

## Pupil premium strategy statement Bishop Bronescombe 2018-2019

1. Summary information for 2018-2019															
<b>School</b>	Bishop Bronescombe School														
<b>Academic Year</b>	2018/2019	<b>Total PP budget</b>				£95,000	<b>Date of most recent PP Review</b>				Sep 2018				
<b>Total number of pupils</b>	312	<b>Number of pupils eligible for PP</b>				65	<b>Date for next internal review of this strategy</b>				Dec 2018				
<b>Attainment of KS2 pupils at the end of Academic year 2017-18</b>						<i>Pupils eligible for PP in year 6 (16)</i>			<i>Pupils not eligible for PP (national average)</i>						
% achieving expected standard +						<b>Reading – 63%</b> <b>Writing – 81%</b> <b>Maths – 63%</b> <b>Combined – 50%</b>			<b>Reading – 80%</b> <b>Writing – 83%</b> <b>Maths – 81%</b> <b>Combined – 70%</b>						
<b>Progress of KS2 pupils at end of academic year 2017-18</b>						<i>Pupils eligible for PP in year 6 (16)</i>			Pupils non eligible for PP in year 6 (27)						
<b>Average progress score in reading KS2</b>						<b>0.71</b>			-1.12						
<b>Average progress score in writing KS2</b>						<b>3.62</b>			2.12						
<b>Average progress score in maths KS2</b>						<b>1.03</b>			-0.91						
% of current Pupil Premium children making expected or more progress															
<b>Year</b>	<b>2</b>			<b>3</b>			<b>4</b>			<b>5</b>			<b>6</b>		
<b>Subject</b>	<b>Rdg</b>	<b>Wrtg</b>	<b>Maths</b>	<b>Rdg</b>	<b>Wrtg</b>	<b>Maths</b>	<b>Rdg</b>	<b>Wrtg</b>	<b>Maths</b>	<b>Rdg</b>	<b>Wrtg</b>	<b>Maths</b>	<b>Rdg</b>	<b>Wrtg</b>	<b>Maths</b>
% making expected + progress	90.9%	100%	81.8%	33.3%	55.6%	77.8%	90.9%	81.8%	72.7%	63.6%	63.6%	63.6%	46.7%	53.3%	26.7%

<b>2. Barriers to future attainment (for pupils eligible for PP)</b>	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Pupils deemed to be disadvantaged in Reading, Writing and Maths are not <b><u>ALL</u></b> achieving age related expectations of attainment in <b><u>ALL</u></b> year groups nor are they making as much progress as non-disadvantaged
<b>B.</b>	Social, emotional and behavioural difficulties affecting wellbeing and progress/ weaknesses in learning behaviours.
<b>C.</b>	Specific / individual needs of individuals. (Young Carers, SEN, Armed Forces children)
<b>D.</b>	Absence and lateness of PP children
<b>E.</b>	Pupils with higher abilities/G&T do not have access to enrichment opportunities
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>F.</b>	Some home learning environments lack support, especially in readiness for school. Poor language/vocabulary is hindering age related expectations.
<b>G.</b>	Some families in need of specific /individual support with parenting skills etc.
<b>H.</b>	Disengagement- Lack of parental expectations, engagement and commitment
<b>3. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )	<b>Success criteria</b>
<b>A.</b>	Reduce the attainment gap of pupils deemed to be disadvantaged in Reading, Writing and Maths.
<b>B.</b>	Social, emotional and behavioural needs are identified and actioned to best support outcomes of children.
	Pupils eligible for PP make more progress than 'other' pupils to reduce the attainment gap. Measured half termly by teacher assessments and progress reviewed with targeted actions.  *Children making expected or better progress, closing the gap and promoting self-esteem and motivation. *More resilient learners are able to challenge and overcome barriers to learning. *Incidents of inappropriate or concerning behaviour are reduced. *Increased engagement and participation in class. *Improved relationships with peers.

