

Pupil premium strategy statement (primary)

1. Summary information					
School	Bubwith Community Primary School				
Academic Year	2017-18	Total PP budget	£31,766	Date of most recent PP Review	July 2017
Total number of pupils	145	Number of pupils eligible for PP	14	Date for next internal review of this strategy	July 2018

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)	Y2 67%/ Y6 29%	Y2 75%/ Y6 57%
% making progress in reading (Y1 – Y6)	Y1 100%/Y2 100%/ Y3 50%/ Y4 100%/ Y5 75%/ Y6 100%	Y1 95%/ Y2 88%/Y3 80%/ Y4 91%/ Y5 73% Y6 100%
% making progress in writing (Y1 – Y6)	Y1 80%/ Y2 67%/ Y3 50%/ Y4 50%/ Y5 75%/ Y6 100%	Y1 86%/ Y2 75%/ Y3 75%/ Y4 78%/ Y5 56%/ Y6 100%
% making progress in maths (Y1 – Y6)	Y1 80%/ Y2 67%/ Y3 0%/ Y4 50%/ Y5 100%/ Y6 43%	Y1 81%/ Y2 87%/ Y3 65%/ Y4 78%/ Y5 87%/ Y6 76%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers		
A.	Personal, social and emotional development is lower for pupil premium pupils and is having an impact on their academic progress	
B.	Behaviour issues for a small group of pupils (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>		
C.	Lower support in relation to home/school agreement impacts on learning in school (homework/ reading/ spelling/ communication/ etc)	
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.	Pupil premium children feel safe and happy in school. They have formed good friendship groups and are able to manage their emotions successfully. Children are fully immersed in all that school has to offer and take advantage of opportunities to engage and participate further.	Pupil premium children take part fully in ELSA sessions. Pupil premium children are engaged in class and at breaktimes. There are few reported incidents regarding social or emotional issues.

		Pupil Premium children take on additional roles and responsibilities across school and their Pupil Voice makes a difference. Pupil Premium children attend lunch and after school clubs to widen their experiences and skills.
B.	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.	Pupils eligible for PP make progress equal to that of their peers so that by the end of the year all pupils eligible for pupil premium have made expected or better progress and differences in attainment have been diminished. Pupil Premium children take on additional roles and responsibilities across school and their Pupil Voice makes a difference. Behaviour issues are minimised ensuring learning opportunities are maximised for all pupils.
C.	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 are signed. Pupils eligible for pupil premium make progress that is in line with their peers and attainment differences are diminished. Pupil Premium pupils attend Magical Maths after school club for 1 session per week for maths support.
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	2017/18				
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. Whole School Strategies					
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.Pupil premium children feel safe and happy in school. They have formed good friendship groups and are able to manage their emotions successfully. Children are fully immersed in all that school has to offer and take advantage of opportunities to engage and participate further.	Employing of a qualified ELSA for afternoon sessions in school to work 1:1 and with small groups.	Research shows the impact that ELSA sessions can have on vulnerable pupils in school – developing self-confidence and awareness of emotions and how to manage these.	All staff and parents complete ELSA pre-assessment identification records. ELSA attends half termly training updates ELSA programmes are monitored by the SLT Post assessments are completed and impact measured.	JV/ SLT	Termly ELSA programme
	ELSA to develop role of Peer Mediators in school ELSA to cover lunch break	Peer Mediators trained enabling pupils to recognise acceptable behaviours and strategies to promote these with their peers.	2 day peer mediator training for pupils and ELSA	JV/ NSB	Daily evidence of Peer Mediators in action

