

Pupil Premium Strategy Statement 2017-2018

Bicton C.E. Primary School and Nursery



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

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

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

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

Principles

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

1. Summary information					
School	Bicton C. E. Primary School				
Academic Year	2017/18	Total PP budget for 2017-2018 (January 2017 census) Based on 7 FSM, 7 Ever 6 pupils, 0 service children and 2 child adopted from care	£22,280 16 pupils	Date of most recent PP Review	October 2017
Number on roll (October 2017 Census)	138	Provisional number of pupils eligible at January 2018 Census 8 FSM 7 Ever 6 pupils, 2 child adopted from care 0 service children	17 pupils	Date for next internal review of this strategy	January 2018

2. Attainment of Year 6 pupils in Summer 2017 At the end of KS2, 2 pupils were classed as disadvantaged.		
	Bicton pupils eligible for Pupil Premium	Bicton pupils not eligible for Pupil Premium
% achieving expected standard in Reading	100%	57%
% achieving expected standard in Writing	100%	52%
% achieving expected standard in Maths	50%	67%
Progress in Reading	3.0	-0.8
Progress in Writing	1.1	-3.7
Progress in Maths	-3.3	-1.2
% achieving expected or above in reading, writing & maths at end of KS2 2017	50% (1 out of 2 pupils)	38% other pupils

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	High % of pupils eligible for PP not reaching ARE in reading, writing and maths	
B.	38% of pupils eligible for PP are on the School's SEN list impacting on their academic attainment and progress	
C.	Learning behaviours for some pupils eligible for PP are having a detrimental effect on their academic progress and potentially of their peers.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Attendance rates for pupils eligible for PP in some year groups are below the target for all pupils which reduces their school hours and causes them to fall behind.	
E.	Home environment e.g. disruptive siblings which includes sharing a room with them; other problems at home including ill-health of parent/guardian.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Reduce the gap between % of PP pupils and other pupils attaining expected in reading, writing and maths	Gap between PP pupils and non-PP pupils closes.
B.	Pupils identified as having SEND and eligible for PP become more independent in their learning	Reduction in level of SEN support needed.
C.	Learning behaviours of PP eligible pupils will improve, enabling them to make more rapid progress.	Fewer behaviour incidents for these pupils through the provision of pastoral support. Children will apply taught strategies for coping, they will show raised self-esteem, independence and confidence and they will consistently demonstrate expected standards of behaviour.
D.	Increased attendance rates for pupils eligible for PP	Overall PP attendance improves so that it is line with other pupils.
E.	Strong communication between home and school	Appropriate support will be put in place to assist parents/guardians with difficulties being experienced. This may include the involvement of outside agencies to provide advice and targeted support/intervention.

5. Planned expenditure					
Academic year	2017-2018				
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 & B Improve outcomes in reading, writing and maths for all pupils eligible for Pupil Premium. Children will have been able to apply strategies from intervention into everyday classroom practice/their independent work.	Staff training to include; use of teaching resources and strategies and assessment methods for reading, writing and maths. Sharing best practice in school and through cluster moderation. Toe by Toe, Power of 2, RWI phonics, Rising Stars maths and reading assessment materials. £750	Developing teacher's confidence and professional development will improve quality first teaching impacting on all pupils and ensuring long term sustainability helping all pupils. Sharing of good practice and lesson drop in is an effective way to improve attainment. 38% of PP pupils are on our SEN list. We want to provide extra support through small group interventions with highly qualified staff which have been shown to be effective. We want to combine this additional provision with high quality resources that can be delivered by the class teachers then followed up by specific interventions as required.	Termly monitoring of outcomes for PP pupils through Pupil Progress meetings and subsequent data tracking. Book scrutiny will monitor the impact of the new writing assessment grids and maths progress tests and how the outcomes are being addressed in planning and future lessons. Lesson observations will focus on: how teachers' questioning is addressing misconceptions and extending pupils' learning. Observations of interventions for SEN pupils and pupils at risk of underachievement will monitor the impact and quality of the intervention.	Head teacher/ link governors/ subject leaders/ class teachers/ teaching assistants	Termly at Pupil Progress meetings Termly lesson observations
Total budgeted cost					£750