<b>C.</b>	Children with specific or individual needs are supported effectively.	<p>*Children making expected or better progress. Closing the gap and promoting self-esteem and motivation.</p> <p>*Early intervention provides appropriate support.</p> <p>*Whole school 'TIS' approach is promoted and best supports the needs of individuals with specific barriers.</p> <p>*1-1 TIS screenings are in place to support the individual needs of identified children.</p>
<b>D.</b>	Attendance of small core of persistent PP absentee rises.	<p>*Attendance figures will be in line with the rest of the cohort and in line with national expectations.</p> <p>*Pupils attend school and access teaching, resulting in expected standards by the end of the year and making progress in line or better than non-disadvantaged pupils.</p>
<b>E.</b>	All HAPs/G&T PP children to maintain their projected academic pathway and to develop their self-esteem.	<p>*Increased opportunities for PP to reach greater depth.</p> <p>*Identified children will be able to embed their reasoning and explanations across all subjects.</p> <p>*Reduce the attainment gap between pupils eligible for PP identified as high ability and other pupils identified as high ability who are working at greater depth by the end of KS2. Measured half termly by teacher assessments and progress reviewed with targeted actions.</p> <p>*PP children have access to a wider range of non-curricular activities. E.g Eden performance, music lessons, sporting events.</p>
<b>F.</b>	Relevant intervention and support is provided to support children's academic, social, emotional and behavioural well-being.	<p>*Identified parents attend relevant meetings (Parent consultations/RWI meetings/SATs/School trip meetings/TACs, etc)</p> <p>*Families are appropriately supported by school staff/external agencies and progress is made towards all targets set</p> <p>*Food bank/holiday clubs for identified families are accessible for those requiring support during school holidays.</p> <p>*Identified families receive additional funding for school based activities (e.g. swimming).</p> <p>*Increased participation in residentials.</p>

<b>G</b>	Parents / families in need of extra support are identified and their parenting capacity is strengthened	<ul style="list-style-type: none"> <li>*Families identified work with PSA.</li> <li>*Parenting workshops are attended by identified groups and is making a difference.</li> <li>*Family learning sessions are tailored to fit the needs of the pupils and families. Sessions are attended by identified groups. Sessions are completed termly with area of focus planned and amended to support all involved.</li> </ul>
<b>H</b>	Arithmetic and reasoning in Maths improves through targeted exposure in Early Morning Maths, 'keep up' interventions and through targeted family learning sessions.	<ul style="list-style-type: none"> <li>*Targeted children attend Early Morning Maths daily.</li> <li>*PP children are identified on teacher's planning.</li> <li>*Identified families attend Maths specific family learning sessions.</li> <li>*Maths interventions focus on keeping up and moving children on in their learning.</li> <li>*Maths homework completed by all targeted children.</li> </ul>

4. Planned expenditure					
<b>Academic year</b>	<b>2018-19</b>				
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?

<p>A. Reduce the attainment gap of pupils deemed to be disadvantaged in Reading, Writing and Maths so that 70% reach age related expectations in Maths, 70% in writing and 75% in reading.</p>	<p>PP children to be a focus for regular pupil conferencing with teacher and 'keep up' interventions.</p> <p>PP children to be a focus on monitoring visits.</p> <p>PP children are named on planning so all adults know who they are and can target appropriately in lessons.</p> <p>PP pupils to receive targeted interventions for core subjects.</p> <p>Focus on: Y3 – reading Y5- RWM Y6 – RWM</p>	<p>More PP pupils are not achieving age related expectations of attainment when compared with 'other' pupils. We want to ensure that all PP pupils achieve age related expectation of attainment by the end of KS2. We want to use our expertise within school to improve teacher practices to provide stretch and encouragement for these pupils.</p> <p>Progress in Y3 reading is low as is progress in Y5 and Y6 for RWM. Progress needs to be accelerated to help reduce the attainment gap.</p>	<p>Regular monitoring of classroom practice, work and planning scrutiny.</p> <p>Monitoring of intervention groups and folders.</p> <p>Focus on PP pupils in termly Pupil Progress Meetings</p> <p>Pupil Premium Review</p>	<p>DC SG</p>	<p>June 2019</p>
<p>B. Social, emotional and behavioural needs are identified and action planned to</p>	<p>Deployment of relevant PSA support.</p>	<p>TIS action plans and support has demonstrated that improving social and emotional delays or interruptions leads to academic progress.</p>	<p>Monitor whole class TIS action plans</p> <p>Evaluate action planning and progress made towards targets.</p>	<p>RM, TP, ED, DC, SG Class Teachers</p>	<p>Ongoing</p>

