

# Pupil premium strategy statement (primary)

| 1. Summary information |                                  |                                                      |         |                                                |              |
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| 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                                                  | 3. Current attainment                             |                                                   |                                                |                                                |
|------------------------------------------------------------------------|---------------------------------------------------|---------------------------------------------------|------------------------------------------------|------------------------------------------------|
|                                                                        | <i>Pupils eligible for PP in school</i>           | <i>Review – (2019 data)</i>                       | <i>All pupils in school</i>                    | <i>Review – (2019 data)</i>                    |
| % achieving in reading, writing and maths (Y2 and Y6 only – 2018 data) | Y2 100%/ Y6 33%                                   | Y2 100%/ Y6 66%                                   | Y2 68%/ Y6 61%                                 | Y2 62%/ Y6 85%                                 |
| % making progress in reading (Y1 – Y6)                                 | Y1 100%/Y2 100%/ Y3 100%/ Y4 86%/ Y5 75%/ Y6 33%  | Y1 - /Y2 100%/ Y3 100%/ Y4 100%/ Y5 17%/ Y6 66%   | Y1 95%/ Y2 71%/Y3 100%/ Y4 90%/ Y5 83% Y6 91%  | Y1 75%/ Y2 62%/Y3 82%/ Y4 76%/ Y5 52% Y6 100%  |
| % making progress in writing (Y1 – Y6)                                 | Y1 100%/ Y2 67%/ Y3 100%/ Y4 100%/ Y5 75%/ Y6 33% | Y1 - %/ Y2 100%/ Y3 100%/ Y4 100%/ Y5 33%/ Y6 66% | Y1 77%/ Y2 48%/ Y3 80%/ Y4 95%/ Y5 87%/ Y6 78% | Y1 63%/ Y2 52%/ Y3 71%/ Y4 59%/ Y5 57%/ Y6 92% |
| % making progress in maths (Y1 – Y6)                                   | Y1 100%/ Y2 33%/ Y3 100%/ Y4 71%/ Y5 75%/ Y6 33%  | Y1 - /Y2 100%/ Y3 100%/ Y4 100%/ Y5 17%/ Y6 66%   | Y1 82%/ Y2 43%/ Y3 87%/ Y4 81%/ Y5 78%/ Y6 78% | Y1 81%/ Y2 57%/ Y3 65%/ Y4 71%/ Y5 62%/ Y6 88% |

| 4. | 5. Barriers to future attainment (for pupils eligible for PP, including high ability)             |                                                                                                                                                    |
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|    | 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 learning |
| 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/ s               |
| D. |                                                                                                   | Punctuality and lower attendance for some pupils in receipt of pupil premium reduces time spent in lessons, pupils are then unable to p            |

