

Pupil premium strategy statement Bembridge CE Primary School 2018- 2019

1. Summary information					
School	Bembridge CE Primary School				
Academic Year	2018/2019	Total PP budget	30,960	Date of most recent PP Review	Sept 2018
Total number of pupils	195	Number of pupils eligible for PP	22	Date for next internal review of this strategy	April 2019

2. Current attainment EOY 2018			
Key Stage 1	Pupils eligible for PP (school)	All pupils (school)	All pupils (national)
% working at the expected standard or above in reading, writing and maths	67% 2 pupils	74%	65%
% working at the expected standard or above in reading	67% 2 pupils	89%	75%
% working at the expected standard or above in writing	67% 2 pupils	89%	70%
% working at the expected standard or above in maths	67% 2 pupils	89%	76%
Key Stage 2			
% working at the expected standard or above in reading, writing and maths	29% 2 pupils	68%	64%
% working at the expected standard or above in reading	71% 5 pupils	89%	75%
% working at the expected standard or above in writing	71% 5 pupils	89%	78%
% working at the expected standard or above in maths	43% 3 pupils	75%	76%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Data for current Pupil Premium pupils shows that 27% of PP pupils (4) in Years 1-6 are currently below ARE in one or more curriculum areas. Additional targeted support alongside Quality First Teaching is required to help them close the gaps with their peers. There are a small number of disadvantaged pupils who also have SEN. 21 % of the PP pupils are also on the SEN register with issues that impact on their academic progress.
B.	Application of arithmetic skills in non – routine contexts is a barrier to maths attainment. Gaps in basic mathematical skills.
C.	Spelling as a barrier to writing attainment - impacts not only in writing outcomes but also the spelling scores in the GPVS test

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

Low percentage of Pupil Premium pupils. This means that each child accounts for high percentage outcome when comparing statistics. The percentage of pupils known to be eligible for FSM is 5% compared to 13.7% Nationally (2018).
 Due to the low numbers of Pupil Premium pupils within each year group, barriers are identified on an individual basis as part of termly pupil progress meetings. These barriers are exacerbated where pupils eligible for pupil premium also have identified SEND.
 Lower key stage 2 have the greater proportion of Pupil Premium pupils: (10 pupils) which constitutes 18% and 17% of the year groups. 4 of these pupils have additional SEN needs and or emotional and behavioural difficulties.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>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. All teaching staff work towards 'Quality First teaching' which ensures that provision is made in each lesson to meet the diverse needs of all learners including the effective deployment of teaching Assistants.</p>	<p>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 Pupils eligible for PP in Y3 and Y4 make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations</p>
B.	<p>Improve mathematical skills for all pupils eligible for Pupil Premium. Lower Key Stage 2 curriculum is secure prior to accessing Year 5 work. Greater emphasis on problem solving to be able to solve maths problems within 'real life' contexts. Appropriate resources are available to pupils and embedded as part of CPA approach. Pupils have confidence and resilience and are able to discuss their ideas freely and demonstrate strategies used.</p>	<p>Improve the outcomes of disadvantaged pupils to meet Age related Expectations in mathematics – by July 2019</p> <p>All staff are confident in moving from the use of concrete, pictorial representations to the teaching of abstract concepts</p>
C.	<p>Standardised spelling test assessments continue across the school and tracked three times yearly with emphasis on the performance of Pupil Premium pupils (quantitative test scores, raw and standardised scores). Phonological awareness teaching for pupils entering KS2 who did not achieve the standard of the phonic screening test Approach to book scrutiny will monitor how National Curriculum and higher frequency spellings are applied into the children's writing. Embed No-Nonsense Spelling for Years 2 – 6 Useful teaching strategies for improving spelling and suggestions for follow-up activities applied consistently.</p>	<p>Errors on the SWST reveal information about what a pupil knows or needs to learn - Improve the outcomes of spelling. Results demonstrate that pupils are learning to apply different strategies appropriately. Pupils achieve phonic screening test</p> <p>Ability to spell enabling pupils to become more effective writers. Book scrutiny evidences an improvement in % of pupils able to spell HF words.</p>
D.	<p>Continue to 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.</p>	<p>Pupils develop their communication skills. 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.</p>

5. Planned expenditure					
Academic year	2018-2019 £ 30,960				
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.	Targeted support from Teaching Assistants in all English and Maths lessons to improve on disadvantaged attainment in Reading, Writing (spelling) and Maths outcomes. Staff training .	Guidance on effective classroom practice. Effective use of TAs - When TAs are well trained and used in structured settings with high quality support, they can make a noticeable impact on pupil learning. Targeted groups of pupils will make progress in line with their peers in y 3 & 4	Assessment data – milestone points. Learning walks focussing on the quality of targeted support delivery and transferral of skills in classroom. Book scrutiny and moderation.	SG (HT) CY (English) DS (Maths) SL (SENCo)	Milestone data points. Termly Pupil Progress Meetings to review progress against identified individual actions
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. Further development of TA role	Data, observations and book scrutiny identified consistency required in effectiveness in years 3 & 4. To further develop the role of the TA in order that pupils are not over reliant on support and that all TAs have the confidence to direct pupil learning.	Monitoring of Teaching and Learning Staff training and support	SLT	Lesson observations /learning walks which will identify further CPD Pupil Progress meetings held termly to review against ARE outcomes and individual targets
Total budgeted cost					15,000
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?