<p>best support outcomes of children.</p>	<p>Whole school TIS approach embedded x3 assigned practitioners.</p> <p>TIS training for all new teachers and TAs to embed approach.</p>		<p>Consider feedback from teachers</p> <p>Half a day out of class each week for TIS practitioners and time after school to talk to staff.</p> <p>Tracking academic progress of children half termly.</p> <p>Monitor in line with attendance and projected points progress.</p>	<p>DC &amp; Class Teachers</p> <p>GA, TP</p> <p>SLT</p>	<p>Termly</p> <p>Half Termly</p> <p>Annually</p>
<p>D Attendance of small core of persistent absentee PP to continue to fall.</p>	<p>Weekly attendance for each class published in newsletter</p> <p>Attendance awards issued weekly to children achieving 100%.</p> <p>Award for whole class weekly with highest attendance.</p> <p>PSA to provide personalised support to families struggling with attendance issues.</p>	<p>Increased punctuality and attendance promotes better learning outcomes and a more positive attitude towards learning.</p> <p>Parents have renewed understanding of the importance of attendance and work with school to break down individual needs.</p>	<p>Termly meetings with EWO.</p> <p>School secretary to daily monitor attendance and summarise attendance half termly.</p> <p>SLT members to challenge target families</p> <p>Governors to receive a termly summary</p> <p>PSA to report attendance to SLT weekly.</p>	<p>DC/HA</p> <p>PK</p> <p>SLT</p>	<p>Ongoing</p> <p>Half termly</p> <p>Half termly</p> <p>Termly</p> <p>Weekly</p>

<p>E. All HAPs/G&amp;T PP children to maintain their projected academic pathway so that 20% meet GD in reading, 20% in writing and 20% in maths.</p>	<p>Identification of chn and appropriate extension tasks identified on planning</p>	<p>Extension work needed as coverage for greater depth- providing daily opportunities for children to reach their full potential across the curriculum.</p>	<p>Tracking academic progress of identified children- Regular data drops for PP children.</p> <p>Planning/work scrutinies.</p>	<p>SG</p>	<p>Termly</p>
	<p>Daily opportunities provided as Maths Masters/Star writers</p>	<p>This promotes and encourages children to develop problem solving and reasoning skills.</p>	<p>Pupil conferencing and lesson observations.</p>	<p>Class Teachers</p>	<p>Half termly</p>
	<p>Provide 'aspirational' opportunities for students</p>	<p>Vital in promoting children to 'aim high' and encourage individuals to reach their full potential.</p>	<p>Monitor number of opportunities provided for pupils.</p>	<p>Teaching staff &amp; SLT</p>	<p>Termly</p>
	<p>Pupils to have access to a wider range of enrichment activities.</p>		<p>Pupil conferencing with identified pupils to inform staff of children's aspirations and areas of non-academic development.</p>	<p>Teaching staff &amp; SLT</p>	<p>Termly</p>
	<p>Y5/6 teachers to build a strong working relationship with local secondary schools.</p>		<p>Ensure PP eligible pupils take advantage of enrichment activities offered by secondary schools and other local agencies.</p> <p>Successful transition days with local secondary schools. Secondary schools invited to moderation meetings.</p>	<p>Subject leads / G&amp;T lead</p> <p>Teaching staff &amp; SLT</p>	<p>Termly</p> <p>Termly</p>
<b>Total budgeted cost</b>					<p>£47,973</p>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. Reduce the attainment gap of pupils deemed to be disadvantaged in Reading, Writing and Maths.	<p>PP children to be identified for intervention.</p> <p>Interventions provided at least 3 x weekly to tackle underachievement in Reading, Writing or Maths</p> <p>Pupil conferencing at least 3x a week to support those underachieving.</p> <p>Additional intervention TA in Y6 for PP children to deliver targeted support</p>	<p>More PP pupils are not achieving age related expectations of attainment when compared with 'other' pupils. We want to ensure that all PP pupils achieve age related expectation of attainment by the end of KS2. We want to use our expertise within school to improve teacher practices to provide stretch and encouragement for these pupils. Targeted intervention on a needs basis will support children in plugging gaps in skills and knowledge.</p> <p>Progress in Y3 reading is low as is progress in Y5 and Y6 for RWM. Progress needs to be accelerated to help reduce the attainment gap.</p>	<p>Focus on PP pupils in termly Pupil Progress Meetings – planned interventions resulting from data analysis</p> <p>Pupil Premium Review</p> <p>Interventions and intervention folders monitored</p>	DC SG RM	<p>June 2019</p> <p>Half Termly</p>