| 6. Desired outcomes |                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 7. Review                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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|                     | <i>Desired outcomes and how they will be measured</i>                                                                                                                                                                                                                                                                                                                                                                                                                        | <i>Success criteria</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>A.</b>           | 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.                                                                                                                                                                                         | <p>Pupil premium pupils are taught in smaller class groups</p> <p>Pupil premium children take part fully in ELSA sessions.</p> <p>Pupil premium children are engaged in class and at breaktimes. There are few reported incidents regarding social or emotional issues.</p> <p>Pupil Premium children take on additional roles and responsibilities across school and their Pupil Voice makes a difference.</p> <p>Pupil Premium children attend lunch and after school clubs to widen their experiences and skills.</p>                                   | <p>Infant class sizes for 2018-19 Ash=17 Sycamore=16 Willow=22</p> <p>ELSA sessions ran autumn term only – PP children identified did take part then due to TA redeployment ELSA was discontinued</p> <p>IIP Buddies and increased use of MSAs at lunchtimes led to fewer incidents of social and emotional incidents at breaktimes</p> <p>50% of PP pupils involved in whole school roles i.e. school council/ IIP group. 100% pupils involved in class monitor roles or class councils.</p> <p>Only 2 pupils on the list did not attend an extra-curricular club last year (this was due to age and bus travel respectively)</p> |
| <b>B.</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 | <p>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.</p> <p>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</p> | <p>Review scores above</p> <p>50% of PP pupils involved in whole school roles i.e. school council/ IIP group. 100% pupils involved in class monitor roles or class councils.</p> <p>Ongoing</p>                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>C.</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                                                                                                                                                                                                                                                                                                                                                                                                                 | Times tables books bought to support home learning. Purple mash enables greater PP participation in home learning. PP pupils prioritised on adult helper reading lists.                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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|           |                                                                           | <p>will listen to pupils reading regularly and reading diaries are signed.</p> <p>Pupils eligible for pupil premium make progress that is in line with their peers and attainment differences are diminished.</p> <p>Pupil Premium pupils attend lunch and after school club for 1 session per week for maths/ English support.</p> | <p>Review scores above</p> <p>SHAC offered to PP pupils by NSB in autumn term – no uptake.</p>                                                                                                                                                   |
| <b>D.</b> | Pupil premium children are on time for school and have regular attendance | Attendance above 97% for all pupils eligible for pupil premium                                                                                                                                                                                                                                                                      | <p>56% (9 out of 16 pupils) achieved 97%+ attendance</p> <p>88% (14 out of 16 pupils achieved 95% + attendance</p> <p>Of the two pupils below 95% attendance one had an attendance figure of 90% the other had an attendance figure of 87.6%</p> |

| 8. Planned expenditure                                                                                                                                                                   |         |
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| 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. |         |
| <b>i. Whole School Strategies</b>                                                                                                                                                        |         |

| 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?                                                          |
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| 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.<br>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.<br>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<br>ELSA programmes are monitored by the SLT<br>Post assessments are completed and impact measured.<br>ELSA contributes to any referrals/ requests for additional support | JV/ SLT    | Termly ELSA programme                                                                         |
|                                                                                                                                                                                                                                                                                        | ELSA to develop role of Peer Mediators in school<br>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<br>Daily peer mediator rota and supervision<br>Half termly discussions with pupils                                                                                                                                                           | JV/ NSB    | Daily evidence of Peer Mediators in action<br>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. | Continue good practice from 2017-18<br>Investors in Pupils accreditation and celebration                                                                                                                                                                                                      | AB         | Daily evidence of linP in action<br>Weekly School Council Meetings and Class Council Meetings |

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|  |                                       | <p>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.</p> <p>Pupils can explain how the school is run, and, in turn, understand how they themselves can contribute to the running of the school.</p> <p>Pupils commit to common goals and teamwork – together with each other and with staff.</p> |                                                                                                                  |                    | <p>Half termly learning meetings</p> <p>Half termly walk round</p>                                                |
|  | Lunch and after school clubs          | <p>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.</p>                                                                                                                                                                                                                                                                                                         | <p>Staff to supervise clubs and ensure that pupil premium children are encouraged to attend and contribute.</p>  | All staff          | <p>Weekly clubs for a half term. Review after half term.</p> <p>Review attendance of PP children half termly.</p> |
|  | Tables Rock on line learning platform | <p>Tables Rocks – can be accessed at home – fun and engaging way to learn times tables. Recommended by mastery specialist teacher</p>                                                                                                                                                                                                                                                                                                                                                                                                             | <p>Class teacher to set on line tables targets.</p> <p>Lunch Club</p>                                            | NSB/ SP/ All staff | <p>Review participation and progress of PP children.</p>                                                          |
|  | Purple Mash                           | <p>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.</p>                                                                                                                                                                                                                                                                                                                   | <p>Class teachers to direct pupils to areas linked to work in class and individual targets</p> <p>Lunch Club</p> | All Staff/ AB      | <p>Review participation and attendance of PP children.</p>                                                        |

