to ensure 2 week contingency planning in place in the event of a bubble closure including</p> <ul style="list-style-type: none"> • Take home packs and resources • Recorded teaching videos • Proficiency with online learning platform <p>Consultation with families re: access to technology. School laptops prepared for home use to be allocated immediately following bubble closure.</p> <p>Focus on computing curriculum in the Autumn Term to ensure pupils are computer literate with the skills to access learning at home.</p>	<p>EEF 2020 ‘Many children (particularly those from disadvantaged backgrounds) were not able to access and engage fully in remote learning.</p> <p>During the school closure (Mar – June 2020) low uptake of Bankwood families known to engage with the home learning package provided.</p>	<p>Remote learning engagement registers to be kept by all teachers.</p> <p>SLT monitoring of remote learning during closures.</p>	<p>JT</p>	<p>Termly emotional literacy data.</p> <p>Through half termly monitoring of teaching and annual pupil questionnaires</p>
<p>Total budgeted cost £175,000</p>					

ii. Targeted support – ‘closing the attainment gap’

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>Improve outcomes and narrow the gap at KS2, ensuring more children are ready for transition to secondary school.</p>	<p>2 x Full time booster teachers in KS2</p> <p>Booster teacher to support targeted groups, based on teacher assessment, to narrow the gap to national.</p>	<p>Autumn data shows a widening of the gap between children on track for expected and those working towards or below.</p> <p>EEF teaching and learning toolkit – small group tuition impact +4 months, 1:1 impact +5 months</p>	<p>Learning walks.</p> <p>Feedback from phase at SLT meetings.</p> <p>Work book scrutinies, data stories and pupil progress meetings.</p> <p>Moderation</p>	<p>JT</p>	<p>Weekly update at SLT meetings</p> <p>Half termly moderation and data analysis</p> <p>KS2 end of year assessments</p> <p>Reviewed fully following school closure Jan – Mar 2021 and staff re-deployed to need.</p>
<p>Increase percentage of children fulfilling their potential to achieve greater depth of learning at KS2</p>	<p>3 day learning support to targeted groups, based on teacher assessments to extend high attaining pupils opportunities to excel.</p>	<p>% of children achieving greater depth attainment has historically been below expectations for all subject areas.</p> <p>EEF teaching and learning toolkit – small group tuition impact +4 months, 1:1 impact +5 months</p>	<p>Learning walks.</p> <p>Feedback from phase at SLT meetings.</p> <p>Work book scrutinies, data stories and pupil progress meetings.</p> <p>Moderation</p>	<p>JT</p>	<p>Weekly update at SLT meetings</p> <p>Half termly moderation and data analysis</p> <p>KS2 end of year assessments</p> <p>Reviewed fully following school closure Jan – Mar 2021 and staff re-deployed to need.</p>

<p>Reduce the attainment dip in lower KS2</p>	<p>UPS teachers in both Y3 and Y4 leading and coaching newer career teachers.</p> <p>Additional TA support allocated to narrow the gap for the lowest 30%</p>	<p>Historically data has demonstrated an attainment dip in lower KS2. Autumn data shows an increased widening of the gap between children on track for expected and those working towards or below following the school closure.</p> <p>EEF Expert teachers develop a broad array of teaching strategies that, combined with subject knowledge and knowledge of their pupils positively impact upon learning.</p>	<p>Feedback from phase at SLT meetings.</p> <p>Work book scrutinies, data stories and pupil progress meetings.</p>	<p>JT</p>	<p>Half termly moderation and data analysis</p> <p>KS2 end of year assessments</p>
<p>Sustain or improve results trend at KS1, particularly in reading including phonics</p>	<p>4 day booster teacher in KS1</p> <p>Additional support allocated to narrow the gap for the lowest 30%, including from senior EYP</p> <p>Support targeted Y1 and Y2 groups to raise attainment in reading</p>	<p>Early assessments show that the school closure has had a significant impact on the development of early reading.</p> <p>EEF teaching and learning toolkit – small group tuition impact +4 months, 1:1 impact +5 months</p>	<p>Weekly learning walks</p> <p>Feedback from phase at SLT meetings.</p> <p>Work book scrutinies, data stories and pupil progress meetings.</p> <p>Locality moderation</p>	<p>HJ</p>	<p>Weekly update at SLT meetings</p> <p>At half termly pupil progress meetings</p> <p>Phonics and KS1 end of year assessments</p>
<p>Sustain or improve results at EYFSP</p>	<p>Full time booster teacher support in FS2,</p> <p>Support targeted FS2 groups to raise attainment for a good level of development</p>	<p>On entry data shows children enter school at a very low base line, this has been exasperated by the school closure and lack of access to nursery provision.</p> <p>EEF teaching and learning toolkit – early years interventions +5 months</p> <p>Additional teacher to provide classroom support to boost learning in reading,</p>	<p>Weekly learning walks</p> <p>Feedback from phase at SLT meetings.</p> <p>Work book scrutinies, data stories and pupil progress meetings.</p> <p>Support from EYFS traded services for moderation.</p>	<p>HJ</p>	<p>Weekly learning walks and phase meetings</p> <p>Half termly moderation and data analysis</p>

