

Pupil premium strategy statement: Bedmond Village Primary and Nursery School

Spring term 2017

1. Summary information					
School	Bedmond Primary School				
Academic Year	2016/17	Total PP budget	£77 466	Date of most recent PP Review	January 2017 (external review Nov 16)
Total number of pupils	148	Number of pupils eligible for PP	54	Date for next internal review of this strategy	April 2017

Attainment for: July 2016 KS 2 <i>Pupils eligible for PP - 13 pupils (24 in cohort)</i>	<i>Pupils eligible for PP (our school)</i>	<i>All pupils (our school)</i>	<i>Pupils eligible for PP (national average)</i>	<i>All pupils (national average)</i>
% achieving expected standard or above in reading, writing and maths	23%	25%	60%	53%
% achieving expected standard or above in reading	38%	38%	71%	66%
% achieving expected standard or above in writing	69%	75%	79%	74%
% achieving expected standard or above in maths	31%	42%	75%	70%
Attainment for: July 2016 KS 1 <i>Pupils eligible for PP – 9 pupils (16 in cohort)</i>				
% achieving expected standard or above in reading	89%	81%	78%	74%
% achieving expected standard or above in writing	78%	75%	70%	65%
% achieving expected standard or above in maths	78%	81%	77%	73%

2. 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.	Oral language skills in EYFS Reception & Nursery are lower for pupils eligible for PP than for other pupils. This slows reading and writing progress in subsequent years.	
B.	High ability pupils who are eligible for PP are making less progress than other high ability pupils across Key Stage 2. This can prevent sustained high achievement in Key Stage 2.	
C.	Lack of sustained progress in reading, writing and maths across school for all PP pupils.	
D.	Inconsistent oral/written feedback slowing rate of progress for pupils eligible for PP.	
External barriers (<i>issues which also require action outside school</i>)		
E.	Attendance (2015-16) for pupils eligible for PP was 94% (below the minimum school expectation for all children of 95+%). 15% were below 90%. Poor attendance has the effect of reducing children's life chances as well as their rates of progress and will, too frequently see them fall behind compared to their peers.	
F.	Parental engagement to support pupil's learning impacting upon pupil progress.	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills for pupils eligible for PP in Reception & Nursery class.	Pupils eligible for PP in Reception class make rapid progress in prime areas including communication and language by the end of the year so that all pupils eligible for PP meet age related expectations.
B.	Higher rates of progress across KS2 for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing. Measured in Y4, 5 and 6 by teacher assessments and successful moderation practices established across the local cluster.
C.	Higher rates of progress across KS1 and KS2 for all pupils eligible for PP	Pupils eligible for PP make rapid progress and reach ARE.
D.	Oral and written feedback impacts upon rapid future learning for all pupils eligible for PP.	School policy applied consistently across school, providing effective feedback to impact on children's learning and progress.
E.	Increased attendance rates for all pupils including those eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 94% to 95+% in line with minimum national expectation and more in line with the national average of 96+%.
F.	Improved social and emotional systems for whole families leading to greater levels of engagement and consequently improved levels of readiness for school and rates of progress.	Children settled and ready to learn with increased rates of parental support with learning and engagement with school events.

4. Planned expenditure					
Academic year	2016/17 – Spring term 2017				
How we 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. Pupils eligible for PP in Nursery & Reception make rapid progress in prime areas including communication and language by the end of the year. These pupils meet age related expectations.	Continued focus on high quality teaching strategies & targeted support to ensure effective provision.	By embedding high quality, daily teaching each child will be enabled to make rapid and sustained progress. Evidence such as Sutton Trust Toolkit shows the importance of quality first teaching.	Staff training in expected practices. Personalised CPD for staff. Utilise Early Years Advisors to support programme of development for staff in EYFS. Monitoring and peer support (to include coaching) to observe and monitor effective practices across school.	Head Subject leads	April 2017
B. Higher rates of progress across KS2 for high attaining pupils eligible for PP.	CPD on providing challenge for higher attaining pupils.	Higher attaining pupils eligible for PP are making less progress than other higher attaining pupils across Key Stage 2 in reading, writing & maths. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards' through training our classroom staff in practices to provide stretch and encouragement for these pupils.	Staff training with focus on challenging most able. Utilise TLAs and lead teachers to deliver training and support in best practices. Coaching and further support from subject leads.	English & Maths lead SLT	April 2017
C. Higher rates of progress across KS1 and KS2 for all pupils eligible for PP	Continued focus on high quality teaching strategies & targeted support to ensure effective provision.	Pupils eligible for PP are making less progress than other pupils across KS1 & 2 in reading, writing and maths (current cohorts). By ensuring targeted support as a result of assessment, we want to ensure the gap between PP and non PP pupils is lessened.	Review of current provision across school. Staff training & surgeries to identify barriers to learning. Adjust provision according to pupil needs. Rigorous monitoring of interventions and timely feedback, coaching and guidance etc.	Headteacher SENDCo Maths & English lead	April 2017

