

Pupil Premium Strategy Statement 2018-2019

Bicton C.E. Primary School and Nursery



The Pupil Premium Grant is an allocation of funding provided to schools to support children who may be vulnerable to underachievement. It is based on the number of children eligible for free school meals (either currently or at any point in the last six years) at the time of the annual census in January. It also includes pupils who have been eligible for the Service child premium at any point in the last three years; this is to support children whose parents are currently, or have recently been, serving in the armed forces and is designed to provide additional, mainly pastoral, support for these children to ensure their social and emotional wellbeing. We have also received additional funding for any children who are or were previously 'Looked After Children.'

The Governing Body have decided that this grant will be most effectively spent on supporting children's learning in the classroom by providing:

- High quality first teaching supported by quality professional development;
- Curriculum support with an experienced member of staff;
- Targeted intervention;
- Engagement and enrichment activities including music and clubs;
- Pastoral support/mentoring and intervention.

As with all children at Bicton C.E. Primary and Nursery, to ensure maximum impact, the needs of children entitled to the Pupil Premium are clearly identified, steps are taken to meet their individual needs and their progress is closely monitored throughout their time in our school. Where small group/1:1 support is felt to be most beneficial, Pupil Premium funding will be used to support this provision.

Principles

- We ensure that teaching and learning at Bicton C. E. Primary School and Nursery is designed to meet the individual needs of all children.
- We ensure that appropriate provision is made for children who belong to vulnerable groups and that socially disadvantaged children have their needs adequately assessed and met.
- We recognise that not all children who receive free school meals will be socially disadvantaged and we also recognise that not all children who are disadvantaged are in receipt of free school meals.
- We will allocate Pupil Premium funding after a needs analysis to identify priority groups and individuals.
- We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils that we have legitimately identified as being socially disadvantaged, vulnerable or with a specific additional need.

1. Summary information					
School	Bicton C. E. Primary School				
Academic Year	2018/19	Total PP budget for 2018-2019 (January 2018 census) Based on 8 FSM, 6 Ever 6 pupils, 0 service children and 2 child adopted from care	£23,080 16 pupils	Date of most recent PP Review	June 2019
	2019/20	Predicted funding based on number of pupils eligible at January 2019 Census 16 FSM/Ever 6 pupils 2 child adopted from care 0 service children	£25,720 18 pupils	Date for next internal review of this strategy	September 2019

2. Attainment of Year 6 pupils in Summer 2018		
At the end of KS2, 1 pupil was classed as disadvantaged.		
	Bicton pupils eligible for Pupil Premium	Bicton pupils not eligible for Pupil Premium
% achieving expected standard in Reading	100%	86%
% achieving expected standard in Writing	0%	67%
% achieving expected standard in Maths	0%	86%
Progress in Reading	+1.1	+1.7
Progress in Writing	-17.9	-3.2
Progress in Maths	-4.4	+0.9
% achieving expected or above in reading, writing & maths at end of KS2 2018	0%	67% other pupils

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	High % of pupils eligible for PP not reaching ARE in reading, writing and maths	
B.	31% of pupils eligible for PP are currently/were previously on the School's SEN list impacting on their academic attainment and progress	
C.	Learning behaviours for some pupils eligible for PP are having a detrimental effect on their academic progress and potentially of their peers.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance rates for pupils eligible for PP in some year groups are below the target for all pupils which reduces their school hours and causes them to fall behind.	
E.	Home environment e.g. disruptive siblings which includes sharing a room with them; other problems at home including ill-health of parent/guardian.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Reduce the gap between % of PP pupils and other pupils attaining expected in reading, writing and maths	Gap between PP pupils and non-PP pupils closes.
B.	Pupils identified as having SEND and eligible for PP become more independent in their learning	Reduction in level of SEN support needed.
C.	Learning behaviours of PP eligible pupils will improve, enabling them to make more rapid progress.	Fewer behaviour incidents for these pupils through the provision of pastoral support. Children will apply taught strategies for coping, they will show raised self-esteem, independence and confidence and they will consistently demonstrate expected standards of behaviour.
D.	Increased attendance rates for pupils eligible for PP	Overall PP attendance improves so that it is line with other pupils.
E.	Strong communication between home and school	Appropriate support will be put in place to assist parents/guardians with difficulties being experienced. This may include the involvement of outside agencies to provide advice and targeted support/intervention.

