

# Pupil Premium Strategy Statement 2019-2020

## 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					
Bicton C. E. Primary School and Nursery					
<b>Academic Year</b>	2019/20	<b>Funding based on number of pupils eligible at January 2019 Census</b>	£25,720	<b>Date of most recent review</b>	January 2020
		16 FSM/Ever 6 pupils 2 child adopted from care 0 service children	18 pupils	<b>Date for next internal review of this strategy</b>	April 2020

2. Attainment of Year 6 pupils in Summer 2019 (2018-2019)			
At the end of KS2, 6 pupils were classed as disadvantaged. (KS1 data only available for 5 of the 6 pupils so progress data based on 5/6 pupils.) 84% of the 6 disadvantaged Year 6 pupils had SEND.			
	<b>Bicton disadvantaged pupils</b>	<b>National non-disadvantaged pupils</b>	<b>Bicton pupils not eligible for Pupil Premium</b>
<b>% achieving expected standard in Reading</b>	<b>33%</b>	<b>77%</b>	<b>85%</b>
<b>% achieving expected standard in Writing</b>	<b>17%</b>	<b>81%</b>	<b>69%</b>
<b>% achieving expected standard in Maths</b>	<b>17%</b>	<b>80%</b>	<b>69%</b>
<b>% achieving expected standard in GPS</b>	<b>17%</b>	<b>82%</b>	<b>85%</b>
<b>% achieving expected or above in R, W &amp; M</b>	<b>17%</b>	<b>71%</b>	<b>69%</b>
<b>Average scaled score in Reading</b>	<b>98.4</b>	<b>105.5</b>	<b>107.2</b>
<b>Average scaled score in Maths</b>	<b>89.7</b>	<b>106.1</b>	<b>103.4</b>
<b>Average progress score in Reading</b>	<b>+2.41</b>	<b>0.32</b>	<b>+3.96</b>
<b>Average progress score in Writing</b>	<b>-8.3</b>	<b>0.27</b>	<b>-1.81</b>
<b>Average progress score in Maths</b>	<b>-2.79</b>	<b>0.37</b>	<b>-0.52</b>

<b>3. Possible barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	High % of pupils eligible for PP are not reaching ARE in Reading, Writing and Maths.	
<b>B.</b>	30% of pupils eligible for PP are currently / were previously on the School's SEND list and, for some pupils, social, emotional and behavioural needs are affecting their readiness to learn. This is impacting on their academic attainment and progress.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>C.</b>	Limited parental support and engagement with activities such as reading at home and support with homework tasks.	
<b>D.</b>	Low attendance rates and punctuality for pupils eligible for PP in some year groups reduces their school hours and can cause them to fall behind.	
<b>E.</b>	Lack of access to wider experiences including participation in after-school clubs, trips and visits.	
<b>4. Desired outcomes</b>		
	<b><i>Desired outcomes and how they will be measured</i></b>	<b><i>Success criteria</i></b>
<b>A.</b>	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 decreases. A higher proportion of pupils eligible for PP will achieve the expected or greater depth standard at the end of the year.
<b>B.</b>	Pupils identified as having SEND and eligible for PP become more independent in their learning. SEMH needs are supported so pupils enter the classroom more ready to learn.	Pupils' SEMH needs are met and behavioural incidents decrease.
<b>C.</b>	Parents are more able to support children with home learning, including reading, writing and maths activities and work in partnership with school in their children's learning.	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.
<b>D.</b>	Parents are supported and challenged to improve attendance rates and punctuality for pupils eligible for PP.	Overall PP attendance and punctuality improves and persistent absence decreases so that it is line with other non-PP pupils.
<b>E.</b>	All pupils will be encouraged and given the opportunity to attend before- and after-school clubs and activities, and take part in school trips and residential visits. This will extend their personal experiences.	Financial factors are not a barrier to children attending before- and after-school clubs and they take part in trips/residential visits/enrichment opportunities.