D. Oral and written feedback impacts upon rapid future learning for all pupils eligible for PP.	Staff training on high quality feedback.	Pupils eligible for PP are making less progress than other pupils across Key Stage 1 & 2 in reading, writing & maths. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is a highly effective way to improve attainment; this is an approach that we need to consistently embed across the school.	Peer observation for oral feedback across school particularly in EYFS/KS1. Staff training & coaching to ensure consistency. Book scrutiny to gauge effectiveness of marking feedback and consequent progress. Lessons from training embedded in school feedback policy.	Head	April 2017
Total budgeted cost					£8205.00
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. Improved oral language skills in nursery & reception	Assessment of PPG pupils on entry to Nursery/ Reception using Wellcom assessment pack. Following assessment, one to one and small group provision of this resource for children in Nursery/Reception. Flexible organisation of staff in EYFS with an additional teacher each morning. Targeted support (JH) phonics, reading and language.	The cohort contains a significant number of children whose communication and understanding skills are significantly below expected entry levels. Programmes of support including Wellcom and utilisation of additional teachers have been validated and shown to be effective in other settings.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Staff to ensure good communication systems in place to monitor impact. On-going monitoring and support for those delivering the initiatives.	EYFS teacher	April 2017

<p>B. Higher rates of progress across KS2 for high attaining pupils eligible for PP.</p>	<p>Tutoring/booster sessions in maths, reading, writing (including GaPS) for Yr 6 PPG pupils.</p> <p>Weekly 'Excellence Club' for identified high achieving PPG pupils for Yrs 4,5 and 6 (2 sessions per week)</p>	<p>Providing extra support to raise attainment and accelerate progress. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as the EEF Toolkit.</p>	<p>Salary costs for Maths and English tutor/booster intervention & out of hours club.</p> <p>Impact overseen by maths and English co-ordinators/HT through 3 weekly progress checks and half termly tracking.</p>	<p>Headteacher Core subject Leads</p>	<p>April 2017</p>
<p>C. Higher rates of progress across KS1 and KS2 for all pupils eligible for PP</p>	<p>1:1 intervention support in Yr. 1 for phonics, reading and maths. TA X 4 p.m. (C.B.) Targeted intervention for Yr.2 before school (30 mins X 4 per week) (D.W.) and 3 X per week (K.G.) Yr.3 and 4 Targeted provision of HLTA 5 X am each week (C.G.) Yr.5 Targeted intervention for maths (2 X 30 mins a.m.) and reading (3 X 30 mins a.m.) (L.B.) Yr.6 1:1 targeted tutoring to address gaps in progress in reading, maths and SPaG. J.M. to provide targeted booster support (0.3) each week during spring term. Yr.1 Phonics support within HfL phonics screening project during spring term.</p>	<p>Providing extra support to raise attainment and accelerate progress. Small group interventions have been shown to be effective, as discussed in reliable evidence sources such as the EEF Toolkit.</p>	<p>Salary costs for those leading sessions.</p> <p>Impact overseen by SLT through half termly tracking. SENDCo and AHT to monitor effectiveness of interventions following provision reviews.</p>	<p>Headteacher SENDCo, AHT Maths & Eng leads</p>	<p>April 2017</p>

