

Summary information											
School		Bishop Bri	dgeman C.E. Primary School								
Acader	nic Year	2019-20	Total PP budget	£180,8	40	Date	Sept 2019				
Total number of pupils 477		477	Pupils eligible for PP	139	73 Bo	ys PP	53 %	65 Girls PP	47 %	SEN PP SEN EHCP 1	(%) 0.7%
Current attainment 2019											
					Pi	upils eligi	ble for PP (sch	ool)	Pupils not elig	ible for PP (nati	onal average)
% achiev	ving expected standard or	above in read	ling, writing & maths			77	% (GDS 14%)			71% (GDS 13%)	
% makin	g expected progress in re	ading					+2.23			+0.3	
% makin	g expected progress in w	riting			+0.8			+0.2			
% makin	g expected progress in m	athematics			+5.65			+0.3			
Barrier	s to future attainmer	nt									
Acader	nic barriers										
A.	Children's limited langu	age and levels	of oracy on entry to school.								
B.	Pupils limited aspiration										
C.	Securing basic skills in w	vriting particul	arly with sentence composition a	nd spellin	ıg.						
D.	Poor social and emotion	nal skills									
Additio	onal barriers (issues w	vhich also re	quire action outside school)								
E.	Lack of parental engagement and support from home										
F.	Levels of skills from par	ents in suppor	ting their child/ren at home e.g. r	eading, h	omeworl	<					
Intend	ed outcomes										
Α.	To maintain standards o	of pupil premiu	m pupils attainment in phonics at	end of Y	ear 1.						
В.	To continue to increase	the number o	f pupil premium children able to v	vrite at th	ne expect	ed standa	ard at end of ke	y stage one and	d two.		



C.	Increase the number of pupil premium children able to reach the higher standards in reading at the end of key stage one and key stage two.
D.	To maintain overall attainment for pupil premium children at the higher standards, so that the percentage of pupils for reading, writing and maths at the higher standard is close
	to national expectations.



Success Criteria								
Criteria	Evidence	Autumn evaluation	Spring Evaluation	Summer Evaluation				
To maintain the percentage of disadvantaged pupils meeting expected standard in phonic screen check to be at least in line with national figures of 84% (school 2019 - 85%).	Internal data Mock phonic screens Phonic screen check IDSR/ASP/SPS Pupil progress meetings							
At end of key stages, to maintain increased proportions of disadvantaged pupils to meet ARE in writing, to be at least in line with national other pupils, KS1 73%, KS2 83% (school 2019 - KS1 74%, KS2 82%).	EOKS outcomes Internal data Moderation evidence IDSR/ASP/SPS Pupil progress meetings							
At end of key stages increase proportions of disadvantaged pupils to meet GDS in reading, to be at least in line with national other pupils KS1 28%, KS2 31% (school 2019- KS1 13%, KS2 36%).	EOKS outcomes Internal data Moderation evidence IDSR/ASP/SPS Pupil progress meetings							
At end of Key Stage 2 to maintain the increase of the proportion of pupils achieving the higher standard for reading, writing and maths combined to be in line with national averages 13% (school 2019 - 14%).	EOKS outcomes Internal data Moderation evidence IDSR/ASP/SPS Pupil progress meetings							



	Planned expenditure			Total budgeted cost:		£110,826.72
	Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Quality of teaching for all	Additional Staffing: Increase in staffing in identified year groups - additional TA2 with SEN in Reception, Year 3 and 5, two additional x TA4's in Year 6. Provision includes: Program of interventions for identified children to be delivered before and after school in all year groups. Deliver English and Maths skills lessons in small differentiated groups from Years 2-5 — developing key skills and knowledge. Use PIXL QLA's to track children's progress and attainment and identify gaps in learning. Deliver high quality interventions enabling accelerated progress. To deliver high quality 1:1 reading sessions for those needing additional support. (£100,337.72)	To increase the number of pupil premium children able to write at the expected standard at end of key stage one and two. Increase the number of pupil premium children able to reach the higher standards in reading at the end of key stage one and two. All PP children are	mber of pupil emium children le to write at the pected standard end of key stage e and two. Reading comprehension strategies give high impact for very low cost, with extensive evidence and +6 months progress (EEF Toolkit) rease the mber of pupil emium children le to reach the gher standards in eding at the end key stage one d two. moderate impact for very low cost, +4 months progress (EEF Toolkit) Small group tuition gives moderate impact with moderate costs, +4 months (EEF Toolkit).		Monitoring Staff CPD Data analysis HH/ VP/ CB	
	Diagnostic tools: To track progress and outcomes using PiXL online tool, which enables tailored intervention programs to be developed through question level analysis and other diagnostic tools. (£2,950)	confident writers, readers and mathematicians who show resilience when working on age related content.	Utilising Pixl to support reading, reading comprehension strategies can give high impact +6 months, for low cost based on extensive evidence (EEF Toolkit).	Monitoring Staff CPD Data analysis	HH/OMc/CB/VP/SR	
	1:1 Tuition: Individual tuition for identified pupils in year 6 after school hours. (£6,175)		One to one tuition gives moderate impact of +5 months for high cost, with extensive evidence (EEF Toolkit).	Data analysis	СВ/НН	



	Revision materials:	Resources for reading	Data analysis	CB/VP	
	Purchasing of new revision materials to support	interventions shows to have			
	pupils in year 2 and year 6.	high impact for low cost, +6			
		months (EEF Toolkit)			
	(£1,364)				



