

PUPIL PREMIUM STRATEGY 2017/18 (UPDATED SPRING 2018)



This strategy was planned and designed in consultation with the DfE's "Supporting the attainment of disadvantaged pupils: articulating success and good practice" research report (Nov 2015) and the EEF research document.					
1. Summary Information					
Academic Year	2017/18	Total PP Budget	£32,400	Date of most recent PP review	April 2018
Total pupils	247	Total pupils eligible for PP	27	Date of next internal review of this strategy	July 2018
2. Barriers to future attainment for children eligible for Pupil Premium					
In school barriers					
A	Key skills in Reading, Writing and Mathematics hold back pupil attainment				
B	Staff report a significant number of children need to develop resilience in learning to achieve their potential				
C	A number of eligible children in KS1 have poor language development and or language barriers				
D	Some eligible children are affected by low self-esteem and/or emotional and mental health issues				
Outside school barriers					
E	A proportion of eligible children also have special educational needs				
F	Some eligible children cannot afford to pay for school trips, out of school clubs or music tuition				
G	Some eligible children from ethnic minority backgrounds may compound some of the above barriers, in particular access to high quality English language and life experiences				
3. Desired Outcomes					
Outcome			Success criteria		
A. Key skills in Reading, Writing and Mathematics no longer hold back pupil attainment			Outcomes for Pupil Premium children are in line with their peers in Reading, Writing and Maths in end of year assessments Tracking data shows that PP children's progress is at least good		
B. Pupil resilience in learning increases allowing eligible children to achieve their potential			Pupils eligible for Pupil Premium maintain progress rates in line with their peers and a greater number make better than expected progress		

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	<p>An increased number of PP children achieve Greater Depth at the end of KS1 and KS2</p> <p>Evidence in lesson observations shows children are showing greater independence in their learning</p>
<p>C. Eligible children in KS1 have improved language development throughout the Key Stage</p>	<p>Eligible children's language skills are improved and this is evident through reading and writing outcomes as well as speaking and listening</p>
<p>D. Eligible children have improved self-esteem, emotional and mental health issues and identified and supported appropriately</p>	<p>Outcomes for Pupil Premium children are in line with their peers in Reading, Writing and Maths at the end of the academic year</p> <p>Tracking data shows that PP children's progress is at least good</p> <p>Pupil welfare questionnaire and feedback from parents/carers shows increased pupil well-being/happiness and improved attitudes to school and learning</p> <p>Evidence in lesson observations shows children are showing greater independence in their learning</p>
<p>E. A proportion of eligible children also have special educational needs</p>	<p>Eligible children close the gap on their peers through identified support and quality first teaching</p> <p>Outcomes for Pupil Premium children are in line with their non-PP peers in Reading, Writing and Maths at the end of the academic year</p> <p>Tracking data shows that PP children's progress is at least good</p>
<p>F. Some eligible children cannot afford to pay for school trips, out of school clubs or music tuition</p>	<p>Children do not miss out on school related opportunities available to their peers due to home financial constraints</p> <p>School is aware of and where appropriate funds trips and activities for children</p>
<p>G. Children from ethnic minority backgrounds outcomes are not affected through having English as an additional language</p>	<p>Phonics Screening shows that PP children with EAL are passing in line with non-EAL pupils</p> <p>Outcomes for Pupil Premium children are in line with their peers in Reading, Writing and Maths in end of year assessments</p> <p>Tracking data shows that PP children's progress is at least good</p> <p>Evidence of increased confidence in speaking and listening through observations, class assemblies etc.</p>

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4. Planned Expenditure						
Desired Outcome	Action/ approach	Evidence/rationale for action/approach	Measure of impact	Staff Lead	Cost	Review Date
A B C D E H G	Introduction of PP Champion	The school is in agreement with David Laws (National PP Champion) that using this approach can benefit eligible pupils through the collection and analysis of data so that the Champion can ensure interventions are put into place rapidly if a pupil's progress slows; data is analysed and reported to all stakeholders; and the main barriers to learning are identified. The school feels this is an important role and requires proper coordination time to ensure the best outcomes for our eligible pupils and value for money. Therefore, the Pupil Premium Champion has been allocated 0.5 days per week to fulfil this role and oversee the implementation and review of the Pupil Premium Strategy and Policy.	Reports at termly SEC produced and shared with Governors. Learning Walks/Scrutiny have taken place and fed back to SLT. PP Champion has worked with HT to implement strategic actions. Data analysis.	J Artley	£6615	July 2018
B D	TA given CPD training in mindfulness and bereavement training	DfE research report states that schools who most effectively use PP invest their money on sustainable staff CPD and embed strategies over time. EEF research shows that by focusing on social and emotional learning, pupils can make additional progress.	TA feels confident and able to implement intervention sessions and then the impact of the intervention itself – see below	Julie Amatt	No cost – covered by BPLC SLA	December 2017 April 2018 July 2018
B D	Timetabled pastoral interventions with trained TA	The school and parents have identified that an increasing number of children appear to be suffering from anxiety and mental health issues. There are also a number of children with recently	Impact of intervention measurable through pupil interviews, engagement in lessons and pupil welfare questionnaire	Julie Amatt	£4514	December 2017 April 2018 July 2018



