

Pupil premium strategy statement Bembridge CE Primary School 2017- 2018

1. Summary information					
School	Bembridge CE Primary School				
Academic Year	2017/2018	Total PP budget	£32,560	Date of most recent PP Review	Sept 2017
Total number of pupils	197	Number of pupils eligible for PP	21	Date for next internal review of this strategy	Sept 2018

2. Current attainment EOY 2017			
Key Stage 1	<i>Pupils eligible for PP (school)</i>	<i>All pupils (school)</i>	<i>All pupils (national)</i>
% working at the expected standard or above in reading, writing and maths	60% 3 pupils	73%	
% working at the expected standard or above in reading	60% 3 pupils	78%	76%
% working at the expected standard or above in writing	60% 3 pupils	78%	68%
% working at the expected standard or above in maths	80% 4 pupils	78%	75%
Key Stage 2			
% working at the expected standard or above in reading, writing and maths	17% 1 pupil		61%
% working at the expected standard or above in reading	50% 3 pupils	86%	71%
% working at the expected standard or above in writing	67% 4 pupils	86%	76%
% working at the expected standard or above in maths	17% 1 pupil	69%	75%

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.	Data for current Pupil Premium pupils shows that 38% of pupils are currently below ARE in one or more curriculum areas. There is a need to ensure progress in line with starting points. Additional targeted support is required to help them close the gaps with their peers.
B.	There are a small number of disadvantaged pupils who also have SEN. 14 % of the PP pupils are also on the SEN register with issues that impact on their academic progress.
C.	Application of arithmetic skills in non -routine contexts is a barrier to maths attainment.

External barriers (*issues which also require action outside school, such as low attendance rates*)

D.	Circumstances in the home have an impact on the pupil's emotional wellbeing in school.
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4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Ensure no significant variation between outcomes for Reading, Writing and Maths and that all subjects are aligned to at least national averages for Pupil Premium pupils. Revised approach to pupil progress meetings ensure that Pupil Premium pupils are targeted with support and tracked more carefully.	The percentage of Pupil Premium pupils at ARE at the end of the year will be in line with the attainment of non-Pupil Premium children. Higher attaining Pupil Premium pupils sustain levels of progress and work at 'Greater Depth' in RWM
B.	Improve mathematical skills for all pupils eligible for Pupil Premium.	Pupils make rapid progress to meet Age Related Expectations in Mathematics by July 2018
C.	Provide support for families so that parents engage and work in partnership with the school. Pupils express their feelings and emotions through emotional literacy sessions and social skills sessions.	Pupils develop their communication skills so they are able to express when they are feeling anxious or worried. Raised self esteem, concentration levels are increased and pupils are able to cope with the demands of the curriculum. Positive attitudes to learning ensure progress in line with peers.
D.		

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?
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 .	Targeted groups of pupils will make progress in line with their peers	Assessment data – milestone points. Learning walks focussing on the targeted support. Work scrutiny and moderation.	SG (HT) CY (English) DS (Maths) SL (SENCo)	Milestone data points. Termly Pupil Progress Meetings to review progress against ARE outcomes.
To close identified gaps in learning for groups of pupils	Appropriate layers of challenge for pupils. 1:1 and group teaching to include pre and post teaching of areas identified through ongoing formative assessment.	Data, observations and book scrutiny identified consistency required in effectiveness	Monitoring of Teaching and Learning Staff training and support	SLT	Termly lesson observations which will identify further CPD. Pupil Progress meetings held termly to review against ARE outcomes.
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?
Identification of needs and barriers to learning for Pupil Premium pupils.	Referrals to external agencies for targeted support and guidance where needed.	Pupils Premium pupils with additional needs or SEND assessed in order to provide appropriate support and provision to accelerate progress.	Monitoring by SENCo. Planned support programme in place as a result of assessment and consultation.	HT SENCo	Ongoing assessment of need

Improve mathematical skills for all pupils eligible for Pupil Premium.	CPD provided for Maths Lead and all staff with emphasis on maths learning journeys and the use of concrete materials supporting abstract calculation.	Concrete, pictorial, abstract (CPA) is a highly effective approach to teaching that develops a deep and sustainable understanding of maths	Monitoring by SLT Staff training and support HIAS Book Scrutiny/planning	HT DS (Maths)	Lesson observations Pupil Progress meetings
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?
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. CPD Training for staff.	A number of PP children have anxieties which are a barrier to learning. Increased communication and emotional literacy sessions is proven to help with anxiety and development of social skills. Pupils with emotional and social needs will benefit from a better response and attitude towards their learning. Evidence that supported families benefit children in their well-being	Feedback from Consultant Feedback from class teachers and SENCo in relation to attainment, wellbeing, motivation. Parental feedback through emotional checklists.	HT	Termly Reports from sessions and end of units of work.
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 and Challenge Programme.	Extended school activities raise both attendance levels and self-esteem for pupils engaging them in their learning.. Provide enhanced opportunities for social experiences. Feedback from pupils will consistently highlight the engagement, enjoyment and learning these occasions provide.	Admin staff will be aware of PP children and ensure costs are applied appropriately for clubs and trips. Admin staff alerted to financial difficulties in families. All requests for funding viewed on a case by case basis. Pupil Feedback	HT SR (SBM)	Termly
Total budgeted cost					£32,560