5. Planned expenditure		Total budgeted for 2018-2019			
Academic year		2018-2019			
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?
<p>A & B Improve outcomes in reading, writing and maths for all pupils eligible for Pupil Premium.</p> <p>Children will have been able to apply strategies from intervention into everyday classroom practice/their independent work.</p>	<p>Staff training to include; Maths mastery work group 2018-2019, RWI training for new teaching and support staff. £300</p> <p>Sharing best practice in school, through cluster moderation and joint PD Days to develop collaborative working.</p> <p>Purchase of and implementation of IDL spelling programme £400</p>	<p>Developing teacher's confidence and professional development will improve quality first teaching impacting on all pupils and ensuring long term sustainability helping all pupils. Developing subject knowledge of support staff will ensure that they are more effective in closing gaps in pupils' understanding.</p> <p>Sharing of good practice and lesson drop in is an effective way to improve attainment.</p> <p>31% of PP pupils are on our SEN list. Our aim is to provide extra support through small group interventions with highly qualified staff which have been shown to be effective. We want to combine this additional provision with high quality resources that can be delivered by the class teachers then followed up by specific interventions as required.</p>	<p>Half-termly monitoring of outcomes for PP pupils through pupil progress meetings and subsequent data tracking.</p> <p>Book scrutiny will monitor the impact of intervention and how pupils' outcomes are being addressed in planning and future lessons.</p> <p>Lesson observations will focus on: how teachers' questioning is addressing misconceptions and extending pupils' learning.</p> <p>Observations of interventions for SEND pupils and pupils at risk of underachievement will monitor the impact and quality of the intervention.</p>	<p>Head teacher/ SENDCo/ link governors/ subject leaders/ class teachers/ teaching assistants</p>	<p>Half-termly at pupil progress meetings</p> <p>Termly lesson observations</p>
Total budgeted cost					£700

ii. Targeted support					
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 & B Increase % of PP pupils achieving ARE in reading, writing and maths	Sustain TA support in class at least every morning. Employ teacher for an additional day to plan, deliver and evaluate targeted intervention £7,881 Engage services of specialist dyslexia teacher and Woodlands Outreach. £1,295	Observations and feedback show that support staff enable individuals and groups to access whole class teaching. Support staff deliver targeted interventions for PP pupils set by class teachers or SENDCo. Whole school consistent approach to: teaching of spellings, provision for and assessment of reading; planning and assessment of writing and planning and assessment of maths. Professional advice and guidance enables staff to more effectively meet pupils' specific needs.	Scrutiny of intervention by SENDCo i.e. lesson observations, records of sessions including impact and next steps, pupil responses. Ongoing discussions between class teachers and TAs about progress, effort and application of pupils. Termly monitoring of outcomes for PP pupils through pupil progress meetings and subsequent data tracking.	Head teacher/ SENDCO / Chair of Governors (SEND link governor)/ class teachers/ TAs	Termly
A Increase % of PP pupils achieving national standard in Year 1 phonics screening test.	Targeted support for teaching of phonics delivered by class teachers and teaching assistants £2,452	Smaller phonics groups will enable focused and targeted phonics teaching.	Half termly monitoring and termly updates provided by Year 1 and Y2 teachers detailing current attainment for all Year 1 & Year 2 pupils, intervention in place in school and level of parental engagement.	Head teacher/ Year 1 & Year 2 teachers / EYFS lead/ teaching assistants	Half termly
B Develop learning behaviours to ensure progress is made in reading, writing and maths and PP-eligible pupils reach ARE	Time to deliver No Worries / Hopes and Feelings / Respect Yourself / Drawing Therapy CPD £1,066 Role of Pastoral Lead fully established Nurture room further developed for pastoral support / early intervention £650	Advice from Woodlands, Havenbrook outreach support and Joy Armstrong; EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs or behavioural issues can be effective, especially for older pupils. Behaviour interventions offer moderate impact for moderate cost (EEF Toolkit). Collaborative Learning where children work together on a collective task to promote talk and interaction) leads to positive learning outcomes.	Pastoral Lead and other support staff will provide evidence of children's responses during sessions. Class teachers will track child's progress in books and summative assessments. SLT will monitor the impact and implementation of the learning behaviours through observations, discussions with pupils and parents and pupil surveys.	Specific KS2 TA delivering pastoral intervention programmes/ SENDCo/ Head teacher	At least half termly questionnaires/ reviews will be completed with pupils prior to, during and on completion of time-limited interventions

