



Blackburn The Redeemer Church of England Primary School Plan for Spend of Pupil Premium 2020-2021

The pupil premium provides funding for children:

- who have been in receipt of free school meals (FSM) at any point in the past 6 years (£1,345 per child)
- who have been previously looked after, subject of a special guardianship order and/ or adopted from care (£2,345 per child)
- pupil premium plus children currently being looked after or in care (£2,345 per child per school year -held by the LA Virtual School Head accessed via PEP return)
- whose parents are currently serving in the armed forces (£300 per child)

Blackburn The Redeemer Church of England Primary School is committed to providing effective resources and ensuring vital support is in place for our disadvantaged children to improve their academic outcomes

1. Summary information					
Academic Year	2020-2021	Total PP budget	£90 250		
Total number of pupils	418	Number of pupils eligible for PP	47		
Date of next internal review	September 2021				
2. Current attainment					
		PP children	Non PP children	LA	National

% achieving expected level or above in reading, writing & maths at the end of KS2 (no 2020 data due to COVID19)		N/A COVID
Overall progress score KS1-KS2 (no 2020 data due to COVID19)		N/A COVID
3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (issues to be addressed in school, such as poor oral language skills)		
A.	Increase in children with speech and language difficulties on entry to school impacting significantly on the wider curriculum areas	
B.	EY children entering with limited social skills - fewer children have accessed nursery provision (COVID)	
C.	An increase in the number of pupils who are eligible for the PPG who have low self-esteem, confidence and wellbeing concerns (COVID)	
D.	Targeted and purposeful interventions that stretch and challenge all- particularly in writing due to COVID.	
External barriers		
E.	Time poor parenting	
F.	An increase in Special Guardianship Orders (31% of PP) and mobility & % of LAC/SEND and Post LAC children	
G.	Poor levels of resilience and emotional development having an impact on levels of engagement and attainment.	
4. Outcomes (Desired outcomes and how they will be measured)		Success criteria
A.	Improved communication - children's speech and language development, reduced vocabulary gap, improved language and reading skills of PPD children across school	Increased % of PPD children achieving GLD at the end of EYFS. Increased language gains in KS1 in each year evidence by BPVS. At the end of KS2 a reduced in school gap between 'other' pupils and pupils eligible for PP evidenced particularly in writing and the % of pupils achieving greater depth. Reduced vocabulary gap in EYFS and KS1 measured using BPVS. All years closely monitored and progress measured in Y3, 4, and 5 by PIRA assessments, book looks and achievement of targets.
B.	Ensure all pupils, especially in EY given reduced nursery provision during COVID, including the more able, make good or accelerated progress in reading and writing by ensuring Letters and Sounds, spelling strategies and rules are embedded and applied in all reading and writing activities. Ensure all pupils, including the more able, make good or accelerated progress in reading and writing by ensuring breadth of coverage and raise expectation.	Teaching staff are aware of Pupil Premium Pupils and their progress. This will continue to be tracked with attainment data during 2020-2021 pupil progress cycle. Observations will show pupils using a variety of reading and writing strategies successfully. End of year reading and writing outcome shows that the gap between school and national has diminished further.

C.	The curriculum embeds a learning rich culture that is bespoke to the interests and needs of our pupils. This ensures that pupils have secure knowledge, skills and understanding of all curriculum areas and continues to narrow the gap between disadvantaged pupils and others in attaining ARE expectations across all curriculum subjects.	All pupils have a secure knowledge and understanding of the breadth and depth of the curriculum and are achieving the expected standard. Develop a new curriculum that meets the needs of all pupils. Links with local businesses. Curriculum has a purpose that inspires and motivates. Enhances a independence mind-set of positive language and actions of all stakeholders. The curriculum embeds a learning rich culture that is bespoke to the interests and needs of our pupils. The gap between disadvantaged pupils and others in attaining ARE expectations across all curriculum subjects narrows.
D.	EY children entering with limited social skills - fewer children have accessed nursery provision (COVID) Improved self-esteem and well-being resulting in confident and independent learners with improved attitudes towards learning engagement and activity within lessons.	Children in EY are ready for the Year 1 curriculum. They show a good knowledge and understanding of world around them. The Pupils eligible for PP make as much progress as other pupils across the curriculum. Teaching and learning targets achieved. Lesson observation and pupil conferencing show increased confidence and independence in learning activities. The curriculum inspires and motivates children for future opportunities. Pupils are attending extra-curricular activities that impact on their behaviour for learning. Identified PPG pupils are provided with enriching opportunities and activities to enable them to develop their social skills, emotional character and ultimately impact on their attainment.