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A & B Increase % of PP pupils achieving ARE in reading, writing and maths	<p>Sustain TA support in class at least every morning.</p> <p>Employ additional teacher to plan, deliver and evaluate targeted intervention (x 2 mornings) £8,387</p> <p>Engage services of specialist dyslexia teacher and Woodlands Outreach. £1,295</p>	<p>Observations and feedback show that TAs support individuals and groups well and help them to access whole class teaching. TAs deliver targeted interventions for PP pupils set by class teachers or SENCO.</p> <p>Whole school consistent approach to: teaching of spellings, provision for and assessment of reading; planning and assessment of writing and planning and assessment of maths.</p> <p>Professional advice and guidance enables staff to more effectively meet pupils' specific needs.</p>	<p>Scrutiny of intervention files by SENCO.</p> <p>Ongoing discussions between class teachers and TAs about progress, effort and application of pupils.</p> <p>Monitoring use of new resources.</p> <p>Termly monitoring of outcomes for PP pupils through Pupil Progress meetings and subsequent data tracking.</p>	Head teacher/ SENCO / Chair of Governors (SEN link governor)/ class teachers/ TAs	Termly
A Increase % of PP pupils achieving national standard in Year 1 phonics screening test.	<p>Targeted support for teaching of phonics delivered by class teachers, teaching assistants and extra teacher employed to deliver intervention. £2594</p>	<p>Smaller phonics groups will enable focused and targeted phonics teaching.</p>	<p>Half termly monitoring and termly reports provided by Year 1 teacher detailing current attainment for all Year 1 pupils, intervention in place in school and level of parental engagement.</p>	Head teacher/ Year 1 teacher / EYFS lead/ teaching assistants	Half termly
B Develop learning behaviours to ensure progress is made in reading, writing and maths and PP-eligible pupils reach ARE	<p>No Worries / Hopes and Feelings / Respect Yourself / Drawing Therapy CPD £650 (CPD)</p> <p>Pastoral Lead identified</p> <p>Nurture room established for targeted intervention £1000 (resources)</p>	<p>Advice from Woodlands and Havenbrook outreach support; EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs or behavioural issues can be effective, especially for older pupils.</p> <p>Behaviour interventions offer moderate impact for moderate cost (EEF Toolkit).</p> <p>Collaborative Learning where children work together on a collective task to promote talk and interaction) leads to positive learning outcomes.</p>	<p>Teaching assistants will provide evidence of children's responses during sessions.</p> <p>Class teachers will track child's progress in books and summative assessments.</p> <p>SLT will monitor the impact and implementation of the Learning Behaviours through termly Learning Walks.</p>	Specific KS2 TA delivering pastoral intervention programmes/ SENCo/ Head teacher	At least half termly – questionnaires completed with pupils prior to, during and on completion of time-limited interventions
Total budgeted cost					£13,926

iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
C Motivate children to learn number facts, spellings and other skills as needed using specific resources and therefore make faster progress through year group expectations.	Purchase specific apps to support interventions; Subscriptions e.g. Purple Mash, Number Gym and Phonics Play - accessible to all children, which monitor/ encourage progression through a set of skills. £733	Digital Technology can offer moderate learning gains (EEF) when used to supplement other teaching. Specific 'apps' or resources can support interventions and high learning gains. Access to technology that PP-eligible children may not have at home can raise self-esteem and ensure tasks are completed.	Teachers / TAs deliver interventions and monitor progress through the tasks; Teachers set tasks for completion through Purple Mash and times table app. Monitor the PP-eligible children's access. Provide time in school to access technology where access is not possible/ not available at home.	SENCo; class teachers	Termly reviews of provisions and intervention. Update and extend apps as required.
C & E Enable PP pupils to access all extra-curricular clubs provided by school.	Provide pupils with new experiences outside of the school day. £380	Pupils will benefit educationally from the extra-curricular activities and sports clubs will encourage pupils to stay healthy.	Tracking of pupils who attend after-school clubs. Pupil and parent/guardian questionnaires.	Head teacher/ class teachers/ TAs/ governors	Half termly
D Enable PP pupils to access places at our Breakfast Club.	To provide PP pupils healthy meals each day. To provide PP pupils with a safe and happy environment to play and relax. £1,008	Increased levels of concentration in morning sessions due to healthy breakfast. Children feel safe and happy in known environment.	Tracking of PP pupils attending Breakfast club. Pupil and parent/guardian questionnaires.	Head teacher/ class teachers/ TAs/ governors	Half termly
C & E Allow all pupils to access the quality educational experiences which will enhance their curriculum.	Funding places on school trips and residential visits to enhance their experience and education £2,100	Increased engagement in the curriculum by all pupils. Pupils develop their own personal life skills whilst on residential or school visits.	Ensuring all PP pupils participate in additional educational experiences regardless of cost. Teacher's to plan relevant school trips visits and residential visits; monitor pupils progress and outcomes – socially, emotionally and academically	Head teacher/ class teachers/ governors	As and when required
C & E Raising self-esteem and confidence by having the opportunity to develop new skills and potentially excel in an area that they may not have the chance to try without the PPG.	Whole-class and individual instrument tuition £3,500	Collaborative Learning (learning and activities where children work together on a collective task...which promotes talk and interaction) leads to positive learning outcomes – based on extensive evidence cited in EEF Toolkit.	Teachers to observe the PP-eligible children's engagement in the lessons; Teachers to build on what they have seen e.g. transfer strategies to other subjects to ensure high self-esteem.	Shropshire music service; class teachers	Termly monitoring
Total budgeted cost					£7,721

6. Review of expenditure in previous academic year 2016-2017				Total budget for year £30,780
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact	Lessons learned	Cost
Improve outcomes in reading, writing and maths for all pupils eligible for Pupil Premium.	<p>CPD and resources: Improved assessment methods for reading, writing and maths. Sharing of best practice in school and through cluster moderation.</p> <p>Resources used: Toe by Toe, Power of 2, RWI phonics, Rising Stars maths assessment materials.</p>	<p>Mixed impact: 24% of pupils eligible for PP achieved EXS+ in reading, writing and maths.</p> <p>New writing assessment grids ensured that gaps in learning (for all pupils) were identified more precisely. Intervention put in place for pupils at risk of not making expected progress/ reaching age-related expectations with some success.</p> <p>Half-termly maths assessments used to support ongoing teacher assessment and inform planning through identifying gaps in children's learning.</p>	<p>RWI will be implemented in KS1 to build on the good provision in EYFS.</p> <p>Children have been able to apply strategies used in and learnt from intervention to everyday classroom practice and independent work.</p>	<p>RWI and Chris Quigley CPD including supply cover £1660</p> <p>RWI materials £1365</p> <p>Rising Stars materials £750</p> <p>Toe by Toe and Power of 2 resources £100</p>
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Increase % of PP pupils achieving ARE in reading, writing and maths at the end of EYFS, Years 2 and 6.	<p>TA support in class at least every a.m.</p> <p>Additional teacher to plan, deliver and evaluate intervention.</p> <p>Specialist dyslexia teacher and Woodlands Outreach</p>	<p>EYFS: 100% in Reading 0% in Maths & Writing</p> <p>Year 2: 100% in Reading 50% in Maths & Writing</p> <p>Year 6: 100% in Reading and Writing 50% in Maths</p> <p>Dyslexia specialist suggested resources and strategies to use in class.</p>	<p>Intervention seemed to be most effective when the focus area was determined by the class teacher based on observations and ongoing assessments.</p> <p>Extra TA and CT support addressed misconceptions and enabled children to progress within and between lessons.</p> <p>Continue weekly communication between dyslexia specialist and class teachers to ensure collaborative approach.</p>	<p>Extra teacher to plan, deliver and evaluate intervention £8304 1 day</p>
Increase % of PP pupils achieving national standard in Year 1 phonics screening test.	<p>Phonics taught by class teachers, teaching assistants and extra teacher employed to deliver intervention.</p>	<p>50% of PP pupils achieved expected standard in phonics screening test. Frequent phonic assessments ensured children's progress was tracked accurately and any gaps were addressed promptly through targeted intervention.</p>	<p>Continue with frequent phonic assessments and provision of resources for use at home to ensure parental engagement.</p>	<p>Extra teacher to deliver and evaluate phonics intervention £8304 1 day</p>
Develop learning behaviours to ensure required progress is made in reading, writing and maths and PP eligible pupils reach ARE	<p>No Worries intervention</p> <p>Nurture spaces provided for 'breakout' work</p> <p>CPD for pastoral support staff</p>	<p>Mixed impact: 24% of pupils eligible for PP achieved EXS+ in reading, writing and maths.</p> <p>Children demonstrated more resilience and independence.</p>	<p>Implement No Worries pastoral support in Class 4 to ensure maximum impact by children being able to use the strategies learnt prior to reaching Year 6.</p>	<p>TA hours to deliver No worries £222</p> <p>TAs delivered Hopes and Feelings £169</p> <p>Inclusion CPD £160</p>

iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Motivate children to learn number facts, spellings and other skills as needed using specific resources and therefore make faster progress through year group expectations.	Purchase specific apps to support interventions; Subscribe to Purple Mash and Number Gym which are accessible to all children which monitor and encourage progression through a set of skills.	Completion of homework tasks and in-school activities on Purple Mash has motivated and engaged children. It has also enhanced home-school links. PP children who were not able to access the online learning activities at home have been able to complete the activities in school.	Next year we will continue with the provision and explore the use of the software in Nursery to further enhance home-school links.	Purple Mash subscription £1600 Apps for Class 1 £100 KS1 resources for phonics and physical activities £72
Enable PP pupils to access all extra-curricular clubs provided by the school.	Provide pupils with new experiences outside of the school day.	76% of PP children attended after-school clubs every week.	Range of after-school clubs being offered has ensured that all children's interests are catered for. Continue to monitor attendance of PP children to ensure that they are able to access extended school provision.	Places at Breakfast Club funded £396
Enable PP pupils to access places at our Breakfast Club.	To provide PP pupils healthy meals each day. To provide PP pupils with a safe and happy environment to play and relax.	59% of PP children attended Breakfast Club. Introduction of follow-on 8:30 Club supported parents with before-school childcare and ensured that some children were more punctual.	Introduction of use of iPads during Breakfast Club has enhanced the provision. We will explore using iPads during Breakfast Club as part of homework tasks.	Places at after-school clubs funded £1200
Allow all pupils to access the quality educational experiences which will enhance their curriculum.	Funding places on school trips and residential visits to enhance their experience and education Extended Forest school provision	Financial support was provided for several children to take part in residential visits to Condoover Hall (Y3/4) and to Arthog (Y5/6.) for them in the future. Children took part in day visits linked to their class topic to enrich their learning and widen their experiences. KS1 Children experienced outdoor learning which improved their independence, confidence, communication and collaborative learning.	Taking part allowed children to experience a wider range of extra-curricular opportunities, whilst staying away from home, which may in turn open up new opportunities. We will introduce Forest Schools to KS2 and EYFS during 2017-2018.	Places on residential and day trips funded £1668 Forest School Leader CPD and associated supply costs £1280 (Total cost £2280 - £1000 community grant)
Raising self-esteem and confidence by having the opportunity to develop new skills and potentially excel in an area that they may not have the chance to try without the PPG.	Whole-class instrument tuition	Children have been able to perform in front of wider audiences. Several children have been encouraged to take up additional music lessons with a peripatetic teacher.	Music provision will be extended across the whole of the EYFS.	Whole-class music provision £3,115
			Total expenditure	£30,465