



Pupil premium strategy statement: Bourne Westfield Primary Academy

1. Summary information					
School	Bourne Westfield Primary Academy				
Academic Year	2020/21	Total PP budget	£160,000	Date of most recent PP Review	September 2020
Total number of pupils N-Y6	673	Number of pupils eligible for PP	137	Date for next internal review of this strategy	January 2021
Disadvantaged pupil progress scores for last academic year (2019 data)			Disadvantaged pupil performance overview for last academic year		
Measure	Score	Measure	Score		
Reading	-0.8	Meeting expected standard at KS2 in RWM	58%		
Writing	3.7	Achieving high standard at KS2	25%		
Maths	1.6				

2. 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.	Oral language skills and communication in Reception and Year 1 (and in other year groups) are lower for some pupils eligible for PP than for other pupils. This slows reading and writing progress in subsequent years. Oral language skills and vocabulary continue to be a barrier.	
B.	For some pupils eligible for PP their emotional readiness for learning is a barrier to their progress. This is often due to personal and social trauma/poor home learning environment.	
C.	Pupils eligible for PP, in some cohorts, attain less and make less progress than other pupils in maths as their knowledge of place value and the number system impedes their ability to understand mathematical concepts.	
External barriers (issues which also require action outside school, such as low attendance rates)		
D.	Attendance rates for PP pupils eligible was 95% (prior to the school closure in March 2020) which is below the target for all children of 97% and below 'other' pupils. This reduces their school hours and causes them to fall behind on average. A higher percentage of PP pupils are persistent absentees than non PP pupils. FSM pupils' engagement in home learning was, on average, lower than 'other' pupils.	
E.	Oral language and communication skills are lower for some PP pupils in Reception (and other year groups) than 'other' pupils.	
F.	For some pupils eligible for PP their emotional readiness for learning is a barrier to their progress. This is often due to personal and social trauma/poor home learning environment.	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A. /E	Improve oral language and communication skills for pupils eligible for PP. Improve listening skills and ability to follow instructions.	Pupils eligible for PP make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations in reading and writing.

B. /F	Behavioural/emotional issues of pupils addressed. Pupils more able to engage in learning and achieve higher rates of progress.	Pupils are more able to access learning and make progress in line with non PP pupils. Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards).
C.	Higher rates of progress in maths (particularly in Years 3 & 4) for pupils eligible for PP.	Pupils eligible for PP make as much progress as 'other' pupils, across Yr 3 and 4 in maths. Measured in Y3 and 4 by assessments and successful moderation practices established with partner schools.
D.	Increased attendance rates for pupils eligible for PP.	Overall PP attendance improves from 95% to 97%, in line with 'other' pupils. Reduce the number of persistent absentees among pupils eligible for PP to 3% or less.

4. Planned Expenditure						
Academic year	2020/21					
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?	Cost
A/E. Improved oral language skills and communication in Reception and Yr1 (and other year groups)	Voice 21 Project and continued Oracy strategies from last year. WELLCOMM Assessments and interventions in Nursery, Reception and year 1 WELLCOMM language development video for new rec. parents (sept.21)	The Education Endowment Foundation (EEF) shows that oral language interventions have a 'positive impact' on learning at a very low cost. Closing the Attainment Gap report highlighted the importance of the Early Years (our nursery) and closing the gap before children start school.	Appoint an Oracy Lead and Oracy Champions to lead, implement and monitor the programme across the school. Regular meetings with Voice21 consultant to ensure implementation plan is effective. Early identification of children needing language intervention. Nursery to Yr 1 to be training and complete WELLCOMM assessments and subsequent interventions.	KK/EM/AB/G W/LG	July 2021	WELLCOMM Primary pack £400 Staff time - £18,837
	RWI Scheme	Early literacy approaches have been consistently found to have a positive effect on early learning outcomes. Early literacy approaches evaluated to date led to an average impact of four additional months' progress, with the most effective approaches improving learning by as much as six months.	RWI training revisited this year for all staff teaching RWI. Small groups ensure needs are met. Embedding the use of RWInc. Book Bag Books purchased just before lockdown to ensure children are reading at home.	CC	June 2021	£1500 for resource
	Guided Reading focus to embed Power of Reading. Purchase of non fiction and poetry books to support non core and English lessons.	Ofsted - attainment was high where schools had a strong whole school commitment to improving reading and building a culture of reading for pleasure.	English team to purchase suitable texts to support current texts and topics. Learning environments to be developed to show a love of reading. Book reveal and review assembly slot.	English Team	March 2021	£2000
	Makaton Training	The Communication Trust and OU Research shows that use of Makaton can develop and encourage speech.	SEND Team will support staff in use of Makaton following training. Refresher sessions will be incorporated into regular training sessions. SEND coordinator to continue CPD in this area.	SH	Jan 2021	£2563