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| <p>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.</p> | <p>Growth Mindset a key focus of SDP.<br/>Weekly Growth Mindset assembly<br/>Classroom environment and teacher talk reflects a growth mindset.<br/>Celebration assembly to focus on pupils demonstrating a growth mindset.</p> <p>Mastery Match Finding spent on Power Maths/ Maths No Problem to increase engagement of pupils in lessons and raise attainment</p> | <p>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.</p> <p>.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.</p> | <p>Half termly monitoring.<br/>Pupil questionnaires<br/>Pupil interviews<br/>Learning walks<br/>Link governor visits<br/>Parent Feedback</p> | <p>NSB/ All staff</p> | <p>Half termly monitoring.<br/>Sept/ July questionnaires<br/>July pupil interviews<br/>Termly walks and governor visits</p> |
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| <p>The school has a qualified SENDCo who is up to date with latest initiatives and support available for pupils and parents/carers.</p> | <p>TA timetable to ensure tailored interventions:<br/>Finger Box/ Motor Skills/ Handwriting<br/>Nessy Reading/ Spelling<br/>Nessy Numbers</p> <p>Teacher to undertake NASENCo award</p> | <p>Analysis of pupil premium children also on SEN register and their specific needs.<br/>Advice from TA's who last year attended training/ courses linked to specific areas: dyslexia/ dyscalculia/ speech and language etc</p> <p>The school SENCo has undertaken this role for the last 10 years however has not taken the NASENCo qualification</p> | <p>Timetable of interventions set up<br/>Pre and post assessments<br/>Half termly progress meetings<br/>Termly IEP targets<br/>Pupil/ teacher and parent feedback<br/>Termly assessments and end of year achievement and progress analysis</p> <p>Set training programme of face to face sessions and work to be undertaken in school</p> | <p>NSB/ HLTA/ all staff and TAs</p> <p>NSB + teacher</p> | <p>September timetable of interventions to be reviewed half termly and impact assessed.<br/>Assessment and termly progress meetings<br/>Termly IEP review and new targets set<br/>July – end of year analysis of attainment and progress</p> <p>Termly</p> |
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| <b>Total budgeted cost</b> | NASENCo award = £1600<br>MSA = £2200<br>ELSA = £2304<br>TA support = £5772<br>TA training = £1200<br>Investors in Pupils = £750.00<br>Maths Mastery Match Funding £2000<br>Tables Rocks = £100<br>Purple Mash = £300<br>Nessy English £375<br>Nessy Numbers £135<br>Additional intervention resouces £500<br>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? |
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| C.Increase in home support for out of school learning activities and tasks | Annual targets sent out to parents<br>Termly targets linked to IEPs sent home to parents<br>Termly parent consultation meetings<br>Curriculum update meetings | Parents are aware of year group expectations.<br>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.<br>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.<br>Review children participating in Reading Raffle<br>Children answering a range of age appropriate questions. | All staff/<br>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                               |
|                                                                            |                                                                                                                                                               |                                                                                                                        |                                                                                                                                                       |                          |                                      |

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|  | <p>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.</p> | <p>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.</p> | <p>Review attendance at clubs by PP children.</p> | <p><b>HT/ staff involved</b></p> | <p>Review attendance weekly and half termly overview.</p> |
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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<br>Half termly governor meeting to analyse attendance<br>Termly letters to parents<br>Termly meetings<br>Number of referrals made.<br>1:1 Catch up for pupils late in mornings | HT/ School Office/ | Weekly review of attendance<br>Half termly attendance review/ letters<br>Termly attendance review and letters/ meetings.                                      |
| <b>Total budgeted cost</b>                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                             |                    | 2.5 hours per week for 1:1 support = £192<br>2 hour per week for office attendance = £940<br>Times table books £80<br>Access to online subscriptions as above |

#### Additional detail

Additional funding may be needed for:

- PP trips and visits
- PP Residential