

Bickley Primary School

Pupil Premium Strategy Statement



School Overview

School name	Bickley Primary School
Pupils in school	27
Proportion of disadvantaged pupils	7%
Pupil premium allocation this academic year	£44,005
Academic year or years covered by statement	2021 - 2022
Publish date	May 2021
Review date	April 2022
Statement authorised by	Elizabeth Blake
Pupil premium lead	Elizabeth Blake
Governor lead	Sarah Laughton

Disadvantaged pupil progress scores for last academic year

Reading	
Writing	
Maths	

Disadvantaged pupil performance overview for last academic year

Meeting expected standard at KS2	
Achieving high standard at KS2	

Strategy aims for disadvantaged pupils

Priority 1	To start whole school training to become a Thinking School. ('EEF Guide to PP' – 3 Tiered approach to PP spending – whole school CPD + 'Thinking Matters' research on impact of Metacognition on pupil progress) Ensure the trainers have had days 1 – 3 of training, have fed back to staff and the drive team has monitored implementation and early impact.
Priority 2	FLO employed 3 days a week to support the emotional well-being and mental health of identified vulnerable pupils and their parents. ('EEF Guide to PP – 3 tiered approach to PP spending – Wider strategies to include attendance, behaviour and social and emotional support')
Priority 3	Ensure support staff and new group of reading volunteers have received and are using training on teaching reading to reluctant and below ARE readers. ('EEF Guide to PP – 3 tiered approach to PP spending – targeted academic support')
Priority 4	Whole school training and catch-up support for writing – especially around embedding the understanding of what constitutes a sentence,

	to ensure ALL KS2 pupils write in a range of grammatically correct sentences. ('EEF Guide to PP – 3 tiered approach to PP spending – whole school CPD + targeted academic support')
Barriers to learning these priorities address	<ul style="list-style-type: none"> - Attitude to learning and learning behaviours - Literacy skills - Anxiety, lack of motivation, behaviour, attendance, parental support
Projected spending	£2800 – release for Thinking Schools trainers £13,260 – FLO salary

Teaching priorities for current academic year

Aim	Target	Target Date
Staff and pupils understand more about how to learn. Teachers are teaching skills and strategies based on 'Thinking Matters' training, and pupils are using skills and strategies taught to them to become more confident and independent learners.	July data shows that ALL pupils make at least expected progress in all areas (3 points) and that PP pupils make at least the same progress as non-PP pupils.	Training for trainers summer term '21. Whole school INSET day 31/8/21 Days 2 and 3 for trainers 28/9/21 and 29/9/21
To increase progress and attainment in reading	All pupils make at least 3 points progress in reading and PP pupils make at least the same progress as non-PP pupils. Attainment in reading is above national and Bromley average.	July 2022
To increase progress and attainment in writing	All pupils make at least 3 points progress in writing and PP pupils make at least the same progress as non-PP pupils. Attainment in reading is above national and Bromley average.	July 2022

Targeted academic support for current academic year

Priority 1	Buy and embed use of 'Phonics Bug,' 'Bug Club,' 'Cracking Comprehension' and 'PixL' to support with reading engagement, the teaching of reading and reading comprehension support. Buy in support from 'The Reading Doctor' to work with reluctant KS2 readers who are reading at below ARE. Timetable and monitor support.
Priority 2	Establish Reception and KS1 additional phonics interventions for all pupils falling behind ARE. Establish KS2 writing interventions for all pupils falling behind ARE in writing – specifically in the areas of sentence construction and knowledge, understanding and appropriate use of word classes.
Barriers to learning these priorities address	<ul style="list-style-type: none"> - Becoming more motivated, confident and competent readers - Applying phonic knowledge by blending for reading and segmenting for writing - Having an embedded understanding of what a sentence is and isn't, and understanding and using different word classes appropriately and with added sophistication
Projected spending	£8,550 TA support for additional reading / phonics support £1571 – Bug Club £469 – Phonics Bug

