

Pupil premium strategy statement

School overview

Metric	Data
School name	Bruton Primary School
Pupils in school	224
Proportion of disadvantaged pupils	20.1%
Pupil premium allocation this academic year	£45,210
Academic year or years covered by statement	2019 - 2021
Publish date	1 st November 2020
Review date	1 st November 2021
Statement authorised by	Rachael Bisset
Pupil premium lead	Rachael Bisset
Governor lead	Brian Lippitt

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	No official data due to COVID
Writing	No official data due to COVID
Maths	No official data due to COVID

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	No official data due to COVID
Achieving high standard at KS2	No official data due to COVID
Measure	Activity
Priority 1	To ensure that the impact of COVID on children's emotional needs is fully addressed so that they feel safe and secure during these uncertain times. To continue to ensure that there are reactive and active programmes of SEMH support in place to ensure children are ready and can access learning. Over time children should become increasingly independent and resilient.
Priority 2	Accurate summative and formative assessment is used effectively by teachers to inform Quality First Teaching and intervention and support staff to target needs in order to increase progress and diminish attainment differences between Pupil Premium children and their peers. To ensure that this also impacts on PP children with additional needs.
Priority 3	Ensure that children make excellent progress in phonics and early reading.

Priority 4	Attendance for specific PP children is improved.
Priority 5	To continue to provide children with a broad range of experiences through a rich, broad and balanced curriculum.
Barriers to learning these priorities address	Social and emotional issues impact upon resilience, readiness to learn and independence, these attributes underpin successful learning and are key to securing better outcomes for disadvantaged children. In some cases, social and emotional issues have become evident during COVID lockdown period. Additional Special Education Needs effect attainment (11% of PP children have an identified SEN) Parental engagement and involvement in learning opportunities at home Attendance has an impact on attainment for some children. The limited life experiences of some children impact due to living within a remote community has an impact on contextual knowledge, vocabulary and the ability to apply skills/knowledge over a range of activity.
Projected spending	£40,876

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	To match or exceed non PP national peers.	October 2021
Progress in Writing	To match or exceed non PP national peers.	October 2021
Progress in Mathematics	To match or exceed non PP national peers.	October 2021
Phonics	80% of PP pupils to meet phonics check standard by end of year 2	October 2021
Other	Consistent good or better quality teaching continues so that PP children can close the gap. Focus needed for the SEN children in the PP cohort.	October 2021

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Work with phonics hub; deliver CPD face to face training and monitoring days throughout the year.
Priority 2	Ensure all relevant staff have received paid for training to deliver the phonics scheme effectively.
Priority 3	Interventions and assessment information used by teachers and support staff to target and close gaps for PP children
Priority 4	Continue using Accelerated Reader
Barriers to learning these priorities address	Social and emotional issues impact upon resilience, readiness to learn and independence, these attributes underpin successful learning and are key to securing better outcomes for disadvantaged children. In some cases, social and emotional issues have become more prevalent during the COVID crisis.
Projected spending	£3364

Wider strategies for current academic year

Measure	Activity
Priority 1	Ensuring children access a broad and balanced curriculum through offering financial support for extracurricular activities which include residential trips and workshops etc. into our learning experiences.

Priority 2	Effective whole staff support and training is in place to support children's Social, Emotional and Mental Health through Connect resources.
Barriers to learning these priorities address	The limited life experiences of some children living within a remote community have an impact on contextual knowledge, vocabulary and the ability to apply skills/knowledge over a range of activity. Social and emotional issues impact upon resilience, readiness to learn and independence, these attributes underpin successful learning and are key in securing better outcomes for disadvantaged children. In some cases, social and emotional issues have become more prevalent during COVID lockdown.
Projected spending	£970

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring sufficient progress is made by all pupils	Monitoring in observations, book scrutinises, learning walks for high quality teaching across all classes.
Targeted support	That each target group is attaining and progressing well	Targeted intervention support Clear start and end points Closely liaise with the PP Champion
Wider strategies	Attendance improvement Engagement of sufficient parents	Regular attendance monitoring Good school to home communication, particularly during COVID and home learning needs.

Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading, Writing and Mathematics	
Progress in Phonics standard	
Progress in % of PPG children meeting ARE and achieving Greater Depth in RWM	
Progress in narrowing the attainment and progress gap using the PPG	