Academic year	2020-2021			
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				
1. Quality of teaching for all				
Desired outcome	Chosen action/approach and the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Targeted teaching of language in order to improve communication, develop early speech and language and reduce the vocabulary gap, Improved language and reading skills of all pupils including PPD children across school	Focus from on entry point in EY on developing communication and social interaction skills. SENDCO/EY to baseline pupils speech and language skills/development and target individuals/groups as necessary. Continue to improve quality of teaching for all communication across the curriculum and the specific teaching of vocabulary - tailoring catch up/recovery of	<ul style="list-style-type: none"> Peer review from within SIG2 observations of the teaching of vocabulary in across all phases. Phase meetings to measure impact. Reading leader feedback Observations of sessions Intervention tracking. Subject leader report - evaluations of use. book scrutiny 	DN LB JE LA	Termly monitoring/observations Link with monitoring o 23.10.20, 12.2.21 & 7.6.21

	<p>subject specific vocabulary. Teaching through the use of oracy tools as developed by https://www.voice21.org/ & the EEF recommended oral language development including:</p> <ul style="list-style-type: none"> • targeted reading aloud and book discussion with young children; • explicitly extending pupils' spoken vocabulary through tailored interventions; • the use of structured questioning to develop reading comprehension; and • the use of purposeful, curriculum-focused, dialogue and interaction. • Training on phonics for all staff RY-Y4 to ensure effective delivery and catch up re: COVID as needed - training on use of bounce back phonics and fast track phonics. • Implement tracker system for assessment and tracking in Phonics. • Spelling support for identified children using IDL, etc. <p>DfE 2011 publication, Narrowing the gap - states high expectations as a strategy for improving outcomes. An additional 500 words acquired each year can close this gap to impact positively on standards and progress across the curriculum.</p>	<ul style="list-style-type: none"> • Pupil progress reviews. • Formal half termly assessments (PIRA/PUMA and GL assessment) • Staff meetings to share training. 	<p>MS MP</p> <p>LB</p>	
<p>Improved communication, reduced vocabulary gap, improved language and reading skills of all pupils including PPD children across school PP children make at least expected progress towards ARE and in line with non-PP children.</p>	<p>To use the EEF toolkit to develop effective strategies for feedback, collaborative learning and meta cognition to impact on pupil's vocabulary development. Staff Training, strategic planning of vocabulary acquisition across the curriculum (tier 2 words), daily English lesson to include vocabulary and guided reading group with vocabulary focus. Research shows this is a high impact and low cost initiative. All pupils will benefit from developing strategies to plan, monitor and evaluate their learning - specifically, their choice of vocabulary.</p>	<p>Lesson observations - key monitoring by phase leaders and subject leaders. Key action on SIP - feedback to governors. Subject leaders develop a clear understanding of their subjects through identifying disadvantaged groups; planning to ensure that the high-quality teaching allows them to make accelerated progress and monitoring of progress for these</p>	<p>RB MS</p>	<p>Termly - 23.10.20, 12.2.21 & 7.6.21</p>