5. Planned expenditure		Total budgeted for 2019 – 2020	
Academic year	2019 – 2020		
The 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.			
Desired outcome A – Reduce the gap between % of PP pupils and other pupils attaining expected in Reading, Writing and Maths.			£4800
Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well? Intended impact	Impact and next steps
<p>All teachers to provide quality first teaching to all pupils within their class, to ensure that pupil's needs are identified and addressed.</p> <p>Disadvantaged pupils to be identified and all adults in the class to be aware of these pupils and their needs.</p> <p>Regular monitoring and CPD through staff meetings and training to include: SHaW '19-'20 Teaching for Mastery work group, RWI training for new teaching and support staff.</p> <p>Teaching for Mastery will provide challenge for all children.</p> <p>Develop the skills, confidence and subject knowledge of support staff, to enable them to lead interventions.</p> <p>Utilise 'on the day' interventions.</p>	<p>OFSTED guidance document – The Pupil Premium 2013 states that 'ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good.'</p> <p>EEF research suggests that 'small group tuition is most likely to be effective if it is targeted at children's specific needs.</p>	<p>Termly monitoring of outcomes for PP pupils through pupil progress meetings and subsequent data tracking.</p> <p>Lesson observations will focus on teachers' early identification of pupils' gaps in learning, addressing misconceptions and extending learning.</p> <p>Book scrutiny and book flicks will monitor the impact of intervention and how pupils' gaps are being addressed in planning and future lessons. They will also show that pupils take greater responsibility for their learning and respond to their next steps. There is evidence of pupils responding to feedback resulting in progression of skills within written work.</p> <p>Monitor how children are able to apply strategies from intervention sessions into everyday classroom practice / their independent work.</p>	
<p>Whole school consistent approach to the teaching of spellings, provision for and assessment of reading, planning and assessment of writing (and maths.)</p> <p>Implementation of Pathways to Write materials across KS1 and KS2.</p>	<p>EEF research (Improving Literacy in Key Stage 2) suggests: Reading comprehension can be improved by teaching specific strategies that pupils can apply. The potential impact of these strategies is very high. Spelling should be explicitly taught and diagnostic assessment should be used to focus effort on the spellings that pupils are finding difficult. Pathways to Write assesses and revisits prior learning and gives pupils a clear purpose and audience essential to effective writing.</p>	<p>Written reading comprehension sessions 3 mornings a week in Year 5/6 to focus on different skills. This will build on the provision which was implemented in 2018-2019 and impact is evident in the KS2 progress scores.</p> <p>Writing composition strategies will be taught through modelling and supported practice with effective feedback.</p>	<p>Book scrutiny shows evidence of pupils applying writing features taught in English to other subjects.</p>

<b>Desired outcome B</b> – Pupils identified as having SEND and eligible for PP become more independent in their learning. SEMH needs are supported so pupils enter the classroom more ready to learn.			<b>£7000</b>
<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well? Intended impact</b>	<b>Impact and next steps</b>
<p>Sharing of expertise for SEND children. Daily interventions are monitored to ensure consistency in the quality of the intervention and feedback is given to adults involved.</p> <p>Engage services of specialist dyslexia teacher and Woodlands Outreach.</p> <p>Targeted support for teaching of phonics will enable more focused teaching.</p> <p>Monitor differentiation for all SEND groups of children to ensure their needs are met through quality first teaching.</p> <p>CPD in SEND for all staff to extend understanding of specific needs.</p>	<p>Observations and feedback show that support staff enable individuals and groups to access whole class teaching. Support staff deliver targeted interventions for PP pupils set by class teachers or SENDCo.</p> <p>Professional advice and guidance enables staff to more effectively meet pupils' specific needs.</p> <p>30% of PP pupils are on our SEND list. We aim to provide extra support through small group interventions with highly qualified staff which have been shown to be effective. We intend 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.</p>	<p>Scrutiny of intervention by SENDCo i.e. lesson observations, records of sessions including impact and next steps, pupil responses.</p> <p>Ongoing discussions between class teachers and TAs about progress, effort and application of pupils.</p> <p>Termly monitoring of outcomes for PP pupils through pupil progress meetings and subsequent data tracking.</p> <p>Observations of interventions for SEND pupils and those at risk of underachievement will monitor the impact and quality of the intervention.</p>	.
<p>Improve learning behaviours to ensure progress is made in reading, writing and maths and PP-eligible pupils are better equipped to reach ARE.</p> <p>Pastoral Lead to deliver Drawing and Talking therapy to support targeted children with emotional difficulties and improve communication.</p> <p>Other staff to deliver Hopes and Feelings and drawing therapy.</p>	<p>Advice from Woodlands, Joy Armstrong and the 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>EEF Toolkit suggests that interventions such as this have been seen to have an identifiable and significant impact on attitudes to learning, social relationships in school and attainment itself.</p> <p>Behaviour interventions offer moderate impact for moderate cost (EEF Toolkit).</p>	<p>Pastoral Lead and other support staff will provide evidence of children's responses during sessions, including meeting with SLT to feedback whilst therapy programmes are ongoing and following meetings with parents to share pupil outcomes and progress.</p> <p>Class teachers will track child's progress in books and summative assessments.</p> <p>SLT will monitor the impact of the pastoral support and implementation of the improved learning behaviours through observations, discussions with pupils and parent/pupil surveys.</p>	<p>Pupils who have received the D &amp; T therapy are showing increased confidence, more positive attitudes to learning and better communication. This is evidenced in reflection session discussions with parents, children, class teachers and support staff.</p>