	£324 – Grammar and spelling Bug £5,000 – Thinking Schools + Writing training + release for subject leaders to monitor
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Wider strategies for current academic year

Priority 1	FLO to meet regularly with pupils to support their social, emotional and mental wellbeing and to continue to work with parents and send out regular guidance to families, earmarking support services. Sports Mentor to work 1-2-1 with pupils with challenging behaviour.
Priority 2	School to continue to actively encourage and pay for all disadvantaged pupils to attend before and after school clubs, residential trips and to learn to play a musical instrument.
Barriers to learning these priorities address	Improving attendance, punctuality, confidence, readiness to learn and self-esteem for the most disadvantaged pupils.
Projected spending	£550 – sports mentor £1734 – music tuition £3458 – clubs, including before and after school provision

Monitoring and implementation

Area	Challenge	Mitigating Action
Teaching	<ul style="list-style-type: none"> -Ensure sufficient time allocated for staff CPD -Ensure staff are released to monitor implementation and impact as a result of CPD -Ensure part-time staff have access to CPD 	<ul style="list-style-type: none"> -INSET days and SMs allocated to focus on priorities -HLTAs used to provide additional cover to release key personnel -Ensure 'catch-up' training is provided to part-time staff by SLT
Targeted support	<ul style="list-style-type: none"> -Ensure CT liaises regularly with staff member leading additional support so that work is specifically planned to address needs -Evaluate impact regularly of interventions and make sure groups are flexible -Make sure groups include more able pupils who are not making expected progress 	<ul style="list-style-type: none"> -Use assembly time where possible or SLT to cover classes where necessary for short 'catch-up' time -CTs to look for impact of groups in class and change groupings where necessary -SLT to ensure all pupils are making expected progress in PPMs
Wider strategies	Being able to engage the families most in need of support – especially parenting support	<ul style="list-style-type: none"> -Actively try to 'get parents in' to support in EYFS, listen to readers, attend school trips, support with gardening or cooking, support PTA, etc -FLO to continue to have regular phone conversations with parents and invite them in for an informal chat over a cup of coffee.

Review: Last year's aims and outcomes

Aim	Outcome
Introduction of a set of learning skills across the curriculum to increase motivation, resilience, independence, collaboration and linking of learning.	This has started well, with improvements seen in the areas of resilience and taking safe risks. Teachers are beginning to build the teaching and demonstrating of skills more into their teaching but children still need a lot more input and

	<p>support to become more confident and independent learners. More consideration needs to be given during planning sessions to build in the development of learning skills into lessons, as well as time for pupils to reflect on how they are using them.</p>
<p>Support for PP pupils on developing reading skills to become more fluent, confident and motivated readers.</p>	<p>PP pupils made good progress in reading and same or better progress than non-PP pupils. Covid restrictions meant that parent volunteers were not able to come in to school to hear readers, so not all PP pupils were read with as much as we had planned for. However, catch-up support during autumn term 2020 and summer term 2021 focused on blending for Reception and KS1 pupils and comprehension skills for KS2 pupils. July 2021 data showed ...</p>
<p>FLO employed 3 days a week to support the emotional well-being and mental health of identified vulnerable pupils. She is timetabled to support identified pupils who are prioritised each half term.</p>	<p>Vulnerable pupils enjoy the sessions, gain confidence and strategies to support difficulties, and FLO has developed excellent relationships with pupils and families. Attendance of PP pupils is very good (...%). FLO sends out regular guidance to support families and parents contact her to seek support.</p>
<p>PP pupils have discrete teaching of areas in the GPS test that involve standard / non-standard English. They are corrected when they use incorrect verb forms and use of non-standard English in writing is corrected.</p>	<p>There is still an attainment gap in writing between PP and non-PP pupils (...%) but catch-up support identified that using standard English was not as big an issue as the lack of an embedded understanding of what constitutes a grammatically correct sentence. Lots of whole school work has begun on this.</p>