		<p>groups feeds in to future planning from pupil progress meetings.</p> <p>Review of pupil progress supports intervention.</p> <p>Identified need to improve progress in core subjects through a whole school approach to basic skills teaching. High quality teaching for all. Raised expectations supported by resources and INSET.</p> <p>Subject specific outcomes to be monitored and disadvantaged groups to be targeted.</p>		
<p>The curriculum embeds a learning rich culture that is bespoke to the interests and needs of our pupils. This ensures that pupils have secure knowledge, skills and understanding of all curriculum areas and continues to narrow the gap between disadvantaged pupils and others in attaining ARE expectations across all curriculum subjects.</p>	<ul style="list-style-type: none"> Identify pupil interest and needs The SLT, subject leaders and stakeholders will create a bespoke curriculum that builds progressively, is inspiring and has a motivational purpose as well as being inclusive for all pupils. Teachers use strategies to improve children's metacognition - EEF toolkit 3.3.18 	<p>Evidence that curriculum is embedded with pupils making expected progress in all curriculum areas. Monitoring records subject leader meetings - link to Performance Management objective.</p> <ul style="list-style-type: none"> Pupil progress reviews. Formal half termly assessments (PIRA/PUMA and GL assessment) <p>Shared curriculum planning each half term provides all teachers and leaders with the opportunities to discuss targeted groups. Presentations of projected outcomes are shared with all teachers to ensure a collaborative dialogue and identified children are targeted to ensure rapid gains are achieved</p>	<p>SLT Sub. Leaders</p>	<p>Termly monitoring & governor reports 23.10.20, 12.2.21 & 7.6.21</p>

Improved self-esteem and well-being resulting in confident and independent learners with improved attitudes towards learning engagement and activity within lessons.	<ul style="list-style-type: none"> Revise and review EP training on ACE's. Check in structures for all children - all staff use ACE informed practice (Adverse childhood experiences). Staff ensure access to nurture activities in order to ensure vulnerable pupils access learning successfully - use of mindfulness/mediation within general classroom practice. Teachers use strategies to improve children's metacognition - EEF toolkit 3.3.18 Worship includes topical issues, SEMH needs alongside spiritual Christian development. PSHE & RSE lessons embedded well within the curriculum 	Monitor teacher's use of check-in structures. Pupil Questionnaires. ELSA staff trained to support teachers. Nurture provision developed and used effectively - children survey & Boxall profile. SLT to monitor curriculum provision; monitoring cycle.	GB SLT	Termly monitoring & governor reports - 23.10.20, 12.2.21 & 7.6.21
Total budgeted cost:				£29161
2 Targeted Support				
Desired outcome	Chosen action/approach and the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Targeted teaching of language in order to improve communication, develop early speech and language and reduce the vocabulary gap, Improved language and reading skills of all pupils including PPD children across school	Close tracking of PP pupils' language skills by SENDCO - use of BPVS in order to assess, plan and deliver next steps for targeted support. Additional support from EP/SALT team - proven impact from school within SIG. An additional 500 words acquired each year can close this gap to impact positively on standards and progress across the curriculum - EEF toolkit.	Lesson observations and pupil conference. BVPS assessments	GR	On entry and exit data - 30.9.20 & 20.7.21
Improved communication, reduced vocabulary gap, improved language and reading skills of all pupils including PPD children across school	Breakfast/morning intervention sessions across the school targeting English and language development delivered by TLA's from 8.30. After school intervention sessions across the school targeting English and language development delivered by TLA's from 3.30-4pm.	Monitoring of effectiveness sessions and scrutiny of intervention data	MP	½ termly feedback to teachers and Termly data reports -
The curriculum embeds a learning rich culture that is bespoke to the interests and needs of our pupils. This ensures that pupils have	Close tracking of PP pupils by class teachers and SLT across all curriculum areas results in a narrower gap between PP and non PP children. Tracking and effective	Pupil Progress meetings and book/SLT monitoring. Performance Management targets. Monitoring/observation of sessions	MS	Termly monitoring & governor reports -