<b>Desired outcome C</b> – Parents are more able to support children with home learning, including reading, writing and maths activities and work in partnership with school in their children’s learning.			<b>£1500</b>
<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well? Intended impact</b>	<b>Impact and next steps</b>
<p>Motivate children to learn number facts, spellings and other skills as needed using specific resources and therefore make faster progress through year group expectations.</p> <p>Purchase specific apps / software to support interventions including: IDL, TTRS and Phonics Play. These will be accessible to all children and enable staff to monitor / encourage progression through a set of skills.</p>	<p>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.</p>	<p>Teachers and support staff will deliver interventions and monitor progress through the tasks.</p> <p>Teachers set tasks for completion through IDL and TTRS / Number Bots. Monitor the PP-eligible children’s access. Provide time in school to access technology where access is not possible / not available at home.</p> <p>Termly reviews of provisions and intervention.</p>	
<p>Lending library to be introduced and open to parents and their children after school to encourage parental engagement and increase awareness of the importance of reading for pleasure. <b>£500</b></p>	<p>Tips, support and resources can make home activities more effective e.g. where they prompt longer and more frequent conversations during book reading.</p> <p>For young children, promoting shared book reading should be a central component of any parental engagement approach. Home learning activities, such as playing with letters and numbers, are also linked to improved outcomes.</p>	<p>Each class has a designated afternoon to visit the library every week. Year 5 librarians available at lunchtimes to supervise the library and manage the checking in and out of books. Displays signpost parents and children to alternative authors to encourage them to extend their choice of reading matter.</p>	<p>Lending library is now in operation 2 nights per week managed by several parent volunteers. Number of visitors to the Library continues to increase and pupils who have previously been identified as reluctant readers are more engaged and reading a wider range of genres.</p>

<b>Desired outcome D – Parents are supported and challenged to improve attendance rates and punctuality for pupils eligible for PP.</b>			
<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well? Intended impact</b>	<b>Impact and next steps</b>
<p>Bicton attendance initiatives to remind pupils of the importance of punctuality and good attendance. EWO meetings, home visits and telephone calls to parents and guardians.</p> <p>EWO to monitor lates and provide families with support to improve punctuality and attendance.</p>	<p>Attendance is in line with national. However, persistent absenteeism was above National at 9.9% v 8.4%. Non-PP pupils' persistent absence is higher than PP-eligible pupils.</p> <p>Raise profile of good attendance. See Ofsted 2013 p18 and Pathways to Success recommendations (DfE/NfER 2015.)</p>	<p>Continue with weekly monitoring of attendance and lates and rewards in weekly celebration worship for class with highest attendance and least number of lates. Half-termly analysis – whole school and child group attendance data. Improved levels of attendance, punctuality and a decrease in Persistent Absence.</p>	
<p>Targeted support provided to pupils following identification of needs by school staff and other professionals including: Educational Psychology, Woodlands, Beam.</p> <p>Support from EWO will monitor pupils' attendance and punctuality and follow up quickly on absences and liaise with HT / DSL as to what actions to take. HT / DSL to manage referrals and attend meetings as required.</p> <p>Letters to be sent swiftly for absence and lateness.</p>	<p>Pupils who fail to attend school regularly are disadvantaged as they will continue to have gaps in their learning. This will make it more challenging for them to close the gap between them and their peers.</p>	<p>Attendance is in line with or above the National Average for all vulnerable groups. There will be a reduction in the number of late arrivals at school and persistent absenteeism.</p>	

<b>Desired outcome E</b> – All pupils will be encouraged and given the opportunity to attend before- and after-school clubs and activities, and take part in school trips and residential visits. This will extend their personal experiences.			<b>£8,000</b>
<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well? Intended impact</b>	<b>Impact and next steps</b>
Support with the cost of Nursery fees for EYPP-eligible pupils and access to before-and after-school clubs.			
Enable PP pupils to access all extra-curricular clubs provided by school to give them the opportunity for experiences beyond the school day.	<p>Pupils will benefit educationally from the extra-curricular activities, and sports clubs will encourage pupils to stay healthy.</p> <p>Being involved in extra-curricular sporting activities may increase attendance and retention.</p>	<p>Tracking of pupils who attend after-school clubs.</p> <p>Pupil and parent/guardian questionnaires.</p> <p>Be proactive in checking that pupils are accessing the provision and parents are fully aware of the offer.</p>	
Enable PP pupils to access places at our Breakfast Club to provide them with a healthy meal and a safe and nurturing environment.	<p>Increased levels of concentration will result in receiving a healthy breakfast.</p> <p>Children feel safe and happy in known environment.</p>	<p>Tracking of PP pupils attending Breakfast Club.</p> <p>Pupil and parent/guardian questionnaires.</p>	
Fund places on school trips and residential visits to enhance pupils' life experiences.	<p>Increased engagement in the curriculum by all pupils.</p> <p>Pupils develop their own personal life skills whilst on residential or school visits.</p>	<p>Ensuring all PP pupils participate in additional educational experiences regardless of cost. Teachers to plan relevant school trips / visits and residential visits; monitor pupils' progress and outcomes – socially, emotionally and academically.</p>	
Ensure all pupils are able to participate in whole-class instrument tuition and offer individual tuition to those pupils who show an interest. This will raise their 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.	<p>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.</p>	<p>Teachers to observe the PP-eligible children's engagement in the lessons and build on what they have seen e.g. transfer strategies to other subjects to ensure high self-esteem.</p> <p>Shropshire Music Service teachers to share pupils' outcomes with SLT.</p>	