<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. SENCO to support with interventions run by staff, assessment, monitoring and meeting individual needs.</p>	<p>Pupil Premium pupils with additional needs or SEND assessed in order to provide appropriate support and provision to accelerate progress.</p>	<p>Monitoring by SENCo. Planned support programme in place as a result of assessment and consultation.</p>	<p>HT SENCo</p>	<p>Ongoing assessment of need</p>
<p>Improve mathematical skills for all pupils</p> <p>Lower Key 2 curriculum is secure prior to accessing Year 5 work</p>	<p>Continue to provide CPD for Maths Lead and all staff with emphasis on strategies and the use of concrete materials supporting abstract calculation.</p> <p>Ensure appropriate resources are available to pupils at all times.</p> <p>Maths lead to work with key teachers in order to improve the quality of teaching and learning in maths for all pupils.</p> <p>Introduction of standardised tests to support teacher assessment judgements at milestones.</p>	<p>Concrete, pictorial, abstract (CPA) is a highly effective approach to teaching that develops a deep and sustainable understanding of maths</p> <p>Pupils have confidence and resilience and are able to discuss their ideas freely and demonstrate strategies used.</p> <p>Teachers have better understanding of targeted areas for development (domains)</p>	<p>Monitoring by SLT</p> <p>Staff training and support</p> <p>Book Scrutiny shows appropriate use of range of models and images to solve problems</p> <p>Pupil conferencing – review of targeted pupils</p> <p>Targeted pupils will make progress in line with their peers in y3 & 4</p>	<p>HT DS (Maths)</p>	<p>Lesson observations</p> <p>Pupil Progress meetings</p> <p>Maths report to link governor (maths lead)</p> <p>Monitoring of standardised test scores termly</p>

Spelling outcomes improved for all	<p>Staff training Spelling taught through direct teaching in KS2</p> <p>Embedding of 'No Nonsense Spelling across KS2.</p> <p>Development of consistent response to address misspelling</p> <p>Phonological intervention for pupils not achieving KS1 phonic retest</p>	<p>This programme demonstrates comprehensive and accessible progression in the teaching of spelling for all groups of pupils.</p> <p>Ability to spell enabling pupils to become more effective writers.</p>	<p>Staff training Book scrutiny evidences an improvement in % of pupils able to spell HF words</p> <p>Spelling results (SWST) demonstrate a % increase in pupils achieving ARE</p> <p>Targeted support</p>	CY (English)	<p>Observations Pupil progress meetings</p> <p>Milestone data points</p> <p>Monitoring of standardised test scores termly</p>
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Total budgeted cost					£5,000
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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?
Continue to support for families and pupils who are vulnerable or anxious – emotional wellbeing	<p>Social skills/building resilience sessions 1:1 and groups</p> <p>1:1 time with the family through emotional behaviour consultant as needed</p> <p>'Families living and learning together' - course covers topics such as; anxiety, routines and rewards, building self esteem, managing emotions and many other</p>	<p>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.</p> <p>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</p> <p>To improve confidence in identifying cause and effect in behaviour, emotional and social difficulties. To support them in managing behaviour, emotional and social difficulties for children and young people.</p>	<p>Feedback from Consultant Group session planned over a number of weeks with focus areas.</p> <p>Feedback from class teachers and SENCo in relation to attainment, wellbeing, motivation.</p> <p>Parental feedback through emotional checklists.</p> <p>Targeted invitations to workshops</p>	HT	<p>Termly</p> <p>Reports from sessions and end of units of work.</p>

	<p>really useful aspects of family life.</p> <p>Bully proofing workshops for staff and parents – helping pupils to be more resilient.</p> <p>Communication and interaction groups with TA</p>	<p>Pupils participation in communication and interaction groups reduces behaviour issues and increases self-esteem and develops friendships around a person</p>	<p>Pupils have access to emotional support where necessary</p>		
<p>All pupils have access to a wide range of extracurricular activities.</p> <p>To provide opportunities that enrich and develop children’s wider experiences and promote resilience and increase self-belief.</p>	<p>Participation in extra-curricular activities -school trips which include residential and after school clubs (subsidised for PP pupils).</p> <p>Arts Award - Pupils are supported on their Arts Award journey by an Arts Award adviser, acting as assessor, facilitator and mentor</p> <p>Challenge Programme for more able pupils</p>	<p>Extended school activities raises both attendance levels and self-esteem for pupils engaging them in their learning.</p> <p>Provides enhanced opportunities for social experiences.</p> <p>Feedback from pupils will consistently highlight the engagement, enjoyment and learning these occasions provide</p> <p>Inspiring pupils to connect with and take part in the wider arts world</p>	<p>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.</p> <p>Pupil Feedback</p> <p>Number uptakes for clubs</p> <p>Action plan for Arts Award - 25 guided hours plus 10 independent learning hours (Explore level)</p> <p>Challenge Programme sessions plan</p>	<p>HT</p> <p>SR (SBM)</p>	<p>Termly Reports from Challenge programme</p> <p>Feedback from staff running events/activities</p>
Total budgeted cost					11,000

6. Review of expenditure																																																																					
Previous Academic Year		2017-2018																																																																			
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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 %	<p>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.</p>		£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. 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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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
<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	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
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 (subsided 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 th 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

7. 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