

1. Review of expenditure																																																																					
Previous Academic Year		2017-2018																																																																			
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																																																														
High quality inclusive teaching for all pupil groups ensuring attainment and progress in line with peers.	Teaching Assistants in all English and Maths lessons to improve on disadvantaged attainment in Reading, Writing and Maths 2017 outcomes. Staff training	<p>Teaching assistants supported pupils in all English and Maths lessons. Increased attainment in Reading, Writing and Maths at KS2. Increased attainment in KS1 in Reading, Writing and Maths which is above national averages. Not all PP pupils met ARE in all subject areas. Maths at KS2 met national averages but PP pupils did less well with 43% achieving the standard.</p> <table border="1"> <thead> <tr> <th rowspan="2">YR</th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> </tr> <tr> <th>All</th> <th>PP</th> <th>All</th> <th>PP</th> <th>All</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>EYF S</td> <td>83 %</td> <td>100 %</td> <td>83 %</td> <td>100 %</td> <td>87 %</td> <td>100 %</td> </tr> <tr> <td>1</td> <td>97 %</td> <td>100 %</td> <td>87 %</td> <td>100 %</td> <td>90 %</td> <td>100 %</td> </tr> <tr> <td>2</td> <td>89 %</td> <td>67 %</td> <td>89 %</td> <td>67 %</td> <td>89 %</td> <td>67 %</td> </tr> <tr> <td>3</td> <td>86 %</td> <td>60 %</td> <td>89 %</td> <td>60 %</td> <td>89 %</td> <td>80 %</td> </tr> <tr> <td>4</td> <td>97 %</td> <td>N/A</td> <td>80 %</td> <td>N/A</td> <td>93 %</td> <td>N/A</td> </tr> <tr> <td>5</td> <td>92 %</td> <td>100 %</td> <td>92 %</td> <td>100 %</td> <td>96 %</td> <td>100 %</td> </tr> <tr> <td>6</td> <td>89 %</td> <td>71 %</td> <td>89 %</td> <td>71 %</td> <td>75 %</td> <td>43 %</td> </tr> </tbody> </table>			YR	Reading		Writing		Maths		All	PP	All	PP	All	PP	EYF S	83 %	100 %	83 %	100 %	87 %	100 %	1	97 %	100 %	87 %	100 %	90 %	100 %	2	89 %	67 %	89 %	67 %	89 %	67 %	3	86 %	60 %	89 %	60 %	89 %	80 %	4	97 %	N/A	80 %	N/A	93 %	N/A	5	92 %	100 %	92 %	100 %	96 %	100 %	6	89 %	71 %	89 %	71 %	75 %	43 %	Teaching assistants will continue to support pupils in lessons but with greater emphasis on teaching not just management of task. There are inconsistencies in support across the school and specific CPD needed on directing the learning of pupils. Learning walks to focus on quality of targeted support delivery and transferral of skills. Further development of effective use of TAs in lessons.		£17000
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<p>To close identified gaps in learning for groups of pupils</p>	<p>Appropriate layers of challenge for pupils. 1:1 and group teaching to include pre and post teaching of areas identified through ongoing formative assessment.</p>	<p>Organised timetable to ensure staff delivering provision had sufficient preparation and delivery time.</p> <p>Pupils made progress against personalised targets being supported in small focussed group or 1:1 where working below ARE or borderline. Particular focus on Year 6 and 2.</p> <p>Development of Maths and English skills through small group targeted support – pre and post teaching. Additional experienced teachers providing intensive support sessions to extend or accelerate progress.</p> <p>Impact of interventions regularly reviewed at pupil progress meetings with revised approach leading to Pupil Premium pupils targeted with support and tracked more carefully.</p> <p>Year 6 89% of all pupils achieved standard for GPVS with 86% of PP pupils achieving.</p>	<p>To continue with targeted pupils – vital. Small group interventions with highly qualified staff have been shown to be effective. Need to ensure that these skills are developed further in all classrooms and with the direction of Teaching Assistants.</p> <p>Book scrutinies and pupil progress meetings highlight consistency required in effectiveness in lower key stage 2, providing appropriate layers of challenge and variation of task.</p>	<p>£3,000</p>
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<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
<p>Identification of needs and barriers to learning for Pupil Premium pupils.</p>	<p>Referrals to external agencies for targeted support and guidance where needed</p>	<p>Pupils Premium pupils with additional needs or SEND assessed in order to provide appropriate support and provision to accelerate progress. In Year 2 67% of PP pupils achieved ARE in English and Maths but 1 PP pupil with additional needs did not meet ARE but made progress in domains of English and Maths through targeted support. Similarly in Year 3 1 PP pupil who had additional needs did not meet ARE but made progress against domain objectives and significant progress in their decoding and reading techniques through rapid reading programme. The other PP pupil with Sen met ARE in all areas with targeted 1:1 support as needed.</p>	<p>Continue monitoring by SENCo giving support and guidance to teachers with CPD in staff meetings. Planned support programmes in place as a result of continuous assessment and consultation.</p>	
<p>Improve mathematical skills for all pupils eligible for Pupil Premium.</p>	<p>CPD provided for Maths Lead and all staff with emphasis on maths learning journeys and the use of concrete materials supporting abstract calculation.</p>	<p>Pupil conferencing shows that targeted pupils have confidence and greater resilience being able to discuss their ideas and strategies. Book scrutinies have shown appropriate use of range of models and images to solve problems but greater consistency needed. Additional intervention planned and delivered to support attainment and address gaps in learning. There was an increase in % achieving ARE in KS2 with 75% compared to 69% previously. However, despite this only 43% of PP pupils achieved ARE (3/7)</p>	<p>Continue to develop the teaching approach to ensure consistency across the whole school in terms of pace and expectation. Ensure appropriate resources are available and maths lead to work with key teachers to improve the quality of teaching and learning for all groups so that targeted pupils make the expected level of progress, particularly through KS2. HIAS maths adviser to support where needed.</p>	<p>£1000</p>

