



## Pupil premium strategy statement BOCKING PRIMARY SCHOOL

| 1. Summary information        |                        |   |        |   |                 |
|-------------------------------|------------------------|---|--------|---|-----------------|
| <b>School</b>                 | BOCKING PRIMARY SCHOOL |   |        |   |                 |
| <b>Academic Year</b>          | 2020/2021              | <b>Total PP budget</b>                  | 69,636 | <b>Date of most recent PP Review</b>                  | N/A             |
| <b>Total number of pupils</b> | 209                    | <b>Number of pupils eligible for PP</b> | 44     | <b>Date for next internal review of this strategy</b> | Spring term (2) |

| 2. Current attainment: based on spring 2 2020    |   |  |
|--|---|--|
|  | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (national average)</i> |
| <b>% achieving in reading, writing and maths</b> | 25%   | 64%  |
| <b>% making progress in reading</b>              | 36.4%                                       | 75%  |
| <b>% making progress in writing</b>              | 34.1%                                       | 78%  |
| <b>% making progress in maths</b>                | 20.5%                                       | 76%  |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability)  |   |
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| <b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>   |   |
| <p>Due to the COVID19 restrictions, most pupils have been at home for the past 6 months. The main focus during this time was to maintain the emotional wellbeing of our pupils in school and those at home. This has led to some unique expected barriers for academic year 2020/21.</p> |   |
| <b>A.</b>  | Lost learning' due to significant time out of formalised education – impacting on pupils' ability to build upon prior knowledge.  |
| <b>B.</b>  | Emotional & mental health needs of pupils and families (including attachment, separation anxiety & anxiety relating to the virus/hygiene/personal safety) – impacting on pupils' attendance and ability to be emotionally ready for learning. |
| <b>C.</b>  | Low levels of self-esteem and confidence – impacting on pupils' motivation and ability to challenge themselves  |
| <b>D.</b>  | Limited social communication skills – impacting on pupils' ability to interact with adults/peers appropriately.   |

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| E   | Limited life experiences outside school.  |   |
| External barriers (issues which also require action outside school, such as low attendance rates) |   |   |
| F   | Since the return from COVID, staff have noticed a reduction in the fitness levels of children   |   |
| G   | Low levels of parental engagement for PP children   |   |
| 4. Desired outcomes   |   |   |
|   | Desired outcomes and how they will be measured  | Success criteria  |
| A.  | <p>Children to fill gaps from lockdown.<br/>To maintain level of progress made previously to lockdown or exceed it<br/>Children to close gap in attainment<br/>To raise attainment in combined above 25% as shown in current data<br/>pupils maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing and Maths)</p> <p>To ensure all pupils are given the opportunity to consolidate basic skills.</p> <p>To ensure fallen behind children receive targeted high-quality intervention monitored PP/SENCo</p> <p>To embed and sustain a reading culture that's ensures all pupils read regularly and develop a love of books.</p> | <p>All children make at least expected progress from previous spring 2</p> <p>Pupils will have regular/weekly opportunities to rehearse, practice and consolidate key skills in reading, spelling, handwriting and mental and written arithmetic.</p> <p>Support staff and class teachers' support learning effectively – addressing misconceptions and offer additional intervention sessions.</p> <p>Interventions offered based on gaps in learning and with reference to assessment data. Interventions will be monitored by PP/SENCo leader and impact of each intervention will be measured.</p> <p>- Quantity/quality of reading in each class it at the level for each child using assessment toolkits Children are assessed termly and are reading through various opportunities daily. Reading achievement is celebrated in class/school.</p> |
| B.  | <p>Incorporation of wellbeing teaching, PSHE focus on mindfulness and mental health.<br/>Clear communication with children and families on guidelines for safety within school regarding virus.<br/>Pupil perception survey, CT feedback to monitor</p> <p>Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated</p>   | <p>Incorporation of wellbeing teaching, PSHE focus on mindfulness and mental health, clear communication with children and families on guidelines for safety within school regarding virus</p> <p>- HSLO/SENCo and Head teacher identify and support families and children and work to alleviate barriers to learning.</p> <p>- Identified children are invited to, Lego Therapy sessions with support staff, wellbeing LSA, mindfulness support and I can books and talk time with support staff from class.</p> <p>Use of mindfulness 21 day animation video program across school<br/>Checking in with children after absences, weekends<br/>Mindfulness music and colouring available during EMW and lunchtimes<br/>Daily mile available regularly through the week</p>   |