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		deceased and terminally ill parents who will need ongoing emotional support. This allows school to embed the pastoral interventions. Feedback from parents and children on the impact of the pastoral interventions has been extremely positive. EEF research shows that by focusing on social and emotional learning, pupils can make additional progress.	Feedback from parents is positive and mentions improvement in pupil welfare.			
A B C D E G	Development of and implementation of new marking policy allowing greater 1:1 feedback and more time to mark PP pupil's work in greater detail	The school believes that workload is an important consideration when expecting teachers to plan and deliver good and outstanding lessons that moves all children's learning forward. The school also acknowledges that marking is an important part of assessment for learning. Therefore a new, time saving but focused marking policy has been developed to provide teachers with the opportunity to use their AfL for effective Quality First Teaching. The policy provides a greater focus to marking and feedback for those pupils who need it as recommended in the DfE's research document. EEF research also shows that effective marking and feedback can support up to 8 months additional progress for pupils.	Work scrutiny and data analysis shows that children's progress is at least good. Evidence of children responding to feedback and effective use of MAD and SDI time to move learning forwards. Teacher feedback shows that workload is decreased allowing teachers to focus on their teaching.	J Artley	No cost	December 2017 April 2018 July 2018
C D E F G	Artis workshops with KS1	Richard Crozier, Ofsted Inspector, reported that "Artis provides inspirational curriculum enrichment, through a fully inclusive programme. Outcomes for children working with Artis Specialists are excellent. Their learning during Artis sessions can be directly related to national curriculum requirements, but is not constrained by them	Staff feedback on impact of sessions on children's learning attitudes, speech and well being Data analysis shows pupil's progress is at least good Learning walks and observations of Artis professional	S Burns/S Crosier	Paid from Sports Premium	December 2017 April 2018 July 2018



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		<p>Children working with Artis Specialists gain in self-confidence and self-esteem through their engagement in group-work in dance, drama and music</p> <p>Children who speak English as an Additional Language and those with other access issues benefit from the Artis kinaesthetic approach to learning”</p> <p>Ofsted’s guide ‘The Pupil Premium’ (Jan 2013) identified: The full range of educational experiences in their top ten of ‘Gap Busters’ identifying the levers for improvement so that all pupils have full access to broad educational experiences</p> <p>The school has previously witnessed the impact of Artis on the self-confidence and language skills of children</p>				
A C E G	Staff CPD and resources for 1:1 and small group interventions	<p>Data analysis shows that pupil premium children are not performing as well as their peers in reading writing and maths</p> <p>EEF reflects significant gains in progress for pupils working in small groups or accessing 1:1 support</p> <p>According to the 2015 DfE research document, the most effective use of funding is the embedding of strategies that are sustainable and have a whole school impact on the quality of teaching. It also states that where CPD is provided then interventions have a significantly increased impact.</p>	<p>Support provision mapped and impact assessed by the SENCo</p> <p>Learning Walk focus by subject leaders to monitor and fed back to SLT</p> <p>Data analysis</p> <p>Work scrutiny</p>	J Artley/S Crosier/ V Lee	£9851	December 2017 April 2018 July 2018
A B C	Kagan training	DfE research report (2015) states that schools who most effectively use PP invest their money on sustainable staff CPD and embed strategies over time. It also states that those strategies that	Pupil questionnaires show improved attitudes to learning and greater involvement/engagement	S Crosier/J Artley	No cost – covered by BPLC SLA	December 2017 April 2018 July 2018



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D		have an impact on whole school teaching and outcomes have the greatest impact on PP children.	Learning walks and observations evidence greater pupil engagement Pupil progress is at least good			
A B C D F	Curriculum enrichment and musical instrument lessons	The school believes that learning to play an instrument develops skills and builds confidence as does the performance element of this strategy which will translate into confidence in learning. Ofsted's guide 'The Pupil Premium' (Jan 2013) identified: The full range of educational experiences in their top ten of 'Gap Busters' identifying the levers for improvement so that all pupils have full access to broad educational experiences.	Registers show targeted pupils are attending classes Pupil questionnaire/staff and parental feedback evidence greater confidence in targeted children	J Artley	£510	December 2017 April 2018 July 2018
A C G	Phonics support/action plan and CPD from Christ Church Walshaw and designated Phonics Lead appointed in school	Phonics results were disappointing in 2017 across the cohort but particularly so for PP children as 0% passed the screening check. Pupil Premium champion and HT identified it as a key area for development and decided on long term CPD support for KS1 staff as DfE research report (2015) states that schools who most effectively use PP invest their money on sustainable staff CPD and embed strategies over time. It also states that those strategies that have an impact on whole school teaching and outcomes have the greatest impact on PP children.	Termly tracking data analysis Updates to SLT from Phonics Lead Impact of support and action plan from Christ Church evaluated by Claire Shivman-Taylor and HT Lesson observations from CST and Phonics Lead fed back to SLT	S Wright	£11499	December 2017 April 2018 July 2018
Total Cost:					£32,989	

* The £589 overspend is covered out of the school's budget.