Close the EYFS attainment gap	<p>Continuous model through FSO and FS1 to ensure smooth transitions for children. Teacher leading learning input.</p> <p>In partnership with NHS secure 2 day, year long SALT placement</p>	<p>Personal, social and emotional development and Communication, language and literacy strands of the EYFS identified as being significantly below the expected level for most pupils on entry to nursery.</p> <p>EEF teaching and learning toolkit – early years interventions +5 months, oral language interventions +5 months</p>	<p>Weekly learning walks</p> <p>Half termly data stories and pupil progress meetings</p> <p>SENCo case load re: speech and language development</p>	HJ to oversee	<p>Half termly moderation and data analysis</p> <p>SENCo termly report</p>
To close the attainment gap for SEN pupils	<p>SENCo non-class based</p> <p>Team teaching with TAs to ensure progress is sustained in whole class situation</p>	<p>In school tracking shows that progress is slow for children working below the three levels of class differentiation.</p> <p>Support staff require on the job CPD to provide identified pupils with bespoke learning opportunities to maximise progress potential.</p>	<p>SENCo team teaching and then monitoring of intervention support</p> <p>SEN tracking data</p>	SP	<p>SENCo termly report</p> <p>Half termly SEN tracking data</p>
Total budgeted cost					£165,000

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?
A clear vision for school attendance, underpinned by high expectations and core values is shared by all members of the school community.	<p>Full time assistant learning mentor in inclusion to drive attendance initiatives and maintain safeguarding procedures for periods of absence.</p> <p>Relationships of trust are forged with families vulnerable to absence to support re-integration into good attendance patterns.</p>	<p>Overall school attendance was maintaining but not currently improving. Following the school closure in the summer term a number of families have been anxious to return. Attendance across school has been impacted significantly by changes to covid tiers and following a recent bubble closure.</p> <p>Continue with rewards initiative for families making improvements as this has previously proved successful.</p>	<p>Weekly attendance data evaluation</p> <p>Weekly meet with assistant learning mentor</p> <p>Track data for key pupils identified</p>	SP/JL	Weekly attendance reports
Meaningful social and emotional learning for all pupils combined with the academic curriculum to support pupils to reconnect with their peers, re-establish positive learning behaviours and be equipped to recognise and manage their emotional health.	<p>Zones of regulation embedded throughout school alongside behaviour policy</p> <p>Trauma Training</p> <p>Eat Smart lessons for all classes Y1- Y6</p>	<p>The range of pupils' differing social, emotional and behavioural needs after the school closure all need to be met, this is identified as a school priority.</p> <p>Bankwood was identified for the Eat Smart initiative due to the large number of children over and underweight in the area. By prioritising the eat smart agenda for all children, we hope to impact also on the healthy minds and well-being of pupils.</p>	<p>CPOMs monitoring</p> <p>Learning walks and pupil conferences</p>	SP	Half termly middle leader monitoring cycle

<p>Targeted Emotional and well-being support for identified groups</p>	<p>3 day forest school teacher</p> <p>Forest school groups drawing on key forest school principles to support children to develop resilience and emotional well-being</p>	<p>A small number of children are identified with more complex emotional needs than those met by the curriculum focus.</p> <p>Forest school aims to promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners</p>	<p>CPOMs monitoring</p> <p>Learning walks and pupil conferences</p>	<p>SP</p>	<p>Half termly middle leader monitoring cycle</p>
<p>Increase numbers in FSO and FS1 to respond to need in the community.</p>	<p>Additional administration support for FEL provision</p> <p>Additional staffing in Nursery to increase capacity and reduce ratios.</p>	<p>The majority of Bankwood pupils have a very low baseline in key skills and learning behaviours on admission to nursery. Increasingly, children are being recommended by their health visitors to start nursery early to narrow these gaps.</p> <p>Increasing numbers in the FSO and FS1 allows pupils longer in early education to diminish the difference for these vulnerable groups before starting school.</p>	<p>Increasing numbers on role</p> <p>Improving trend in early years data on entry to school</p>	<p>JD / HJ</p>	<p>Weekly admissions report</p> <p>Half termly data stories</p>
<p>Total budgeted cost</p>					<p>£35,000</p>