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|           |   | Refurbishment of 'safe space' room for children to use as needed  |
| <b>C.</b> | <p>Pupils will have good self-organisation skills, resilience, determination and good self-esteem</p> <p>Pupils will be able to work independently with confidence and take pride in their work and recognise their achievements</p>  | <p>Lesson observations/learning walks and discussions with children show that they have appropriate aged self-organisation and are being encouraged to be independent by all staff.</p> <p>Pupils show that they are resilient and able to learn from mistakes through discussion, book look and working environment.</p> <p>Teachers are modelling this behaviour when they are 'thinking out loud.'</p> <p>Support staff are used effectively to challenge and guide children without creating an over reliance on adult support</p> <p>Engagement in tasks and activities over and above class teaching.</p> <p>Use of I can books where appropriate</p> <p>Use of wellbeing support in place – see listed above</p> |
| <b>D.</b> | <p>Children show confidence and keenness to interact socially with peers and staff across school setting</p>  | <p>Modelling of behaviours by staff</p> <p>Positive attitudes to children when communicating and engaging socially.</p> <p>Participation in extra-curricular groups/ sports clubs</p> <p>Participation in drama within class setting</p> <p>Opportunity to participate in additional platforms to encourage communication, e.g. class performances, recording of videos and audio for sharing related to events across the year. E.g. choir, concerts, church services.</p> <p>Offer real life writing and communication scenarios, buddy system, secret reader, class pen pals, writing for the newsletter.</p>  |
| <b>E.</b> | <p>To offer a variety of experiences to all children within the school environment and instil an interest in the wider world, aspirations and children setting ambitions for their future.</p> <p>Pupils have a breadth of experiences that enable them to contextualise their learning.</p> <p>School will deliver an engaging, broad and varied curriculum.</p> | <p>Sports clubs and teams</p> <p>Extra-curricular clubs offered during school day and after to include, iPad and computing use, homework (lunchtime), games and skills clubs offered by LSA and CT after school (sewing, art, cooking, karaoke, choir) tbc</p> <p>Pantomime trip</p> <p>Residential trip</p> <p>Topic linked trips</p> <p>Life experiences trips to include, local area, church and beach</p> <p>Visitors to school – authors, local services, VR day.</p>  |

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|  |  | Hook experiences – whole school tasks, VR day, celebration of days, e.g. world book day,<br>Roles within the school, input for newsletter, school council |
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| 5. Planned expenditure   |   |  |   |  |  |
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| 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. |   |  |   |  |  |
| i. Quality of teaching for all   |   |  |   |  |  |
| Desired outcome<br>Intent  | Chosen action / approach<br>Implementation  | What is the evidence and rationale for this choice?  | How will you ensure it is implemented well?   | Staff lead   | When will you review implementation?                 |
| 1:1 tuition is used to ensure gaps are closed prior to end of year 6 and future learning.<br>(A)   | One to one tuition for identified pupils (primarily year 6 children)<br><br>£1800 | Children have 'lost' learning time during lock down<br>One to one tuition uses a teacher and/or LSA.<br><br>It will be undertaken outside of normal lessons and run in half termly week blocks. Teachers will work closely with the pupil once per week and ensure the intervention is specific to the needs of the child to close the individual gaps primarily in literacy and numeracy. | Children identified for tuition.<br><br>Targeted support is well planned and meets the needs of the children. | PP led<br>Y6 teachers<br><br>Those responsible for delivery of tuition | Spring term and Summer term Pupil progress meetings. |