	PiXL membership and resources	PiXL Schools have shown increases in attainment.	Raising Standards Leads will drive the use of PiXL through regular PPA attendance, collection and monitoring of data and meetings with PiXL associate to guide improvement. Staff will have Pupil Progress Meetings to identify Key Marginal Pupils, who would benefit from PiXL therapy interventions.	KK/SW	Feb 2021	£2700 TLR3 x1 £1000
B. Pupils engaged in learning and making good progress	Staff training on high quality feedback Marking review and training on target led feedback for writing	Many different evidence sources, e.g. EEF Toolkit/John Hattie suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.	Staff training on critique and coaching support in PPA to embed. Staff training on marking and feedback and pupil interviews to assess impact and consistency.	KA	Jan 2021	Staff release £880
	Additional Staffing for small groups and 1:1 tuition and attainment monitoring	EEF +4 and +5 months progress respectively.	Progress monitoring to ensure groups are making progress. Attendance at Yr 5 and 6PPA to support catch up curriculum planning.	KK		£47,739
	Curriculum Development and purchase of Chris Quigley Curriculum Companions	Ofsted quotes the importance of a well planned curriculum on children making progress.	Strong curriculum leadership to ensure that the curriculum is progressive and relevant to all pupils. Development of assessment in the non-core to ensure those falling behind are identified quickly and interventions completed.	GG		Curric Com. £700 £15245
B. Pupils engaged in learning and making good progress	Investment in high quality inspirational experiences	EEF – evidences the value of inspirational activities in engaging pupils and improving the quality of writing and associated work.	Course selected using evidence of effectiveness. Use INSET days to deliver training. Peer observation of attendees' classes after the course, to embed learning (no assessment).	GG	Jun 2021	Release £220 Cover £660
	Staff training to ensure QFT - particularly for NQTs	Research shows the crucial impact an effective NQT mentor can have on retention and success of an NQT.	Experienced mentors to lead NQTs. Weekly meetings and regular observation of other to enhance practice.	KK/JM		Resource £3000
	JIGSAW PSHE Programme	PSHE Association makes the clear link between good mental health and a well-planned, progressive PSHE programme.	Whole school training and roll out followed by PSHE leads monitoring the delivery and impact.	EM/PC		£2225 Programme

C. Improved progress in in maths	Maths Mastery Staff training and the use of manipulatives.	Ofsted's 2012 report 'Made to Measure' suggests that although manipulatives are used in some primary schools to support teaching and learning they are not used as effectively or as widely as they might be. Maths Mastery states that 95% of head teachers say that mastery improved attainment.	Staff meetings will be delivered to support staff in the delivery of mastery maths on a regular basis. Coaches will be deployed to support staff in planning and delivering mastery maths. Training will be delivered on the use of concrete materials and monitored by the maths team.	Maths Team	March 2021	Release £1000 Maths equip £2500
	Maths coaching videos produced for parent and staff in conjunction with a maths calculation policy review to ensure all are secure in the written methods used at BWPA.	Ofsted- good practice in mathematics highlighted the importance of a robust and progressive policy that all staff across the school have knowledge.	Calculation policy reviewed and shared with staff. Maths team to produce mini maths coaching videos no longer than 1.5 mins long to 'coach' staff and parents in how to teach the 4 operations.	Maths team	March 2021	£1000
Total budgeted cost						
ii. Targeted support			iii.			
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. Improved oral language skills in	Boxall Profiles to identify specific area of need. Music specialist in EYFS to complete music based intervention to develop speech, communication and listening skills	Nuture is proven to support children in improving their social skills (ofsted 2011). Investing in Boxall profile means that we can select the correct children and assess their progress. Some of the students need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools. Music intervention was used last year and proved to be effective for targeted children.	Family Liaison lead and SENDCo will coordinate completion of Boxall profile so that results are consistent. Monitor progress of children in music intervention. Allocated time in school for the classes to ensure children attend. Analyse impact in writing.	Reception class teachers RB	Jun 2021 Feb 2021	£4320