D. Oral and written feedback impacts upon rapid future learning.	Review current practices through monitoring. Staff training session to ensure consistency. Monitoring.	Consistent high quality marking and use of feedback will impact upon progress of PP children as identified in EEF Toolkit.	Subject leaders to launch whole school review of existing practices. Training/coaching to support staff to ensure consistency across school.	Head	April 2017
Total budgeted cost					£17514.00
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?
E. Increased attendance rates for all pupils including those eligible for PP.	First day absence response to follow up quickly on absences. Letters & meetings to follow up persistent absentees. Admin staff to closely monitor and action improvements to attendance rates. Incentives and rewards for children (weekly, by class and termly) to encourage improved attendance and punctuality e.g. 'Perfect Attendance' sheets, termly rewards for those with attendance above 95%, weekly class awards for highest attending class. Display. FSW supporting families.	It is vital that children attend regularly if they are to fulfil their potential. Evidence that persistent absenteeism barrier to learning, NFER briefing for school leaders identifies addressing attendance as a key step.	Consistent approach from all staff to promote excellent attendance. Utilise all external support e.g. AIO to support and monitor attendance. PP coordinator, office manager, admin assistant, family worker, head etc. will collaborate to ensure new provision and standard school processes work smoothly together.	Office staff Family Worker Head	April 2017

<p>F. Improved social and emotional systems for whole families leading to greater levels of engagement and consequently improved levels of readiness for school and rates of progress.</p>	<p>Allocate funding for: Family Support Worker Counsellor Staffing for Hub Club Staffing for Homework Club</p>	<p>Children attending Hub club are more settled and there is less disruption on the playground as these pupils are engaged in meaningful and positive interactions. Counselling supports pupils in their emotional development ensuring they are able to fully access learning. Identified PPG to receive play/art therapy through Schools Counselling Service. Access to weekly homework club to allow them to complete tasks and gain sense of achievement.</p>	<p>Assistant Head to monitor quality of lunchtime provision & impact of club on developing key social skills with Hub leader.</p> <p>Coaching & monitoring of in-school family support service & counselling from Schools Partnership Manager & HT.</p>	<p>Head teacher Interim Assistant Head</p>	<p>Jan 17</p>
Total budgeted cost					<p>£12746.00</p>

5. Review of expenditure				
Previous Academic Year		Summer and Autumn terms 2016		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Accelerate progress for pupils eligible for PP to bring them more in line with national.	Additional teacher to support single age Year 2 cohort with high number of PP children (summer term). Continued autumn term as cohort moved to Yr. 3	Mixed: Year 2 children (taught as a single aged group) attained above national averages in end of year SATS in Eng, Writing and Maths. Three year rising trend in % attaining the phonics screening at end of year 1 (50% 2014, 60% 2015, 70% 2016) Three year rising trend in children in attaining a GLD in EYFS (36% 2014, 41% 2015, 65% 2016), Yr.6 writing sig.+ Not met: Reading and maths at Yr.6 sig.-	Successes: Twice daily phonics in Yr.1, targeted intervention in phonics led by TA's. Consistently high quality first quality teaching throughout Yr.2. Effective CPD and leadership in EYFS saw an improvement in provision. Targeted support for identified under-achieving pupils saw them make accelerated progress. Lessons learned: Increased support for more able disadvantaged children in KS2.	£13340.00
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Narrow gap between PPG and non-PPG in reading & maths.	TA's leading 1:1 or 1:2 phonics, reading and maths interventions before school.	High: End of KS1 expected standard+ for PP in R 89% (National 78%) in M 78% (National 77%). 22% attained greater depth in maths compared to 20% nationally.	Significant impact of additional small group interventions showed rapid progress for this group. However, the challenge for more able groups will need to be greater to ensure that those attaining greater depth is higher (11% compared to 27% nationally).	£20725.00
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Improved social and emotional systems for children.	Hub Club. Play therapy. Counselling. Family support worker (1xday a week) from KL Partnership.	Fewer incidents of poor behaviour recorded during break times. Fewer incidents in behaviour log. Fewer exclusions. Child at risk of permanent exclusion still in school and integrated well. Attendance of targeted families to school events increased. Parents surveyed about support from FSW gave positive feedback re: impact on themselves and consequently their families	Greater need for Family Worker support which would benefit a greater number of children and reduce the related burden on school leadership. FSW to be employed for 15 hours a week.	£4936.00
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6. Additional detail