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| <p>For the gap between PP and non PP children to close in reading, writing and maths</p> <p>That PP children make at least expected progress over the year.</p> | <p>Additional adults (LSAs) available to provide:</p> <ul style="list-style-type: none"> <li>- Time for additional baseline assessments to take place at the start of the year to identify any 'lost learning' and/or gaps.</li> <li>- Quality First Teaching approaches during all lessons for all pupils.</li> <li>- Small group teaching &amp; learning in the core subjects.</li> <li>- Providing additional verbal feedback to pupils throughout all lesson times</li> <li>- 1:1 support</li> </ul> <p>Need to identify how many extra hours linked to catch up plan too.</p> <p>39,521</p> | <p>The Education Endowment Foundation (EEF) found an average of 1 month progress for pupils through the use of TAs however this included the use of TAs for general administrative support. Where TAs were used to support learning for specific groups, a higher impact was recognised with organising the class into attainment groups within the classroom making approximately 3 months progress for pupils. In addition the EEF found feedback to be one of the most effective means of provision with an average of 8 months progress – much higher levels of quality feedback are possible with additional adults present in the classroom, working with specific groups</p> | <p>Pupil progress meetings demonstrate increase progress/attainment for PP children.</p> <p>Regular identified pupil check ins</p> <p>Lesson visits by SLT demonstrate provision for PP children is effective and that LSAs are used effectively to support these children.</p> <p>Ensure class teachers are effective in their deployment of LSA's, as evidence in class visits.</p> | <p>Class teachers</p> <p>LSAs</p> <p>PP lead</p> <p>SLT</p> | <p>Spring term and Summer term Pupil progress meetings</p> |
| <b>Total budgeted cost</b>  |  |   |   |   | 41,321   |

| <b>ii. Targeted support with a focus on well being</b> |  |  |  |                   |   |
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| <b>Desired outcome</b><br><b>Intent</b>                | <b>Chosen action/approach</b><br><b>Implementation</b> | <b>What is the evidence and rationale for this choice?</b> | <b>How will you ensure it is implemented well?</b> | <b>Staff lead</b> | <b>When will you review implementation?</b> |
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| For PP pupils in need to benefit from specific, individualised therapy to address mental health difficulties.<br>(B and C) | Trained well-being mentor available in school.<br><br>£3283                 | Some of our most vulnerable pupils have experienced or are experiencing early trauma which affects brain development. Some others struggle with anxiety or similar difficulties which impact on their ability to focus on academic learning. Due to limited resources and long waiting lists for these pupils outside of school,. This enables pupils to address any concerns in an age-appropriate manner with highly trained personnel supporting their | Class teachers/ SENCO/Head to identify those children who may be in need of some well-being support.  | Well-being LSA<br><br>Children identified by SENCo or HT | at the conclusion of the block of support given   |
| To prepare children for learning and progressing from their emotional entry points<br>(B)                                  | Introduction of Lego club for those learners who have SEMH needs/anxieties. | Children are not ready to become learners if they are not equipped with the social skills needed for school. This group will allow children to develop social skills in a small group using Lego as a context such as turning taking, fair play, working as a team, managing feelings and communication.  | Ensure availability of Lego equipment.<br><br>Lead LSA trained and skilled to deliver club. (KS 1 and KS2)<br>Children are more prepared to be in class and ready to learn. | TBC<br><br>SENCo to identify children who would benefit  | Termly (at the conclusion of the block of support given)<br><br>Feedback staff and students |