B. Pupils engaged in learning and making good progress.	Maintain family liaison lead/child counsellor Music specialist to complete music-based intervention with specific children struggling with behaviour, mental health and engagement JC to deliver FRIENDS programme	Counselling in schools: a blueprint for the future (Feb 2016) states that teachers should not be counsellors as an add-on to their teaching role. Many studies highlight the positive impact music has on mental health. The World Health Organisation cites 'FRIENDS for Life' as the only evidence-based programme effective at all levels of intervention for anxiety in children (WHO 2004).	Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions. Termly supervision with Education Psychology service. Clear referral process. Targeted EHA and TAC. Use of recognised programmes – FRIENDS for life (positive Mental health programme)	SH/AP SH	Mar 2021	£44176 JC £880
C. Improved progress in Yr 3 and 4 in maths	Employ a TA to deliver 1 st class@number to PP pupils Lesson Study with FSM pupils as a main focus Before school sensory circuits for PP Yr 1 children	EEF states this is a low cost effective change for primary schools to consider. Ofsted made to measure report 2012. Evidence from previous years of impact on children's readiness for learning.	Monitor in/out data to assess progress. Space and time will be provided for the intervention to run effectively. Staff will be paid to run the sessions after school to minimise impact on other curriculum areas and distractions for the children. Only trained staff will be used to deliver the programme. Time, space and staff dedicated to this important intervention. Staff are trained and experienced in delivering sensory circuits. Year 1 children chosen due to high level of need.	Head KB SBJ/SH/FHB	Jan 2021	KB £400 Release £1320 for each cohort x 2 (£2640) £766.01 31 weeks 4 mornings a week
Total budgeted cost						
iv. Other approaches				v.		
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?	

D. Increased attendance rates	JM monitor attendance figure from part time admin who produces the data. First day response provision monitored and led by admin staff. Family Liaison lead to support children who find coming to school difficult. Implement ABSR through a PSP where necessary.	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	Thorough briefing of family worker and admin staff about existing absence issues. PP coordinator, support worker, head etc. will collaborate to ensure new provision and standard school processes work smoothly together. Attendance to be monitored by the attendance officer on a termly basis (6 times a year)	SDH JM and Pastoral Team	Jan 2021	£8200
C. Behaviour/emotional needs addressed	<p>Identify a targeted behaviour intervention for identified students through PSPs Use family liaison lead to engage with parents before intervention begins. Develop restorative approaches and focus on positive behaviours.</p> <p>Whole school approach to attachment, trauma and ACEs</p> <p>Understanding your child's behaviour course</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p> <p>By building a child's social and emotional capabilities we enable children to be happily engaged with others and with society, and to learn, to develop fully, to attain and to achieve. In essence, it delivers school ready, life ready, and child ready members of society.</p> <p>The Allen Report 2011 Solihull Approach</p>	<p>Ensure identification of target pupils is fair, transparent and properly recorded. Monitor behaviour but also monitor whether improvements in behaviour/emotional wellbeing translate into improved attainment. Whole school restorative practice training</p> <p>Staff training and support will ensure staff are well informed about how attachment can impact on learning and how they can help.</p> <p>Sessions run weekly and follow up support given if required. Online courses support those unable to attend face to face sessions.</p>	Pastoral Team AP, KA AP JC	Jun 2021	£ £800 £500
Total budgeted cost					£166,451	

5. Review			
Academic year		2020/21	
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.			
vi. Quality of teaching for all			
Desired outcome	Chosen action / approach	Estimated Impact	Lessons learned
A/E. Improved oral language skills and communication in Reception and Yr1 (and other year groups)	<p>Voice 21 Project and continued Oracy strategies from last year.</p> <p>WELLCOMM Assessments and interventions in Nursery, Reception and year 1 WELLCOMM language development video for new rec. parents (sept.21)</p> <p>RWI Scheme</p> <p>Guided Reading focus to embed Power of Reading. Purchase of non fiction and poetry books to support non core and English lessons.</p>	<p>Whole school review - reviewers noted that children spoke confidently and instigated meaningful conversation. The school's voice 21 consultant praised the school for the improvements in oracy.</p> <p>Data shows a huge improvement in children's comprehension of language and language skills. Assessing all children has meant that none have 'slipped through the net' as may have happened in the past. Early identification and intervention has enabled the positive progress. WELLCOMM has focussed teachers' thinking about the acquisition of language and how to best plan to meet pupils' needs. 57% pupils required intervention in Rec in T2 of these 29% needed 1:1 intervention. IN T6 only 8% still need 1:1 intervention and 22% require group intervention but are on the final section (section 9) of the WELLCOMM assessment. In Year 1 27% of the cohort required intervention in T2 - this has fallen to 7% in T6.</p> <p>74% passed 2019 phonics check in Year 1. 43% of Year 2 pupils who did not pass in December passed in June taking the total number of pupils who have now passed in Year 2 to 90%</p> <p>Reading attainment has remained positive throughout the pandemic - this may have been due to parents feeling more confident to support this at home. The purchase of non fiction and poetry texts has supported the curriculum well in some year groups.</p>	<p>The school will continue this project in 21/22 with a focus on teacher strategies in class and planned opportunities for speech and debate. A focus on teacher knowledge and training will be paramount to ensure the longevity of the project. Next parent survey to include question re oracy activities in WW. What is the impact of these?</p> <p>WELLCOMM needs to be completed early and all children need to be assessed. WELLCOMM primary has been purchased and will be used to assess target children. Regular intervention is necessary and strategies must be transferred to the classroom. Staff meeting time to train teachers.</p> <p>COVID meant that RWI groups were restricted to single year groups and, therefore, there was not the flexibility or number of groups to support learners. It will be imperative to have a full range of RWI groups from September. The school must recognise though that some children will not learn phonetically and other approaches must be introduced early and delivered regularly.</p> <p>Further development of the reading curriculum and breadth of texts needed. Reintroduction of reading buddies needed asap as regular reading for those not supported at home is paramount. Intervening early with those parents who are not supporting reading at home is a must to accelerate progress.</p> <p>This approach needs to be used regularly and consistently across the school. Staff to introduce the use of the Makaton symbols to aid communication/instruction.</p>