	Planned expenditure			Total budgeted cost:		£44,279.00
	Action	Intended outcome	What is the evidence and	How will you ensure it	Staff lead	When will you review
			rationale for this choice?	is implemented well?		implementation?
	Additional Staff: Learning mentor.	Ensuring social and	30.4% of pupils are FSM ever 6	Performance	HH/K	25 th November 2019
Targeted support	 Learning Mentor role in school to further enhance home school links. Promote home school links through various events and coffee mornings. (see school calendar of events) Offer a range of parent workshops throughout school. Have free access to Breakfast Club. Develop strategies for punctuality and attendance for vulnerable groups. To support and coordinate access to free school breakfast club. To develop and offer SEMH support for vulnerable pupils. To embed a curriculum that includes and reflects the importance of health and well being. Develop staff knowledge of SEMH issues and how they can identify and support these. 	emotional needs of all children are met so that outcomes at EOKS are in line with national averages.	compared to 23.5% nationally. Learning mentor to deliver interventions to support pupils social and emotional learning. EEF states that this has moderate impact with moderate cost, +4 months. EEF research shows that breakfast clubs that offer pupils a free and nutritious meal before school can boost reading, writing and maths results by the equivalent of two months' progress over the course of a year, according to the results of a randomised controlled trial. Increase in parental engagement can give	management Data analysis/EOKS outcomes Attendance monitoring Parent meetings	HH/K Breen/Bl	16 th March 2020 15 th June 2020
			moderate impact with moderate cost based on moderate evidence with +3			
	(£28,516.00)		months progress (EEF toolkit)			



Additional Staffing in Breakfast Club: Additional staff in breakfast club of 2 TA1's.	Support given to vulnerable families to ensure a positive start to the school day, to increase the number of children achieving outcomes at EOKS	EEF research shows that breakfast clubs that offer pupils a free and nutritious meal before school can boost reading, writing and maths results by the equivalent of two months' progress over the course of a year, according to	Timetabling Identified children and families have access to staff support during breakfast club	HH/KB BI/SW/TMc	
(£4,169) Behaviour support:	which are in line with national averages. Support given to	the results of a randomised controlled trial. Behaviour interventions can	Early Help records	нн/кв	
Support for identified pupils to develop social skills and interaction. Aspire to support in school 1 day per week and deliver CPD to staff. (£6,594)	children with social, emotional and behavioural difficulties and offer staff and children strategies to overcome any barriers to learning.	give moderate impact with moderate costs with +3 months progress (EEF Toolkit).	Personal Plans CPOMS records		
Education Psychologist: Expert advice to support pupils and teachers in meeting diverse needs. (£5,000)	Specialist assessments undertaken to support and advise in the implementation of strategies to overcome any barriers to learning.	Behaviour interventions can give moderate impact with moderate costs with +3 months progress (EEF Toolkit). Support given focusing on social and emotional learning can give moderate impact with moderate costs with +4	Early Help records Personal Plans CPOMS records	нн/кв	



Planned expenditure			Total budgeted cost:		£25,734.28
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Enrichment to raise aspirations:	Extended and	EEF toolkit states that outdoor	Curriculum enrichment	НН	25 th November 2019
• Increase opportunities for outdoor learning through	enriched	adventure learning is moderate	records		
ECO days.	experiences given	cost with moderate impact of			16 th March 2020
 Enhance outdoor provision and school grounds to 	to children to	+4 months.			
enhance learning outdoors.	support academic				15 th June 2020
 Fund residential events and trips. 	achievement and				
 Fund opportunities from the school bucket list "100 things" 	social interaction.				
Develop school Super Learning Weeks and Super					
Learning Days (e.g. Developing Aspirations "Little					
People, Big Dreams" Design and Technology,					
Performing Arts, Eid, Diwali, Poetry, Sports and					
STEM days).					
Increase links with wider community, including					
charities, agencies, and clubs.					
(£3,641.52)					_
Extra-curricular clubs:	Extended and	Increased opportunity to	Timetabling	HH	
Gossip Club	enriched experiences given	develop levels of oracy.	Feedback from pupils		
Debating Club	to children to	Evidence from EEF toolkit shows			
Cookery Club	support academic	that there is moderate impact			
Homework Club	achievement and	iovement and			
Eco Club	social interaction	(EEF Toolkit).			
Ethos club					
Junior Leadership Team	Pupils have a happy				
Radio Club	and settled				
Cheerleading Club	experience during their time at				
Reading Club	school. They will				
Keep Fit	develop their social				
Netball	communication,				
Football	play skills and				
Yoga and Mindfulness	develop positive				
(£1820,76)	relationships.				



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	Commando Joes, Instructor led program, whole school	To develop skills	A study conducted by	Attainment for identified	HH/CF	
		such as team work,	academics at Swansea	groups		
	This is a character learning journey, which	leadership,	University found that			
	encourages children to think critically, develop	communication,	Commando Joes as a whole			
	resilience, work as part of a team, perform	problem solving	strategy enhances educational			
	challenges, and take on leadership roles.	and resilience. To	and behavioural outcomes. The			
	chancinges) and take on leadership roles.	transfer skills into	report, published in Archives of			
		other aspects of	Exercise in Health and Disease,			
		their life and across	says that, compared to schools			
		other subjects.	without intervention, pupils in			
			schools employing Commando			
			Joe's instructors showed these			
			improvements after just three			
			months:			
			higher Maths and English			
			scores, greater improvements in			
			positive behaviour, greater			
			reductions in hyperactive and			
			irritable behaviour.			
			After six months, results			
	(513 500)		showed improved attendance.			
_	(£12,500)					
	Specialist music teaching:	Extended and	Arts participation can give up to	Timetabling	HH/LL	
	Specialist teaching of music in KS1, Year 3 and 4	enriched	2 months progress for low cost	Performance records		
	alongside class teacher.	experiences given	based on moderate evidence	Data analysis		
		to children to	(EEF Toolkit)			
		support academic				
		achievement across				
	(£7,772)	a range of subjects.				