

Pupil premium strategy statement (Bubwith Primary School)

1. Summary information					
School	Bubwith Community Primary School				
Academic Year	2016-2017	Total PP budget	£35,480	Date of most recent PP Review	July 2017
Total number of pupils	148	Number of pupils eligible for PP	27	Date for next internal review of this strategy	NA

2. Current attainment		
	<i>Pupils eligible for PP in school</i>	<i>All pupils in school</i>
% achieving in reading, writing and maths (Y2 and Y6 only)	22%	54%
% making progress in reading (Y1 – Y6)	65%	76%
% making progress in writing (Y1 – Y6)	55%	67%
% making progress in maths (Y1 – Y6)	56%	73%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Oral language skills in EYFS are lower for pupils eligible for pupil premium (75% of pupils did not achieve GLD in Communication in 2015-16) this may slow reading and writing progress in subsequent years
B.	Lower support in relation to home/school agreement impacts on learning in school (homework/ reading/ spelling/ communication/ etc)
C.	Personal, social and emotional development is lower for pupil premium pupils; behaviour issues for a small group of pupils in Y5/6 (some eligible for pupil premium) is having a detrimental effect on their academic progress and that of their peers
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Punctuality and lower attendance for pupils in receipt of pupil premium reduces time spent in lessons, pupils are then unable to participate fully

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills for pupils eligible for PP in EYFS and across school	Pupils eligible for PP in EYFS make rapid progress by the end of the year so that all pupils eligible for pupil premium meet age related expectations. All pupils in receipt of pupil premium meet age related expectations across school in speaking and listening.
B.	Increase in home support for out of school learning activities and tasks	Pupils eligible for pupil premium are supported at home to learn spellings, times tables and homework is completed on time. Adults at home will listen to pupils reading regularly and reading diaries signed.
C.	Pupils are confident to learn, feel safe and treat peers with respect. They develop self- motivation, self -	Pupils eligible for pupil premium make progress that is in line with their

	discipline and are able to work well with others; behaviour incidents are reduced.	peers and attain end of year expectations. Behaviour issues are minimised ensuring learning opportunities are maximised for all pupils.
D.	Pupil premium children are on time for school and have regular attendance	Attendance above 97% for all pupils eligible for pupil premium

5. Planned expenditure

Academic year	2016/17
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?
A - Improve oral language skills for pupils eligible for PPG in EYFS and across school	EYFS teacher to attend Chatta training Whole school Talk for Writing approach New reading scheme (EYFS to Y6) purchased to develop word reading and comprehension skills TA's to be trained in Turnabout Intervention Programme Maths Mastery programme to be implemented fully in KS1 and partially across KS2 Single age classes throughout EYFS and KS1 = greater pupil: teacher ratio	This year we have decided to invest some of our pupil premium funding into reducing class sizes in EYFS/ KS1 in order to ensure that all pupils receive the best education possible in the foundation years. We believe that single age, smaller classes will benefit all pupils. Without PPG we would not have been able to employ a member of teaching staff to achieve this. We want to invest some of the PP in longer term change which will help all pupils. Consultation with LA advisers and networking with other schools has led to a decision to implement Talk for Writing, Phonics and Bug Club and Maths Mastery Research gathered from Turnabout shows a marked increase in children's attainment in reading and other curriculum areas. Talk for Writing and Maths Mastery strategies develop pupil communication skills as well as developing social skills of working with others.	Courses selected are recommended by LA and nationally. INSET day and learning meetings are used to deliver training to all staff. Peer observations and visits to leading schools help develop and embed learning and practice. CPD evaluation forms are completed and actions identified.	English subject leaders Maths Subject Leaders Assistant Head	CPD termly English and Maths attainment and progress termly Turnabout Jan 2017 Talk for Writing/ Maths Mastery/ Bug Club April 2017

B - Increased home support for out of school learning activities and tasks	Termly parent meetings Termly target sheets for all parents IEP meetings Mathletics purchased Purple Mash and Serial Mash Bug Club online EYFS Tapestry School APP/ website Re-evaluate homework policy and expectations Open door policy Parents encouraged to attend all school events and participate in school life (fundraising/ helping in classes/ etc) in order to develop home/ school relationships.	All parents aware of class, year group and individual expectations. Parents aware of individual targets, how pupils are supported in school and how they can support at home. Pupils able to access online maths and reading activities beyond the classroom which require minimal parent involvement/ supervision Parents in EYFS able to contribute to their child's learning journey and view learning in school on a daily basis. Consider good practice from EEF toolkit and local schools with regards to setting homework. EEF evidence shows parental engagement with school had a marked impact on pupil learning and progress.	Timetabled meetings/ events for parents with plenty of notice given. Use of SEN consultant in writing and evaluation of IEPs Teachers able to access Mathletics, Bug Club and Tapestry to see contributions from pupils and parents Parent meetings to develop awareness of programmes used in school	HT Class Teachers SENCo English and Maths Subject Leaders	Termly through parent questionnaires Termly through parent meetings Subject leader questionnaires to parents
C - Pupils are confident to learn, feel safe and treat peers with respect. They develop self-motivation, self-discipline and are able to work well with others	Smaller class sizes across EYFS and KS1. Assembly themes for the whole school and classes which focus on key social skills School to take part in anti-bullying week Pupil and parent questionnaire and subsequent work with pupil groups and school council. Teaching strategies linked to the above (English and Maths) will ensure more collaborative work in classes, engagement and pride and in their work and achievements. Marking and Feedback policy to be developed to ensure pupils are reflective on their achievements and are able to recognise next steps and strive to achieve these.	Whole school receiving the same message and working together. Consultation with LA advisors and other professionals re. schemes and teaching strategies with impact. Sutton Tool Kit identifies Marking and Feedback as having a large impact on pupil learning and progress.	Learning meetings to develop and share assembly themes. Displays around school reflecting positive behaviours and actions. Pupils engaged and involved in developing posters and assemblies for others. Marking and Feedback to be developed with all staff across a series of learning meetings and trialled to ensure it is effective and has impact.	HT English and Maths Subject Leaders School Council	Half termly End of Autumn term 2017 Termly questionnaires for pupils and parents School Council termly projects Marking and Feedback summer 2017