Total budgeted cost £13,344

iii. Other approaches

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?
C Motivate children to learn number facts, spellings and other skills as needed using specific resources and therefore make faster progress through year group expectations.	Purchase specific apps to support interventions; Subscriptions include IDL, Purple Mash, Number Gym and Phonics Play – to be accessible to all children and to monitor/ encourage progression through a set of skills. £1,083	Digital Technology can offer moderate learning gains (EEF) when used to supplement other teaching. Specific ‘apps’ or resources can support interventions and high learning gains. Access to technology that PP-eligible children may not have at home can raise self-esteem and ensure tasks are completed.	Teachers / TAs deliver interventions and monitor progress through the tasks; Teachers set tasks for completion through Purple Mash and times table app. Monitor the PP-eligible children’s access. Provide time in school to access technology where access is not possible/ not available at home.	SENCo; class teachers	Termly reviews of provisions and intervention. Update and extend apps as required.
C & E Enable PP pupils to access all extra-curricular clubs provided by school.	Provide pupils with new experiences outside of the school day. £500	Pupils will benefit educationally from the extra-curricular activities, and sports clubs will encourage pupils to stay healthy.	Tracking of pupils who attend after-school clubs. Pupil and parent/guardian questionnaires.	Head teacher/ class teachers/ TAs/ governors	Half termly
D Enable PP pupils to access places at our Breakfast Club.	To provide PP pupils healthy meals each day. To provide PP pupils with a safe and happy environment to play and relax. £780	Increased levels of concentration in morning sessions due to healthy breakfast. Children feel safe and happy in known environment.	Tracking of PP pupils attending Breakfast Club. Pupil and parent/guardian questionnaires.	Head teacher/ class teachers/ TAs/ governors	Half termly
C & E Allow all pupils to access the quality educational experiences which will enhance their curriculum.	Funding places on school trips and residential visits to enhance their experience and education £2,300	Increased engagement in the curriculum by all pupils. Pupils develop their own personal life skills whilst on residential or school visits.	Ensuring all PP pupils participate in additional educational experiences regardless of cost. Teachers to plan relevant school trips visits and residential visits; monitor pupils progress and outcomes – socially, emotionally and academically	Head teacher/ class teachers/ governors	As and when required
C & E Raising self-esteem and confidence by having the opportunity to develop new skills and potentially excel	Whole-class and individual instrument tuition £3,500	Collaborative Learning (learning and activities where children work together on a collective task...which promotes talk and interaction) leads to positive	Teachers to observe the PP-eligible children’s engagement in the lessons. Teachers to build on what they have seen e.g. transfer strategies to other subjects to ensure high self-esteem.	Shropshire music service; class teachers	Termly monitoring

in an area that they may not have the chance to try without the PPG.		learning outcomes – based on extensive evidence cited in EEF Toolkit.			
Total budgeted cost					£8,163