B.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.	duties	ELSA on duty to monitor and for pupil self – referral.	Daily peer mediator rota and supervision Half termly discussions with pupils	NSB/HLTA	Half termly meetings with pupils
	Upskilling of teaching assistants to support interventions and any additional pupil needs.	Predominantly teaching assistant supporting pupils through intervention groups therefore high quality training needs to be accessed related to reading, phonics, gps, reading and maths	HLTA and subject leaders to observe TA intervention sessions and plan training as appropriate to need		Half termly review of interventions and pupil progress
	Investors in Pupils accreditation	Investor in Pupils aim to develop, embed and enhance Pupil Voice and Participation strategies; to provide opportunities for children and young people to take responsibility for their own education and behaviour through the Investors in Pupils Award. Pupils are empowered, demonstrate increased motivation and contribute to raising achievement across the Key Stages. Pupils are involved in decision making, and developing responsibility and leadership in relation to their learning, behaviour, attendance, classroom management and induction. Pupils can explain how the school is run, and, in turn, understand how they themselves can contribute to the running of the school. Pupils commit to common goals and teamwork – together with each other and with staff.	Training session attended by HT and AHT. Action plan drawn up with key activities and events carefully planned and structured throughout the year. Learning Meeting to inform all staff Presentation to governors Pre and post questionnaires for pupils	AB	Daily evidence of linP in action Weekly School Council Meetings and Class Council Meetings Half termly learning meetings Half termly walk round
	Lunch and after school clubs	Clubs are suggested, voted for and run by the children with the support of an adult. This gives additional self-confidence, motivation and responsibility. Clubs help develop personal and social skills with a range of children.	Staff to supervise clubs and ensure that pupil premium children are encouraged to attend and contribute.	All staff	Weekly clubs for a half term. Review after half term.
	Magical Maths weekly session	PP children often find it difficult to complete homework – a weekly maths session where homework support and number facts are the focus will provide them with a safe and supportive environment.	Qualified teacher leads magical maths sessions.	NSB	Review attendance of PP children half termly.
	Tables Rock on line learning platform	Tables Rocks – can be accessed at home – fun and engaging way to learn times tables. Recommended by mastery specialist teacher	Class teacher to set on line tables targets	All staff	Review attendance of PP children half termly
	Purple Mash			All staff	

		Online platform for use in school and at home developing skills and knowledge in a range of curriculum areas. A good support for homework and home learning; includes reading and linked activities through Serial Mash.	Class teachers to direct pupils to areas linked to work in class and individual targets		Class teachers to monitor online access
Total budgeted cost					ELSA and TA support = £11,520.00 TA training = £2000 Investors in Pupils = £750.00 Weekly Magical Maths session = £1100.00 Tables Rocks = £100 Purple Mash = £300 Total: £15,770.00 Remaining PPG to support maintaining three classes during morning sessions in EYFS and KS1
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?

C.Increase in home support for out of school learning activities and tasks	Termly targets sent out to parents Termly parent consultation meetings Curriculum update meetings	Parents are aware of year group expectations. Parents can access school communications by letter, website and text.	Review parental/carers attendance at meetings.	All staff Office	Termly via attendance at meetings
	All pupils have individual Purple Mash logons and access to online research, reading and other curriculum activities.	Discussions with parents illustrate that parents often prefer online based homework	Staff to monitor use of online learning beyond the classroom.	All staff	Weekly
	Following homework questionnaire homework has been slimmed down to focus on reading, number facts and spellings	Parents now have a narrower range of homework to focus on: key spellings/ number facts and reading.	Review of pupil practice and assessments.	All staff	Weekly
	New reading incentive scheme and parent 'bookmarks' to encourage and support parents in hearing children read.	Reading bookmarks have been developed to support parents with age appropriate reading questions to ask their children.	Reading journals to be checked weekly. Children answering a range of age appropriate questions.	All staff/ English SL	Weekly through reading journals
	All Pupil Premium children to be invited to attend a Magical Maths after school session once per week which will focus on key maths skills.	Pupil Premium children may not always receive as much homework support or a suitable homework environment at home; the children invited to Magical Maths will be supervised and supported by a qualified teacher and have access to school resources to support their learning.	Qualified teacher leads Magical Maths sessions	HT	Review attendance weekly and half termly overview.

D - Pupil premium children are on time for school and have regular attendance	Office admin hours increased to chase up attendance and office tracking systems implemented following support from EWO. Outside agencies involved with some families providing support. Class teacher liaising with parents punctuality is a cause for concern. Termly attendance letter for parents. HT meetings for parents/carers where attendance is not improving. Referrals made. 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 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% so all aware of need for good attendance.	Weekly attendance monitoring Half termly governor meeting to analyse attendance Termly letters Termly meetings Number of referrals made.	HT/ School Office/	Weekly review of attendance Half termly attendance review/ letters Termly attendance review and letters/ meetings.
Total budgeted cost					Weekly Magical Maths session = £1100.00 Access to Tables Rocks and Purple Mash = £400

Additional detail
£1970.00 remaining for: • PP trips and visits • PP Residential • Any additional staff training required (positive handling training) • Emergency contingency I-pads purchased for use with pupils needing additional support with learning/ homework/ unable to access internet at home (£2056)