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| Learners that have SEMH needs are able to have an appropriate 'safe' space. There is a positive impact on children's mental health. (B)   | <p>Refurbishment of a room to be used as a safe space.</p> <p>£1000</p>  | <p>A number of Bocking children have SEMH needs and often need time to be on their own / or de-escalate. There is currently a lack of provision/space to allow this to happen.</p>  | <p>Purchase appropriate resources that support children in feeling safe and being able to calm down.</p>   | <p>PP lead<br/>SENCO<br/>DT</p>  | <p>Once refurbishment complete</p> <p>Review of use/timetable<br/>Pupil perception survey<br/>Staff feedback</p> |
| <p>For pupils to understand how their brains &amp; minds work therefore enabling them to self-regulate more effectively. (B, C and G)</p> | <p>Introduction and implementation of my happy mind mental health program.</p> <p>Linking to increased engagement with parents through use of the resource.</p> <p>To be confirmed</p> | <p>Percentage of pupils with various mental health difficulties has increased over recent years – this is expected to have increased further due to the difficulties children have faced during the COVID pandemic. Research from the EEF toolkit shows an average of 4 month additional progression through social, emotion learning (SEL). It is stated that improvements are more likely when SEL approaches are embedded into routine practice of the whole school.</p> | <p>Offer appropriate training and time for teachers to become familiar with resource<br/>Roll out through training to parents<br/>Regular time allocated in weekly timetables<br/>Teachers are able to report that children's confidence/resilience has improved through use of the program.</p> | <p>Head<br/><br/>Class teachers</p>                                    | <p>Pupil progress meetings</p> <p>Books and pupil reflection - termly</p>  |
| <p>For PP pupils in need to benefit from access HSLO support and support family welfare</p>   | <p>Continue to use HSLO to support families within school and offer additional liaison.</p> <p>£7130</p>   | <p>Percentage of pupils with various mental health difficulties has increased over recent years – this is expected to have increased further due to the difficulties children have faced during the COVID pandemic.</p> <p>This is also the case for financial difficulties this year due to COVID pandemic and liaison support from HSLO can support families in need.</p>   | <p>Children and families to be identified and continued to be offered support of HSLO who is already known to the school continuing ongoing and new relationships with those in need.</p>  | <p>Head<br/><br/>Class teachers<br/><br/>Office team<br/><br/>HSLO</p> | <p>Feedback from parents</p> <p>Feedback from HSLO</p>   |
| <b>Total budgeted cost</b>  |  |   |  |  | <b>11,413</b>  |



### iii. Other approaches

| Desired outcome<br>Intent  | Chosen action/approach<br>Implementation  | What is the evidence and rationale for this choice?  | How will you ensure it is implemented well?   | Staff lead  | When will you review implementation?        |
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| That all children are offered the opportunity to take part in school visits and trips. (when COVID allows) (A and E)                         | Pupil premium children will be funded for attendance on school visits.<br><br>£250  | At Bocking our trips are based on curriculum areas. If children cannot attend due to financial constraints, this would mean children would have gaps in their curriculum knowledge or lack experiences needed to raise attainment within the classroom.                              | To ensure that when planning visits, PP receive a letter that acknowledges the cost of the trip has been covered.<br><br>Children will have access to memorable learning opportunities<br>Children will have an increased curriculum knowledge. | Class teachers<br><br>PP lead<br><br>Office staff | Termly                                      |
| Children invited to take part in bespoke activities led by visitors to the school for bespoke activities linked to their learning. (A and E) | Use of visitors and activities in school to support PP learning in curriculum areas.<br><br>£250  | Specialist visitors will provide pupils with the opportunity to learn knowledge and practice skills that will support their development as learners.<br>Visitors will aim to engage children in activities that they will enjoy increasing their engagement and enjoyment of school. | To plan for activities/visitors in school linked to class learning that enhance the skills/knowledge of PP learners.<br>Children will have access to memorable learning opportunities<br>Children will have an increased curriculum knowledge.  | Class teachers<br><br>PP lead                     | Termly                                      |
| To increase parental engagement in their child's learning and between home and school.   | Use of 'I can' books for identified PP children as a way of increasing their self-esteem and encouraging communication between home and school.<br><br>£100 | EEF Involving parents in education benefits their children's academic outcomes.<br>We have identified as a school that for some PP children, their parents do not engage with their child's learning and we would like to increase this engagement.                                  | Teachers to select PP children who they feel would benefit for an 'I can' book.<br>Teachers to allocate time at the end of each week to spend with these children to choose their work to go home.  | Class teachers<br><br>PP lead                     | Class teachers at PPM (termly)<br><br>TLC's |

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| To equip PPG children equally allowing equal access to the Curriculum. | Purchasing of resources, identified by class teachers that will support the PP children to access resources to meet their needs both academically or emotionally.<br><br>Kindle<br>500 Budgeted | Purchase resources that support children's academic and emotional development. | Teachers to select children who may need additional resources to support their wellbeing and access to the curriculum. | SENCo   | PPM                             |
| Service child pupil premium  | The SPP is there for schools to provide mainly pastoral support for service children<br><br>930 available   | As appropriate in response to the needs of the family involved.                | Discussion with family and Head identify specific needs  | Head/PP | In response to family situation |
| CPD Training for new PP lead and staff as deemed necessary.            | Pupil Progress annual conference<br>CPD - PP<br>Developing reading greater depth<br>Deep dive in to reading<br><br>£2000 Budgeted   | New PP lead, training to support and further training in line with SIP         | Feedback to staff<br>Staff meeting input<br>Filtered training to staff<br>Development of PP action plan                | Head/PP | Annual training conference      |
| <b>Total</b>   |   |  |  |         | £4030                           |
| <b>Total budgeted cost</b>   |   |  |  |         | £56,764                         |