Total budgeted cost					£31,766
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 - Improve oral language skills for pupils eligible for PP in EYFS and across school	1:1 support staff in EYFS to attend NHS Language Development training TA to lead small EYFS intervention group Referrals to Speech and Language when necessary 1:1 Turnabout interventions to increase memory and concentration	Some pupils require targeted support to develop language skills in EYFS. All programmes have been independently evaluated and shown to be effective in other schools. Advice and activities provided by expert Speech and Language therapists will support teacher knowledge and 1:1 interventions	Organised timetable shows staff have sufficient preparation and delivery time. Consult local schools which have used the programmes to identify any potential barriers to good implementation.	EYFS teacher Assistant Head SENCO	Termly Termly Termly
C- Pupils are confident to learn, feel safe and treat peers with respect. They develop self-motivation, self-discipline and are able to work well with others. Behaviour incidents are reduced.	ELSA small group interventions to develop social communication skills and strategies for managing behaviours Y5/6 pupils to take part in Archbishop of York's Young Leaders Award	ELSA programme has been independently evaluated and shown to be effective in other schools. ELSA programme is supported by the SEN consultant in school; educational psychologist and behaviour support team. Young Leader Award develops leadership skills through developing a whole school or community based project throughout the year – raising self-awareness, self-esteem and gaining an understanding of being a responsible citizen	Regular ELSA network meetings to update on good and effective practise Monitor interventions and their impact on a regular basis. HT has attended full day training on the Leadership Award. Class teacher has read through training pack and requirements. Consultations with other schools who have completed the award.	Class teacher	ELSA 12 weekly Young Leader's Award Summer 2017

D - Pupil premium children are on time for school and have regular attendance	Office admin hours increased to chase up attendance and office systems implemented. Educational Welfare Officer fortnightly to monitor attendance, liaise and offer support to parents Outside agencies involved with some families providing support Class teacher liaising with parents punctuality is a cause for concern. Termly attendance letter for parents Safeguarding governor to monitor attendance half termly	Raise on Line shows an increase in authorised absences and absence rates for pupil premium children. Office staff are now able to more closely monitor and analyse attendance. Attendance is more of a focus in school as linked to progress of pupils Clear revised DfE attendance guidelines All stakeholders in school aware of attendance concerns and actions taken Parents aware termly of their child's attendance rating (RAG) Letters sent to parents with pupils attendance below 95%	Weekly attendance monitoring Fortnightly EWO visit Half termly governor meeting to analyse attendance Termly letters	EWO Office Staff HT Gvs	Fortnightly attendance review Half termly letters to all parents
Total budgeted cost					£4,221

6. Review of expenditure

Previous Academic Year		2016-17		
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 £31,766