6. Review of expenditure £49,538				
Previous Academic Year		2016-2017		
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 pupils. To accelerate rates of progress in all subjects across all year groups and improve engagement in learning. Pupil premium children closing the gap in attainment between themselves and their peers.	Provision of full time class TAs to deliver intervention programmes to support children.	Teaching assistants supported pupils in all English and Maths lessons as required. Increased confidence (discussion with pupils). Funding extra TA hours enables more pupils to have more support. Increased attainment in Reading, Writing at KS2 and sustained 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 did not meet national averages and in particular for PP pupils.	To continue Specific CPD on knowing what ARE/GDS looks like for all staff and for teachers to be more secure in judgements. Greater emphasis on moderation. CPD maths skills – and in particular CPA approach at all levels.	£13,500
	Small group Targeted support through TAs			£13,500
Pupils experience high quality specialist teaching with appropriate layer of challenge.	Challenge Programme for more able pupils in KS2	Pupils participated in enrichment workshops for English, Maths, Science and Sport led by specialist teachers/providers thus providing them with a range of experience and aspiration for the future.	Continue – a high level of rich experience that is offered through other agencies.	£1,200
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

Targeted pupils make accelerated progress so that attainment gap between eligible pupils and their peers closes.	Provision of 1 extra TA to work with small groups or individual children in KS2 and KS1, with particular focus on Year 2 and Year 6 PP children	Pupils made progress against personalised targets being supported in small focussed group or 1:1 where working below ARE.	This Intervention program helped all pupils who had fallen behind in their reading or had specific gaps. All pupils made progress. This approach will continue in order to sustain expertise in the delivery of the programme and to ensure rapid progress.	£9, 538
	Rapid Reading Programme	<p>Increased progress in Reading – word reading and comprehension, and increased self-confidence. Pupils are better able to access all areas of the curriculum through development of reading skills.</p> <p>Regular monitoring and tracking ensured that all pupils improved their ability to access text effectively.</p> <ul style="list-style-type: none"> • 29% increase in attainment at KS2 Reading from 2016 to 86% • Reading at KS1 78% • EAL pupils in KS1 made significant progress • PP pupils – 50% ARE in Reading KS2 • PP pupils – 60% ARE in Reading KS1 		£1,300
	Development of Maths and English skills through small group targeted support.	Small group work with experienced teacher providing intensive support to extend or support pupils thus accelerating progress.		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 the classroom.

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
Pupils have the opportunity to experience a wide range of new arts, cultural, academic and sports experiences	Monies available to support children in their choice of After School Sports Clubs/ enrichment activities.	All pupils have access to half termly/termly school visits and enrichment to the curriculum through visitors, resources and first hand experience. Potential cost barrier removed. Pupils introduced to new experiences which they pursue.	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.	£2,000
	Musical Instrument			£2,300
				£600 Music

<p>To promote a positive learning culture where children are able and ready to tackle learning every day and manage social situations with increasing confidence.</p>	<p>Work with targeted pupils in communication and interaction groups in order to reduce behaviour issues and increase self-esteem.</p>	<p>Increased confidence and self-esteem. Pupils happier at school and able to access learning more readily. Good level of development in social skills and interaction. Pupils have strategies they need to manage feelings.</p>	<p>This approach and targeted support will continue as it is vital for learning and supporting the whole child with emotional wellbeing. In order to learn well pupils need to be emotionally well.</p>	<p>£1,300</p>
<p>Targeted pupils have raised self esteem and confidence and ability to deal with emotions appropriately.</p>	<p>Emotional literacy- Pupil groups bespoke programme and individual programme</p>	<p>Reduced number of instances that are detrimental to learning and improved emotional behaviour of pupils. Reduced number of playtime conflicts.</p>	<p>Money to be set aside to respond to additional needs as they arise: eg providing counselling, nurturing, 1:1 tuition, behaviour issues.</p>	<p>£3,000</p>
	<p>Support for secondary transition for vulnerable pupils</p>	<p>Bespoke programme of 6 weeks ensured greater resilience, independence and organisational skills.</p>		
	<p>Attachment training for Staff – teachers and TAs. Bespoke commissioned support.</p>	<p>Teaching staff have greater understanding of barriers to learning and how to adapt strategies to support individual needs allowing pupils access to emotional support where necessary</p>		<p>£300</p>

7. Additional detail

Bembridge CE Primary School is a smaller than average school in a coastal village with one form entry. The percentage of pupils eligible for Free School Meals is 7% which is fewer than previous year and also below the NA of 24% and LA average of 14.7%. 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 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 counselling for children where appropriate
- 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