

## Bishop Bridgeman C.E. Primary School Pupil Premium Strategy



Summary information										
School	Bishop Bridgeman C.E. Primary School									
Academic Year	2018/19	Total PP budget	£183,480	Date	May 2019					
Total number of pupils	477	Pupils eligible for PP	139	73 Boys PP	53 %	65 Girls PP	47 %	SEN PP SEN EHCP 1	(%) 0.7%	
Current attainment										
			Pupils eligible for PP (school)			Pupils not eligible for PP (national average)				
% achieving expected standard or above in reading, writing & maths			79% (GDS 4%)			70% (GDS 12%)				
% making expected progress in reading (as measured in the school)			+1.03			+0.31				
% making expected progress in writing (as measured in the school)			+0.72			+0.24				
% making expected progress in mathematics (as measured in the school)			+4.11			+0.31				
Barriers to future attainment										
Academic barriers										
A.	Children’s limited language and levels of oracy on entry to school.									
B.	Pupils limited aspirations									
C.	Securing basic skills in writing particularly with sentence composition and spelling.									
D.	Poor social and emotional skills									
Additional barriers (issues which also require action outside school)										
E.	Lack of parental engagement and support from home									
F.	Levels of skills from parents in supporting their child at home e.g. reading etc									
Intended outcomes										
A.	To increase pupil premium pupils attainment in phonics at end of Year 1.									
B.	To increase the number of pupil premium children able to write at the expected standard at end of key stage one and two.									



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<b>C.</b>	Increase the number of pupil premium children able to reach the higher standards in reading at the end of key stage one and two.
<b>D.</b>	To increase 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 closer to national expectations.



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Success Criteria				
Criteria	Evidence	Autumn evaluation	Spring Evaluation	Summer Evaluation
Percentage of disadvantaged pupils meeting expected standard in phonic screen check to be at least in line with national figures of 85% (2018 76%).	Internal data Mock phonic screens Phonic screen check IDSR/ASP/SPS Pupil progress meetings	43% of disadvantaged pupils are expected to meet the phonics screen	63% of disadvantaged pupils are expected to meet the phonics screen	85% of DAP passed the phonic test compared to 84% national non-DAP.
At end of key stages, increased proportions of disadvantaged pupils to meet ARE in writing, to be at least in line with national other pupils KS1 74%, KS2 83% (2018 KS1 67%, KS2 79%).	EOKS outcomes Internal data Moderation evidence IDSR/ASP/SPS Pupil progress meetings	47% of disadvantaged pupils at end of autumn in KS1 are on track to meet expected standard or above.  23% of disadvantaged pupils on track to be in line with national EXS+ in Autumn 2018 at the end of KS2	50% of disadvantaged pupils at end of spring in KS1 are on track to meet expected standard or above.  86% of disadvantaged pupils on track to be in line with national EXS+ in spring 2019 at the end of KS2	In writing at the end of KS1, 74% DAP achieved EXP+ compared to 73% national non-DAP.  In writing in KS2, 82% achieved ARE+ compared to 83% national non-DAP.
At end of key stages increased proportions of disadvantaged pupils to meet GDS in reading, to be at least in line with national other pupils KS1 29%, KS2 33% (2018 KS1 17%, KS2 21%).	EOKS outcomes Internal data Moderation evidence IDSR/ASP/SPS Pupil progress meetings	65% on track for EXS+ in reading at KS1 for disadvantaged  9% at end of autumn in Y6 for disadvantaged pupils are on track for GDS.	68% on track for EXS+ in reading at KS1 for disadvantaged  23% at end of spring in Y6 for disadvantaged pupils are on track for GDS.	In Reading at the end of KS1, 13% DAP achieved GDS compared to 28% national non-DAP.  In Reading at the of KS2, 36% achieved GDS in comparison to 31% national non DAP.
At end of Key Stage 2 increase the proportion of pupils achieving the higher standard for reading, writing and maths combined to be in line with national averages 12% (2018 4%).	EOKS outcomes Internal data Moderation evidence IDSR/ASP/SPS Pupil progress meetings	11% of disadvantaged on track to achieve greater depth combined at the end of key stage 2.	22% of disadvantaged on track to achieve greater depth combined at the end of key stage 2.	At the end of KS2 14% achieved the higher standard in the three subjects combined in comparison to 13% national non DAP.