A - Improve oral language skills for pupils eligible for PP in EYFS and across school	EYFS teacher to attend Chatta training Whole school Talk for Writing approach New reading scheme (EYFS to Y6) purchased to develop word reading and comprehension skills TA's to be trained in Turnabout Intervention Programme Maths Mastery programme to be implemented fully in KS1 and partially across KS2 Single age classes throughout EYFS and KS1 = greater pupil: teacher ratio	96% of pupils in EYFS reached expected or exceeding in all aspects of Communication and Language and Personal, Social and Emotional Development. Phonics Bug and Bug Club having a positive effect on reading: EYFS 77%/ Y1 phonics 96% and reading 86% (PP 60%); Y2 reading 81% (PP 67%); Y3 75% (50%); Y4 82% (PP 50%); Y5 61% (75%); Y6 81% (PP 57%) Pupil and staff interviews and pre-post assessments show positive impact of Turnabout Mastery implemented in Y2 88% ARE (PP62%)	Phonics Club, Bug Club and Bug Club comprehension are now embedded across school. Reading cards to support parents have been implemented this September as well as a new Reading raffle scheme. Maths Mastery is a focus across school. The school is part of the Yorkshire and Humber TRG for 2017-18. Turnabout intervention will be implemented again in 2017-18	
B - Increased home support for out of school learning activities and tasks	Termly parent meetings Termly target sheets for all parents IEP meetings Mathletics purchased Purple Mash and Serial Mash Bug Club online EYFS Tapestry School APP/ website Re-evaluate homework policy and expectations Open door policy Parents encouraged to attend all school events and participate in school life (fundraising/ helping in classes/ etc) in order to develop home/ school relationships.	Termly target sheets for all parents and termly meetings so all parents aware of expectations. Termly IEP meetings held with pupils and parents. No impact of mathletics on results in school. Positive feedback from EYFS questionnaire on use of Tapestry to update on pupil learning and for parent contributions. Additional information now on school website and twitter feed started Homework questionnaire sent to all parents, analysed and changes to homework made for September 2017-18 Volunteer form introduced and significantly higher percentage of parents now helping in school.	Termly target sheets are now shared with all parents termly. IEP's will now be written by the class teacher and shared with parents and pupils termly. Mathletics subscription cancelled. Purple Mash training organised for all staff in Autumn Term 2017 School is currently looking at school apps All staff now have twitter in classrooms to celebrate pupil achievements and success. Volunteer form to be kept so parent skills can be targeted for maximum impact.	
C - Pupils are confident to learn, feel safe and treat peers with respect. They develop self-motivation, self-discipline and are able to work well with others	Smaller class sizes across EYFS and KS1. Assembly themes for the whole school and classes which focus on key social skills School to take part in anti-bullying week Pupil and parent questionnaire and subsequent work with pupil groups and school council. Teaching strategies linked to the above (English and Maths) will ensure more collaborative work in classes, engagement and pride and in their work and achievements. Marking and Feedback policy to be developed to ensure pupils are reflective on their achievements and are able to recognise next steps and strive to achieve these.	Assembly themes link to British Values and all children contributing to class displays. School council led anti-bullying week with a poster competition; posters displayed around school. Pupil and parent questionnaires given out , analysed and practises adapted. Peer mediator training for Y5/6 pupils. Talk for Writing CPD for all staff has had a positive effect on engaging all pupils in writing. Adapted Marking and Feedback policy ensures all pupils are aware of their strengths and future targets. EYFS/Phonic/KS1 and KS2 end of year data was, in some areas, significantly higher than in 2015-16.	2017-18 EYFS numbers resulted in mixed EYFS/Y1 and Y1/2 classes for afternoon sessions in 2017-18 British Values continue to be highlighted in classrooms. School Councillors have been chosen. Peer mediators are up and running during lunch and afternoon break sessions Talk for Writing will continue to be embedded throughout school.	

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 £4,221
A - Improve oral language skills for pupils eligible for PP in EYFS and across school	1:1 support staff in EYFS to attend NHS Language Development training TA to lead small EYFS intervention group Referrals to Speech and Language when necessary 1:1 Turnabout interventions to increase memory and concentration	96% of pupils in EYFS reached expected or exceeding in all aspects of Communication and Language (PP 100%) and Personal, Social and Emotional Development (PP 50%) Phonics Bug and Bug Club having a positive effect on reading: EYFS 77% (PP 50%) Two pupils referred to S&L and support received and interventions in place Pupil and staff interviews and pre-post assessments show positive impact of Turnabout	Interventions will be used again if deemed necessary. Trained staff will be able to upskill new staff in school. Phonics Club, Bug Club and Bug Club comprehension are now embedded across school. Reading cards to support parents have been implemented this September as well as a new Reading raffle scheme. Speech and Language support to continue and referrals to be continued to be made when required. Turnabout to continue for pupils requiring additional support.	
C- Pupils are confident to learn, feel safe and treat peers with respect. They develop self-motivation, self-discipline and are able to work well with others. Behaviour incidents are reduced.	ELSA small group interventions to develop social communication skills and strategies for managing behaviours Y5/6 pupils to take part in Archbishop of York's Young Leaders Award	Identified children attended ELSA 1:1 or group sessions with positive benefits. All pupils are aware of expected behaviour within school. Successful participation in ABoF Y awards. Children setting personal targets and working within the community.	Additional ELSA hours have been allocated for 2017-18 to further support vulnerable pupils in school. As Y5/6 pupils have accessed ABoF Y award last year as a school we will continue to participate in the community events we have become involved with and continue to invite the community into school. In 2017-18 we will be participating in and hoping to become accredited as an Investors in Pupils School.	
D - Pupil premium children are on time for school and have regular attendance	Office admin hours increased to chase up attendance and office systems implemented. Educational Welfare Officer fortnightly to monitor attendance, liaise and offer support to parents Outside agencies involved with some families providing support Class teacher liaising with parents	Termly (and half termly where required) attendance letters sent to parents. Attendance meetings for parents in place. New tracking system implemented Attendance officer supporting school in referrals.	Although EWO is no longer involved with supporting school for 2017-18 systems are now in place and tracking, attendance letters, meetings and referrals will continue to take place.	