**iii. Other approaches**

Desired outcome	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Support for families and pupils who are vulnerable or anxious – emotional wellbeing	Social skills/communication sessions either 1:1 or groups 1:1 time with the family through emotional behaviour consultant.	A number of children have anxieties which are a barrier to learning. Communication and emotional literacy sessions helped with anxiety and development of social skills enhancing attitude towards learning and raised self esteem. The school employed an emotional behaviour consultant to support individuals and small groups as well as sessions with parents. Parents engaged in giving feedback through emotional checklists at both the start and end of programmes.	A number of children have anxieties which are a barrier to learning and targeted support enables these pupils to develop resilience through adopting strategies to enhance emotional wellbeing and independence. We will continue with communication groups and bespoke programmes e.g transition to secondary school.  Supporting families benefits children.	£2,900  £3,185
All pupils have access to a wide range of extracurricular activities.	Participation in extra-curricular activities - school trips which include residential and after school clubs (subsidised for PP pupils).  Arts Award  Challenge Programme.	Pupils have the opportunity to experience a wide range of new arts, cultural, academic and sports experiences e.g. Music week Summer 2018 – artists and workshops for all pupils to engage with. All pupils have access to half termly/termly school visits and enrichment to the curriculum through visitors, resources and first hand experiences including residential trips. Potential cost barrier removed. Pupils introduced to new experiences which they pursue. A group of PP pupils in Year 6 undertook the Arts award through support of Arts Award accredited teacher and were all successful producing exemplary pieces of artwork, powerpoint presentations to families and portfolios, engaging with local artists for inspiration. The school is involved in many sports events, achieving the Gold Award for sports for the 4 <sup>th</sup> consecutive year. The Challenge programme provides enrichment through workshops delivered by highly experienced individuals. Funding included transport costs to and from events.	This will continue to supporting the whole child/enrichment. Raises aspiration, motivation and engagement.  Trips offer a rich experience beyond the classroom and increase first hand experiences providing engagement and motivation for learning.  Clubs have a positive impact on well being and self esteem.  The Arts Award and Challenge Programme enables pupils to demonstrate independence, collaborative working and creativity whilst raising self- esteem and a sense of achievement.	£1,675  £3,000  £2,000

## **2. Additional detail**

Bembridge CE Primary School is a smaller than average school in a coastal village with one form entry. We work effectively in partnership with parents and carers of vulnerable pupils in order to support progress and help break down any barriers to learning. We aim to provide rich learning experiences that allow pupils equal opportunities.

### **Aims of Pupil Premium Spending**

- To provide additional support for pupils
- To provide a broad and balanced curriculum with high expectations for all pupils
- To facilitate smaller group work and 1:1 work
- To provide interventions to accelerate progress in key areas
- To provide resources to deliver interventions
- To enable engagement with parents and support learning at home
- To provide behaviour and social interventions
- To provide pastoral support for children
- To provide other out of hours clubs and give children additional learning opportunities
- To subsidise educational trips and enrichment activities
- To support and develop good learning behaviour