	<p>Makaton Training</p> <p>PiXL membership and resources</p>	<p>Staff are now using a range of relevant simple signs alongside speech when speaking to all children. This is more evident in KS1 and EYFS. Children are beginning to copy signs in use them independently.</p> <p>Due to COVID PiXL assessments haven't run on the same timetable. Outcomes from PiXL show good progress from KS1-KS2. PiXL QLA have been used to identify gaps in learning and inform planning.</p>	<p>Raising Standards Leads will need to drive the use of PiXL through regular PPA attendance, collection and monitoring of data and meetings with PiXL associate to guide improvement. Staff will need to be aware of their class and year group data to inform next steps. Pupil Progress Meetings to identify Key Marginal Pupils, who would benefit from PiXL therapy interventions.</p>
<p>B. Pupils engaged in learning and making good progress</p>	<p>Staff training on high quality feedback Marking review and training on target led feedback for writing</p> <p>Additional Staffing for small groups and 1:1 tuition and attainment monitoring</p> <p>Curriculum Development and purchase of Chris Quigley Curriculum Companions</p>	<p>COVID has hindered the progress of in school feedback but staff developed new strategies for feeding back to children via Teams. Ongoing</p> <p>COVID has meant that some 1:1 provision has been redirected to support children with additional needs. Small group interventions and 1:1 (especially Toe by Toe) have had positive outcomes for pupils.</p> <p>The school have developed a progressive and ambitious curriculum. A full year (without school closures) will be needed to assess the full impact of these developments.</p>	<p>Staff must continue to review work daily and adapt planning accordingly. The reintroduction of guided groups following COVID will be important to move children on and accelerate learning - especially in writing.</p> <p>Reinstating full monitoring of interventions will be important to monitor value for money vs impact. ALL interventions must have clear in and out data.</p> <p>Strong curriculum leadership to ensure that the curriculum is progressive and relevant to all pupils. Development of assessment in the non-core to ensure those falling behind are identified quickly and interventions completed. RE and DT will need to remain a focus.</p>
<p>B. Pupils engaged in learning and making good progress</p>	<p>Investment in high quality inspirational experiences</p> <p>Staff training to ensure QFT - particularly for NQTs</p> <p>JIGSAW PSHE Programme</p>	<p>COVID has limited out of school experiences and visitors but staff have endeavoured to inspire pupils through in school inspiration days. Arts Week proved a great success with trips out and in school artists. The impact of this is hard to measure due to a number of pupils being at home for much of the year and Arts Week being so late in the year. Anecdotal evidence would suggest that Arts Week had engaged pupils well in their learning as they then shared these experiences with families and the wider community.</p> <p>All three NQTs passed their NQT year and have remained at the school. Results from their classes are inline with other classes in their year group.</p> <p>The programme has had a positive impact on pupils with 97% of parents surveyed agreeing that the programme had had a positive impact on their emotional development.</p>	<p>Investment in high quality experiences must remain a focus. As technology advances the school should look at how VR could be utilised to enhance the curriculum more readily.</p> <p>Regular and planned non-contact time must be well utilised to enhance the ECT year. Mentors and induction tutors must work together under the new framework to support ECTs and ECTS+1 especially as their first year in teaching was so disrupted by COVID.</p> <p>The programme needs a greater whole school profile via assemblies and must be delivered with fidelity. PSHE leads to continue monitoring of this subject.</p>