6. Review of expenditure				
Academic Year		2017-18		
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.Pupil premium children feel safe and happy in school. They have formed good friendship groups and are able to manage their emotions successfully. Children are fully immersed in all that school has to offer and take advantage of opportunities to engage and participate further. B.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.	Employing of a qualified ELSA for afternoon sessions in school to work 1:1 and with small groups. ELSA to develop role of Peer Mediators in school ELSA to cover lunch break duties Upskilling of teaching assistants to support interventions and any additional pupil needs. Investors in Pupils accreditation Lunch and after school clubs Magical Maths weekly session Tables Rock on line learning platform Purple Mash	ELSA sessions during afternoons in school with groups and individual pupils. ELSA used to work with individual pupils at other points of the day (before school to settle in/ prior to and after lunch break, etc). ELSA participated in Peer Mediator training along with Y6 pupils and LA trainers. ELSA met regularly with Peer Mediators to develop timetables and roles. ELSA employed to cover ½ hour KS2 lunch break. PM with all TA's in order to develop areas of interest: courses attended and knowledge developed in: Speech and Language Autism Dyslexia and Dyscalculia Working with and support parents All children involved with Investors in Pupils: taking on additional roles and responsibilities across school. All PP children invited to Magical Maths session although low take up of places All children given home access to Tables Rock Stars. Tables Rock Stars used in class and lunchtime club weekly to support children not using it at home. Rock Stars celebrated in weekly assemblies. Whole school long term plans using Purple Mash developed enabling children to access in school and at home. Lunchtime computing club established for children not able to access at home. 75% of PP pupils have made expected progress in reading/ 50% are working at ARE 75% of PP pupils have made expected progress in writing/ 50% are working at ARE 63% of PP pupils have made expected progress in maths/ 50% are working at ARE	Owing to budget restrictions and a redundancy of a TA the ELSA is now working as a 1:1 TA. However school recognises the value of ELSA sessions for pupils and will endeavour to find time for sessions to continue with children most in need. HT to contact LA to arrange Peer Mediation training for this Year 6. Pupils enjoyed working during lunch and afternoon breaks supporting staff and other pupils. ELSA continues to be employed at lunch break however in a TA1 capacity. Continue to review training opportunities for teaching support staff in order to build up expertise in school in a range of areas. Investors in Pupils accreditation during Autumn 2018. Children already applying for roles in school – Corridor Crew/ Lunch Helpers/ Office Angels etc Magical Maths has again been offered to all pupils however lack of take up may mean this club will not run. Lunch clubs for Tables and Computing will run this year. Continue to celebrate Rock Stars in weekly assembly and look to send fastest to Regional End of Year competition. Long term computing plans written using Purple Mash.	
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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
C.Increase in home support for out of school learning activities and tasks	Termly targets sent out to parents Termly parent consultation meetings Curriculum update meetings All pupils have individual Purple Mash logons and access to online research, reading and other curriculum activities. Following homework questionnaire homework has been slimmed down to focus on reading, number facts and spellings New reading incentive scheme and parent 'bookmarks' to encourage and support parents in hearing children read. All Pupil Premium children to be invited to attend a Magical Maths after school session once per week which will focus on key maths skills.	All parents aware of expectations for pupils. Three parent consultation meetings held for all parents. Additional meetings arranged if required. Reading meeting and Maths Mastery parent meeting held however poorly attended by PP parents. Key homework now given and reading raffle introduced across school. KS2 pupils enjoying project homework and in the main completing projects. Bookmark meeting to introduce bookmarks to parents. Bookmarks linked to reading raffle to encourage reading. All PP children invited to Magical Maths session although low take up of places	Objectives sent out at the start of each year along with class newsletter on how parents can support pupils at home. Continue to hold Maths and English sessions for parents – consider time of day/ use of pupils in the sessions to demonstrate in order to encourage more parents to attend. All children to receive reading, spelling and number bonds/ tables homework regularly whilst also continuing with termly projects. Bookmarks and reading raffle letter sent out second week of Autumn Term. Reading meeting to be held for parents this term. Magical Maths has been advertised for the Autumn Term however very poor take up means this may not run.	
D - Pupil premium children are on time for school and have regular attendance	Office admin hours increased to chase up attendance and office tracking systems implemented following support from EWO. Outside agencies involved with some families providing support Class teacher liaising with parents punctuality is a cause for concern. Termly attendance letter for parents. HT meetings for parents/carers where attendance is not improving. Referrals made. Safeguarding governor to monitor attendance half termly	Improvement in attendance of PP Group and targeted pupils. Average attendance is 95.6% for PP Group (9/16 pupils with above 95% attendance) Reduction in number of persistent absentees. 2016-17 6 x PA/ 2017-18 2 x PA EWO involved in supporting and meeting with family in school. Referral made following 10 days absence and unauthorised absences. Attendance on FGB meeting agenda and monitored by SG and PP link governors.	Continue with procedures regarding attendance: Same day phone calls Weekly monitoring Half termly letters Termly invitations to meet Termly set date to meet Referral letter to parents Involvement of EWO Attendance Action Plan Fine	

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