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Quality of teaching for all	Planned expenditure			Total budgeted cost:		£94,251.25
	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?
	<p>Additional Staffing: Increase in staffing in identified year groups Year 1, Year 2 and Year 6; additional TA2 with SEN in Year 1, additional teacher in KS1 and two additional x TA4's in Year 6.</p> <p>Provision includes:</p> <ul style="list-style-type: none"> <li>• Program of interventions for identified children to be delivered before and after school in all year groups.</li> <li>• Deliver English and Maths skills lessons in small differentiated groups from Years 2-5 – developing key skills and knowledge.</li> <li>• Use Assertive Mentoring to track children's progress and attainment and identify gaps in learning.</li> <li>• Deliver high quality interventions enabling accelerated progress.</li> <li>• To deliver high quality 1:1 reading sessions for those needing additional support.</li> </ul> <p><b>(£83,172)</b></p>	<p>To increase the number of pupil premium children able to write at the expected standard at end of key stage one and two.</p> <p>Increase the number of pupil premium children able to reach the higher standards in reading at the end of key stage one and two.</p>	<p>Phonic intervention gives moderate impact for low cost, +4 months progress (EEF Toolkit)</p> <p>Reading comprehension strategies give high impact for low cost, with extensive evidence and +6 months progress (EEF Toolkit)</p> <p>Small group tuition gives moderate impact with moderate costs, +4 months (EEF Toolkit).</p>	Monitoring Staff CPD Data analysis	HH/ VP/ CB	<p>19<sup>th</sup> November 2018</p> <p>25<sup>th</sup> March 2019</p> <p>17<sup>th</sup> June 2019</p>
	<p>Diagnostic tools:</p> <p>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.</p> <p><b>(£3,540)</b></p>		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	
	<p>1:1 Tuition:</p> <p>Individual tuition for identified pupils in year 6 outside of school e.g. Saturdays with Y6 teachers.</p>		One to one tuition gives moderate impact of +5 months	Data analysis	CB/HH	



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	(£6,175)		for high cost, with extensive evidence (EEF Toolkit).			
	Revision materials: Purchasing of new revision materials to support pupils in year 2 and year 6. (£1,364.25)		Resources for reading interventions shows to have high impact for low cost, +6 months (EEF Toolkit)	Data analysis	CB/VP	



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	Planned expenditure			Total budgeted cost:		£56,401.57
	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?
Targeted support	<p>Additional Staff: Learning mentor.</p> <ul style="list-style-type: none"> <li>• Learning Mentor role in school to further enhance home school links.</li> <li>• Promote home school links through various events and coffee mornings. (see school calendar of events)</li> <li>• Offer a range of parent workshops throughout school.</li> <li>• Have free access to Breakfast Club</li> <li>• Reaccreditation of LPPA award.</li> <li>• Develop strategies for punctuality and attendance for vulnerable groups. .</li> </ul>	Ensuring social and emotional needs of all children are met so that outcomes at EOKS are in line with national averages.	<p>33.2% of pupils are FSM ever 6 compared to 23.5% nationally.</p> <p>Learning mentor to deliver interventions to support pupils social and emotional learning. EEF states that this has moderate impact with moderate cost, +4 months.</p> <p>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.</p> <p>Increase in parental engagement can give moderate impact with moderate cost based on moderate evidence with +3 months progress (EEF toolkit)</p>	<p>Performance management</p> <p>Data analysis/EOKS outcomes</p> <p>Attendance monitoring</p> <p>Parent meetings</p>	HH/K Breen	<p>19<sup>th</sup> November 2018</p> <p>25<sup>th</sup> March 2019</p> <p>17<sup>th</sup> June 2019</p>
	(£30,700.57)					