C. Improved progress in in maths	<p>Maths Mastery Staff training and the use of manipulatives.</p> <p>Maths coaching videos produced for parent and staff in conjunction with a maths calculation policy review to ensure all are secure in the written methods used at BWPA.</p>	<p>COVID hindered progress in the use of manipulatives. Ongoing.</p> <p>Live remote teaching has enabled some parents to experience and understand how mathematics is now taught in schools. Further work needed to meet this and accelerate maths progress.</p>	<p>Staff meetings will be delivered to support staff in the delivery of mastery maths on a regular basis. Coaches will be deployed to support staff in planning and delivering mastery maths. Training will be delivered on the use of concrete materials and monitored by the maths team.</p> <p>Calculation policy reviewed and shared with staff. Maths team to produce mini maths coaching videos no longer than 1.5 mins long to 'coach' staff and parents in how to teach the 4 operations. It has become clear that a 'hook book' is needed to ensure consistency of taught methods.</p>
vii. Targeted support			
Desired outcome	Chosen action/approach	Estimated	How will you ensure it is implemented well?
A. Improved oral language skills in	<p>Boxall Profiles to identify specific area of need. WELLCOMM used to identify children.</p> <p>Music specialist in EYFS to complete music-based intervention to develop speech, communication and listening skills</p>	<p>See WELLCOMM data above</p> <p>Not completed due to COVID.</p>	

<p>B. Pupils engaged in learning and making good progress.</p>	<p>Maintain family liaison lead/child counsellor</p> <p>Music specialist to complete music-based intervention with specific children struggling with behaviour, mental health and engagement</p> <p>JC to deliver FRIENDS programme</p>	<p>Mixed: Many children have presented challenging behaviours this year which has impacted on their progress. Counselling and pastoral support for some has lessened the severity and frequency of incidents.</p> <p>COVID meant that this did not take place consistently.</p> <p>COVID has hindered this due to bubble mixing; however, these approaches have been delivered successfully on a 1:1 basis. This input has lessened the time taken for children to calm down and regulate. It has meant they are able to access learning again more quickly after an incident.</p>	<p>Consistency is key. We have learnt that the counselling session must be delivered on schedule for greatest impact. The school must look at how the school counsellor is 'used' to ensure that there is no conflict of interest or blurring the boundaries of her role.</p> <p>Group work would have a greater impact as more pupils could be supported in a given time and learn to work together.</p>
<p>C. Improved progress in Yr 3 and 4 in maths</p>	<p>Employ a TA to deliver 1st class@number to PP pupils</p> <p>Before school sensory circuits for PP Yr 1 children</p>	<p>COVID meant that this programme was not delivered this year.</p> <p>This programme did not start until the summer term due to COVID restrictions. Teachers reported the benefits of this straight away as children were able to settle in class more quickly and access learning.</p>	<p>Monitor in/out data to assess progress. Space and time will be provided for the intervention to run effectively. Staff will be paid to run the sessions after school to minimise impact on other curriculum areas and distractions for the children. Only trained staff will be used to deliver the programme.</p> <p>This intervention needs to be delivered across the whole school to ensure more children are ready for learning. Time, space and staff dedicated to this important intervention. Staff are trained and experienced in delivering sensory circuits. Year 1 children chosen due to high level of need.</p>
<p>viii. Other approaches</p>			
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact:</p>	<p>Lessons learned</p>
<p>D. Increased attendance rates</p>	<p>JM monitor attendance figure from part time admin who produces the data. First day response provision monitored and led by admin staff. Family Liaison lead to support children who find coming to school difficult. Implement ABSR through a PSP where necessary.</p>	<p>Attendance outcomes are positive this year with average attendance at: 98.5% (to Easter, exc. Rec)</p>	

<p>C. Behaviour/emotional needs addressed</p>	<p>Identify a targeted behaviour intervention for identified students through PSPs Use family liaison lead to engage with parents before intervention begins. Develop restorative approaches and focus on positive behaviours.</p>	<p>The school focussed a lot on emotional regulation following the return to school in September and resilience building. The school has made good use of key adults to support children with PSPs. Healthy Minds toolkits have been employed to support pupils in school and parents at home. The school has used BOSS to support those pupils at risk of exclusion.</p> <p>Staff training on restoratives practices was well received and enabled staff to see the importance of connection before correction. This approach is being further explored by the MAT.</p>	<p>Interventions need to be introduced early with the cooperation and support of parents/carers for greatest impact.</p> <p>This needs to be a 'whole' school approach with all staff being trained in its philosophy and the long-term positive impact it can have in schools and on children's well-being.</p>
			<p>Total budgeted cost £166,451</p>