<p>secure knowledge, skills and understanding of all curriculum areas and continues to narrow the gap between disadvantaged pupils and others in attaining ARE expectations across all curriculum subjects.</p>	<p>AfL strategies will enable class teachers to monitor progress regularly and identify next steps.</p> <p>Additional targeted TA support focuses on identified/targeted vulnerable and disadvantaged children.</p> <p>Effective subject leadership, particularly amongst core subjects.</p>	<p>Register of attendance at sessions.</p>		
<p>EY children entering with limited social skills - fewer children have accessed nursery provision (COVID) Improved self-esteem and well-being resulting in confident and independent learners with improved attitudes towards learning engagement and activity within lessons.</p>	<ul style="list-style-type: none"> Well-being Warriors programme delivered effectively by qualified staff. Self-esteem and confidence of the pupils are enhanced as they are given the opportunity to talk about their feelings. Programme uses therapeutic interventions to improve social and emotional well-being which provides children with strategies and confidence to tackle curriculum barriers and seek appropriate support in the classroom. Questionnaires, SDQ and Boxall assessments used for individuals. Employ a specialist counsellor that positively impacts on the emotional wellbeing of our pupils. ELSA trained staff to delivered tailored intervention to individuals and small groups developing social inclusion and skills development. EP support and pupil questionnaires show evidence of impact. Pop Up Nurture - Nurture provision established for groups/individuals to ensure children are ready to learn. Delivered by trained ELSA's. Research shows impact of nurture provision and pupil questionnaires show evidence of impact. Pastoral support to improve wellbeing, self-image and self-esteem including social communication groups, breakfast provision and access to extra-curricular clubs. Digital resources development - Family Support worker. 	<p>Monitoring of programme. Pupil questionnaires and responses. Monitoring/observation of sessions Register of attendance at sessions.</p> <p>CPOMS and referrals are reduced - improvement in behaviour and social interactions on the playground.</p> <p>Monitoring of sessions - collection of assessments results</p>	<p>GB/ KM</p> <p>GB/ /MS & KM</p>	<p>$\frac{1}{2}$ termly reports -</p>
<p>Total budgeted cost:</p>				<p>£45 204</p>

3 Other Approaches				
<p>The curriculum embeds a learning rich culture that is bespoke to the interests and needs of our pupils. This ensures that pupils have secure knowledge, skills and understanding of all curriculum areas. Pupils eligible for the Pupil Premium funding are signposted to attend curriculum focused extra-curricular activities to inspire and motivate them for future opportunities.</p>	<p>Subject leaders to sign post families/children to curriculum based extracurricular activities. Use of external providers to allow pupils to have further opportunities to develop interests - i.e. Children's University, Pyramid club and Extended School Cluster. Investigation of further funded curriculum clubs to be put in place to allow other curriculum interests to be developed. Including DT, Art, Science, photography, computing, MFL and STEM sessions - COVID restrictions may apply.</p>	<p>Monitoring of access to extra curriculum provision. Evaluation of breadth of provision on offer and quality of signposting.</p>	<p>GB/MS</p>	<p>Summer Term FGB 30.6.2021</p>
<p>Improved self-esteem and well-being resulting in confident and independent learners with improved attitudes towards learning engagement and activity within lessons. Especially post COVID.</p>	<ul style="list-style-type: none"> • Supervision - (staff who are solution focused) established as in school delivered and facilitated by EP team. • Attendance support - first day response • Access to Children's University events • Access to homework sessions in Children's University and completion of weekly homework • Access to out of school provision • Support for educational visits <p>Improved well-being results in improved attendance which in turn will help to close gaps and increase opportunities for accelerated progress in all curriculum areas.</p> <p>Social and emotional well-being will also be improved - questionnaires and pupil voice.</p> <p>Research from case studies from schools with a targeted approach provides evidence of rapidly improved attendance - COVID restrictions may apply.</p>	<p>Evaluate impact on confidence and self-esteem through systemic monitoring of attendance/ punctuality</p> <p>Monitoring and tracking of behaviour on CPOMS.</p>	<p>JM - Office GB SM</p>	<p>Summer Term FGB 30.6.2021</p>

To support parents with parenting and wellbeing of their children	Family Support Worker to work with vulnerable families and support pupils and families with difficulties via a CAF and multiagency intervention. Evidenced in pupils more emotionally stable and ready to learn and families engaging more with school.	CAF reports Feedback from families in meetings Feedback from families in meetings Reports from Family support workers	GB	Termly meetings with MS and FGB reports. 23.10.20, 12.2.21 & 7.6.21
Total budgeted cost				£15885
Total overall cost:				£90 250