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	<p>Additional Staffing in Breakfast Club: Additional staff in breakfast club of 2 TA1's.</p> <p><b>(£8,326)</b></p>	<p>Support given to vulnerable families to ensure a positive start to the school day, to increase the number of children achieving outcomes at EOKS which are in line with national averages.</p>	<p>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.</p>	<p>Timetabling Identified children and families have access to staff support during breakfast club</p>	<p>HH/KB SW/TMc</p>	
	<p>Behaviour support: Support for identified pupils to develop social skills and interaction. Aspire to support in school 1 day per week and deliver CPD to staff.</p> <p><b>(£11,375)</b></p>	<p>Support given to children with social, emotional and behavioural difficulties and offer staff and children strategies to overcome any barriers to learning.</p>	<p>Behaviour interventions can give moderate impact with moderate costs with +3 months progress (EEF Toolkit).</p>	<p>Early Help records Personal Plans CPOMS records</p>	<p>HH/KB</p>	
	<p>Education Psychologist: Expert advice to support pupils and teachers in meeting diverse needs.</p> <p><b>(£6,000)</b></p>	<p>Specialist assessments undertaken to support and advise in the implementation of strategies to overcome any barriers to learning.</p>	<p>Behaviour interventions can give moderate impact with moderate costs with +3 months progress (EEF Toolkit).</p> <p>Support given focusing on social and emotional learning can give moderate impact with moderate costs with +4 months progress (EEF Toolkit).</p>	<p>Early Help records Personal Plans CPOMS records</p>	<p>HH/KB</p>	



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Other approaches	Planned expenditure			Total budgeted cost:		£32,827.18
	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?
	<p>Enrichment to raise aspirations:</p> <ul style="list-style-type: none"> <li>• Increase opportunities for outdoor learning through ECO days.</li> <li>• Enhance outdoor provision and school grounds to enhance learning outdoors.</li> <li>• Fund residential events and trips.</li> <li>• Fund opportunities from the school bucket list “100 things...”</li> <li>• Develop school Super Learning Weeks and Super Learning Days (e.g. Design and Technology, Performing Arts, Eid, Diwali, Poetry, Sports and STEM days).</li> <li>• Increase links with wider community, including charities, agencies, and clubs.</li> </ul> <p><b>(£2220.18)</b></p>	Extended and enriched experiences given to children to support academic achievement and social interaction.	EEF toolkit states that outdoor adventure learning is moderate cost with moderate impact of +4 months.	Curriculum enrichment records		<p>19<sup>th</sup> November 2018</p> <p>25<sup>th</sup> March 2019</p> <p>17<sup>th</sup> June 2019</p>
	<p>Extra-curricular clubs:</p> <p>Gossip Club</p> <p>Debating Club</p> <p>Cookery Club</p> <p>Homework Club</p> <p>Eco Club</p> <p>Ethos club</p> <p>Junior Leadership Team</p> <p>Radio Club</p> <p>Cheerleading Club</p> <p>Reading Club</p> <p><b>(£500)</b></p>	Extended and enriched experiences given to children to support academic achievement and social interaction.	Increased opportunity to develop levels of oracy. Evidence from EEF toolkit shows that there is moderate impact for very low cost, +5 months (EEF Toolkit).	Timetabling Feedback from pupils		
	<p>Skillforce:</p> <p>Programme for year 3 and 4 pupils, developing life skills and character with pupils.</p> <p><b>(£17,107)</b></p>	To develop skills such as team work, leadership, communication, problem solving and resilience. To	Research conducted by SkillForce showed that in 2015/16 87% of participants agreed there had been a positive impact on their	Attainment for identified groups		



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		transfer skills into other aspects of their life and across other subjects.	confidence, with 82% agreeing the programme had improved their motivation and additionally 14% of students improved their writing, 11% improved their reading.			
Specialist music teaching: Specialist teaching of music in KS1 and Year 3 alongside class teacher. Enhanced music teaching in Year 4 and 5 to continue.  <b>(£10,500)</b>	Extended and enriched experiences given to children to support academic achievement across a range of subjects.	Arts participation can give up to 2 months progress for low cost based on moderate evidence (EEF Toolkit)	Timetabling Performance records Data analysis		19 <sup>th</sup> November 2018  25 <sup>th</sup> March 2019  17 <sup>th</sup> June 2019	
Enabling Enterprise: Programme to support children develop skills so that children have the essentials skills to succeed in life.  <b>(£2,500)</b>	Develop 8 essential skills from the skills builder, including teamwork, communication, imagination and problem solving. Apply skills to other aspects of their learning and life.	Research from Enabling Enterprise states students on the programme on average show an extra 3.8 months progress.	Skills analysis tool Project record books			