**6. Review of expenditure (please note that the year was interrupted with COVID lockdown, so evaluation of some of these is difficult).**

| Previous Academic Year   |  | 2019-2020  |   |         |
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| i. Quality of teaching for all   |  |  |   |         |
| Desired outcome  | Chosen action/approach   | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.   | Lessons learned (and whether you will continue with this approach)  | Cost    |
| Improve quality of Teaching.<br>Better progress and attainment data for PP children. | Additional LSA support for emotional wellbeing and to access curriculum with specified support | Due to COVID impact is difficult to measure, however for some learners support within the classroom and was beginning to support the specific needs of these identified children.  | Quality first teaching remains a priority but in the new academic year, the spending of PP funding will be more directly linked to PP children and their specific needs.          | £66,625 |
| ii. Targeted support   |  |  |   |         |
| Desired outcome  | Chosen action/approach   | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.   | Lessons learned (and whether you will continue with this approach)  | Cost    |
| Assault course equipment for EYFS pupils   | Purchase of equipment to support development of children's gross motor skills                  | Due to COVID data is not available for the PP children to evaluate if they met the expectations at end of EYFS physical development. However, conversations with EYFS practitioner reported that these resources supported those children in their play and development. | This approach will not continue as now we have access to the equipment that supports the needs in this area.  | £507    |
| To support identified children with the transition from KS 1 to KS 2                 | Weekly Circle Club lead by local partnership.  | For those children who attended Circle Club prior to COVID closure, their confidence and self -esteem increased from these sessions.   | This approach has been used over number of years and has always had a positive impact on the outcomes for these identified children, in relation to their self-esteem/confidence. | £1250   |

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| To allow PP children access to opportunities that they may not have.   | Providing weekly music (drumming/Guitar) lessons for PP children.<br>Karate  | The children who attended drumming lessons enjoyed this opportunity.  | This spending has been used for a number of years and has always had a positive impact on the children, despite of it not being measureable in data.<br>This strategy would continue once COVID allows. | £1608 |
| To equip PPG children equally allowing equal access to the Curriculum. | Purchasing of resources, identified by class teachers that will support the PP children to access resources to meet their needs both academically or emotionally.<br><br>Ear defenders | The impact of this is difficult to quantify, however, during year, pre COVID we purchased resources that supported children's academic and emotional development. | Ear defenders for child who needed in order to access all elements of curriculum and school day.  | £33   |
| Emergency support to vulnerable families                               | Mobile phone<br>Nappies and baby wipes   | Able to support family in need in emergency situation - significant impact to family wellbeing.   | To continue to offer support to vulnerable families   | £34   |

### iii. Other approaches

| <b>Desired outcome</b>                               | <b>Chosen action/approach</b>                            | <b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | <b>Lessons learned</b><br>(and whether you will continue with this approach)  | <b>Cost</b> |
|--|--|---|---|-------------|
| To support families in accessing agencies to support | Access to network of schools Home School Liaison officer | During the time before COVID, the HSLO supported a number of families both PP and Non PP                                  | The approach will continue, as the HSLO has supported and continues to support a number of families with a whole range of needs and signposted to other agencies. | £5,732      |

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| To ensure that attendance for PP children to good and in line with non PP children. | Access to attendance officer for one afternoon per week.                | During the time that we had the support of the attendance officer prior to lockdown, a small number of school based attendance meetings were held for both PP and non PP children/families. | Having evaluated the impact of the support of the attendance officer, we have decided that this approach will not continue. Attendance will be monitored by school staff. | £1,870       |
| Developing reading CPD  | 2 members of staff to attend training to support Reading element of SAP | Implementation of reading practices across the school   | Continued development of reading across the school  | £480         |
| Total   |   |   |   | <b>78139</b> |

## 7. Additional detail