

Pupil premium strategy statement (primary)

1. Summary information					
School	Bubwith Community Primary School				
Academic Year	2018-19	Total PP budget	£25,940	Date of most recent PP Review	July 2018
Total number of pupils	136	Number of pupils eligible for PP (FSM & PLAC/Ever 6)	19	Date for next internal review of this strategy	January 2019

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 – 2018 data)	Y2 100%/ Y6 33%	Y2 68%/ Y6 61%
% making progress in reading (Y1 – Y6)	Y1 100%/Y2 100%/ Y3 100%/ Y4 86%/ Y5 75%/ Y6 33%	Y1 95%/ Y2 71%/Y3 100%/ Y4 90%/ Y5 83% Y6 91%
% making progress in writing (Y1 – Y6)	Y1 100%/ Y2 67%/ Y3 100%/ Y4 100%/ Y5 75%/ Y6 33%	Y1 77%/ Y2 48%/ Y3 80%/ Y4 95%/ Y5 87%/ Y6 78%
% making progress in maths (Y1 – Y6)	Y1 100%/ Y2 33%/ Y3 100%/ Y4 71%/ Y5 75%/ Y6 33%	Y1 82%/ Y2 43%/ Y3 87%/ Y4 81%/ Y5 78%/ Y6 78%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Personal, social and emotional development (linked to behaviour issues) is lower for some pupil premium pupils and is having an impact on their academic progress
B.	A number of pupil premium pupils also have additional educational needs are on the school SEN register
External barriers (issues which also require action outside school, such as low attendance rates)	
C.	Lower support in relation to home/school agreement impacts on learning in school for some pupil premium pupils (homework/ reading/ spelling/ communication/ etc)
D.	Punctuality and lower attendance for some 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 pupils are taught in smaller class groups 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.	Pupil premium children develop a growth mindset: developing self- motivation, self –discipline, perseverance and resilience. Pupil premium children access appropriate intervention matched to their needs and as a result make expected or better progress and the difference between pupil premium children and their peers is diminished. The school has a qualified SENDCo who is up to date with latest initiatives and support available for pupils and parents/carers	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. Children with additional needs are quickly identified and supported by the SENDCo
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 lunch and after school club for 1 session per week for maths/ English support.
D.	Pupil premium children are on time for school and have regular attendance	Attendance above 97% for all pupils eligible for pupil premium

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5. Planned expenditure					
Academic year		2018/19			
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.	Maintain a third morning class throughout KS1 to ensure smaller class sizes throughout the school benefitting all pupils. Employing of a qualified	Smaller class sizes enable better relationships between teacher and pupil. Smaller classes allow a greater amount of teacher intervention, support and challenge to develop pupil learning.	Continue to monitor teaching and learning. Monitoring of PPG progress	NSB	Termly observations and moderation
	ELSA for 2 x 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. ELSA contributes to any referrals/ requests for additional support	JV/ SLT	Termly ELSA programme
	ELSA to develop role of Peer Mediators in school ELSA to cover lunch break duties	Peer Mediators trained enabling pupils to recognise acceptable behaviours and strategies to promote these with their peers. ELSA on duty to monitor and for pupil self – referral.	2 day peer mediator training for pupils and ELSA Daily peer mediator rota and supervision Half termly discussions with pupils	JV/ NSB	Daily evidence of Peer Mediators in action 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	NSB/HLTA	Half termly review of interventions and pupil progress
	Additional MSA to support over lunch period	Children need additional support over lunch breaks to help develop friendships and engage in play with others	Continue practice from this year and continue to monitor through behaviour logs	NSB	Weekly monitoring of Behaviour Book

	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.	Continue good practice from 2017-18 Investors in Pupils accreditation and celebration	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. 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. Lunch Club	NSB/ SP/ All staff	Review participation and progress of PP children.
	Purple Mash	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 Lunch Club	All Staff/ AB	Review participation and attendance of PP children.

B.Pupil premium children develop a growth mindset: developing self-motivation, self – discipline, perseverance and resilience. Pupil premium children access appropriate intervention matched to their needs and as a result make expected or better progress and the difference between pupil premium children and their peers is diminished.	Growth Mindset a key focus of SDP. Weekly Growth Mindset assembly Classroom environment and teacher talk reflects a growth mindset. Celebration assembly to focus on pupils demonstrating a growth mindset. Mastery Match Finding spent on Power Maths/ Maths No Problem to increase engagement of pupils in lessons and raise attainment	HT has previously been part of the pilot growth mindset research group in York and has seen positive evidence linked to developing a growth mindset with personal and academic confidence and achievement. HT has implemented a growth mindset programme in a previous school with positive results. .KS1 and KS2 teachers participated in Mastery TRG for 2017/18 enabling the school to access £2000 match funding to support teaching of mastery. Power Maths and Maths No Problem are the approved providers of resources for schools.	Half termly monitoring. Pupil questionnaires Pupil interviews Learning walks Link governor visits Parent Feedback	NSB/ All staff	Half termly monitoring. Sept/ July questionnaires July pupil interviews Termly walks and governor visits
The school has a qualified SENDCo who is up to date with latest initiatives and support available for pupils and parents/carers.	TA timetable to ensure tailored interventions: Finger Box/ Motor Skills/ Handwriting Nessy Reading/ Spelling Nessy Numbers	Analysis of pupil premium children also on SEN register and their specific needs. Advice from TA's who last year attended training/ courses linked to specific areas: dyslexia/ dyscalculia/ speech and language etc	Timetable of interventions set up Pre and post assessments Half termly progress meetings Termly IEP targets Pupil/ teacher and parent feedback Termly assessments and end of year achievement and progress analysis	NSB/ HLT/ all staff and TAs	September timetable of interventions to be reviewed half termly and impact assessed. Assessment and termly progress meetings Termly IEP review and new targets set July – end of year analysis of attainment and progress Termly
	Teacher to undertake NASENCo award	The school SENCo has undertaken this role for the last 10 years however has not taken the NASENCo qualification	Set training programme of face to face sessions and work to be undertaken in school	NSB + teacher	

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	Total budgeted cost NASENCo award = £1600 MSA = £2200 ELSA = £2304 TA support = £5772 TA training = £1200 Investors in Pupils = £750.00 Maths Mastery Match Funding £2000 Tables Rocks = £100 Purple Mash = £300 Nessy English £375 Nessy Numbers £135 Additional intervention resouces £500 0.6 teacher = £reminder of PPG towards salary
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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	Annual targets sent out to parents Termly targets linked to IEPs sent home 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/carer 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. Review Reading raffle results and KS2 Projects	All staff	Weekly/ termly
	New reading incentive scheme and parent 'bookmarks' to encourage and support parents in hearing children read.	Reading bookmarks to support parents with age appropriate reading questions to ask their children.	Reading journals to be checked weekly. Review children participating in Reading Raffle Children answering a range of age appropriate questions.	All staff/ English SL	Weekly through reading journals
	Times table practice books purchased for all pupils in school	Independent support for pupils not receiving home support	Weekly homework/ practice set and monitored by class teacher	Class teacher	Weekly

	All Pupil Premium children to be invited to attend a lunch and after school session once per week which will focus on key maths/ English skills.	Pupil Premium children may not always receive as much homework support or a suitable homework environment at home; the children invited to lunch/ after school clubs will be supervised and supported by a qualified teacher and have access to school resources to support their learning.	Review attendance at clubs by PP children.	HT/ staff involved	Review attendance weekly and half termly overview.
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D - Pupil premium children are on time for school and have regular attendance	Office admin hours remain increased to chase up attendance. Continue with office tracking systems implemented following support from EWO. Outside agencies involved with some families providing support. Class teacher liaising with parents whose children's 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	Although attendance has increased and PA decreased the school intends to remain focused on this area to continue to increase percentages of attendance for pupils from PP families. Strategies put in place last year have had an impact and this needs to be maintained and improved upon. 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. 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 whose attendance is below 95% so all aware of need for good attendance.	Weekly attendance monitoring Half termly governor meeting to analyse attendance Termly letters to parents Termly meetings Number of referrals made. 1:1 Catch up for pupils late in mornings	HT/ School Office/	Weekly review of attendance Half termly attendance review/ letters Termly attendance review and letters/ meetings.
Total budgeted cost					2.5 hours per week for 1:1 support = £192 2 hour per week for office attendance = £940 Times table books £80 Access to online subscriptions as above

Additional detail
Additional funding may be needed for: - PP trips and visits - PP Residential