<p>B. Social, emotional and behavioural needs are identified and action planned to best support outcomes of children.</p>	<p>Action planning and support from appropriate internal/external agencies.</p> <p>Deployment of relevant PSA support.</p> <p>Whole school TIS approach embedded. Practitioners to have half a day out of the classroom and 1 hour after school to complete 1:1 TIS plans and support teachers and TA with delivery.</p> <p>Use of hardship funds for trips/clubs/breakfast and after school club.</p> <p>Pupil Premium pupils are targeted in BLP research projects</p>	<p>Multiple barriers faced by children and families are supported and addressed by school-external agency partnership, allowing children to better access the curriculum.</p> <p>TIS action plans and support has demonstrated that improving social and emotional delays or interruptions leads to academic progress.</p> <p>Assistance with fees helps to enrich pupils' curriculum coverage and removes potential cost barriers. School club support ensures improved attendance, punctuality, and aids social development, supporting families dealing with financial/emotional difficulties.</p>	<p>Monitor individual TIS action plans and outcomes</p> <p>Evaluate action planning and progress made towards targets.</p> <p>Consider feedback from teachers</p> <p>Tracking academic progress of children- Half termly data drops for PP pupils</p> <p>Monitor in line with attendance and projected points progress.</p> <p>Review PSA involvement and impact</p> <p>SLT to review and monitor projects and impact.</p>	<p>TP, GA, DC Class Teachers</p> <p>DC &amp; Class Teachers</p> <p>SLT</p> <p>SLT</p>	<p>Ongoing</p> <p>Termly</p> <p>Annually</p> <p>Termly</p>
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<p>C Children with specific or individual needs are supported effectively.</p>	<p>Individuals have access to a 1:1 TA</p> <p>Named intervention TAs to be timetabled at least 3 afternoons per week to deliver targeted interventions to promote ARE outcomes in R/W/M and RWI.</p> <p>Draw and Talk accessed to support identified needs</p> <p>Pupil premium underachieving children to be targeted for regular pupil conferencing in Maths and Writing.</p> <p>Intervention teacher to be contracted to work 4 mornings per week.</p>	<p>Current support provided is proving to best support chn to overcome barriers to learning and make academic, social and emotional progress.</p> <p>Progress being made towards projected expectations of children.</p> <p>Children continue to develop self-identity and increase self-esteem, enabling them to access learning more readily.</p>	<p>Tracking academic progress of children- Half termly data drops for PP children.</p> <p>Interventions are evaluated for effectiveness at least half termly and used to track expected progress for individuals</p> <p>Effective monitoring of the intervention, involving Ed Psych.</p> <p>Book looks to ensure PP children are receiving pupil conferencing and keep up/catch up intervention</p> <p>Interventions to be monitored and files to be checked.</p>	<p>SLT</p> <p>Class Teachers</p> <p>SLT</p> <p>SLT</p>	<p>Termly</p> <p>Half termly</p> <p>X 3 monthly</p> <p>Termly</p> <p>Termly</p>
<p>D Attendance of small core of persistent absentee PP continues to rise.</p>	<p>Early EWO referrals with SLT</p> <p>PSA/SLT support given to help overcome barriers</p>	<p>Increased punctuality and attendance promotes better learning outcomes and a more positive attitude towards learning.</p>	<p>Half-termly meetings with EWO. Regular contact with EWO via email.</p> <p>Review of attendance policy.</p>	<p>DC/HA</p> <p>PK</p>	<p>Ongoing</p> <p>Half termly</p>

	<p>Attendance incentives to be awarded across the school</p> <p>Attendance letter to go home to those who's attendance drop below 93%</p>	<p>Parents have renewed understanding of the importance of attendance and work with school to break down individual needs.</p>	<p>Parents challenged and supported when attendance / punctuality becomes a concern School secretary to daily monitor attendance and summarise attendance half termly. SLT members to challenge target families</p> <p>Governors to receive a termly summary</p> <p>93% attendance list kept and up dated weekly</p>	<p>SLT</p>	<p>Half termly</p> <p>Termly</p>
<p>E. All HAPs/G&amp;T PP children to maintain their projected academic pathway.</p>	<p>Identification of children as being likely to achieve Greater Depth and targeted in English and Maths.</p> <p>Intervention 4 x weekly in year 6.</p> <p>Provide 'aspirational' opportunities for students</p>	<p>Extension work needed as coverage for greater depth- providing daily opportunities for children to reach their full potential across the curriculum.</p> <p>This promotes and encourages children to develop problem solving and reasoning skills.</p> <p>Vital in promoting children to 'aim high' and encourage individuals to reach their full potential.</p>	<p>Tracking academic progress of identified children- Half termly data drops for PP children.</p> <p>Planning/work scrutinies.</p> <p>Pupil conferencing and lesson observations.</p> <p>Monitor number of opportunities provided for pupils – Pupil feedback</p> <p>Monitor success of transition days –pupil feedback.</p>	<p>SG</p> <p>Class Teachers</p> <p>Teaching staff &amp; SLT</p> <p>Teaching staff &amp; SLT</p>	<p>Termly</p> <p>Half termly</p> <p>Termly</p>

	Maintain good links with the local secondary schools.		Ensure PP eligible pupils take advantage of enrichment activities offered by secondary schools and other local agencies, such as music lessons and sporting activities	Subject leads and G&T lead	
F. Relevant intervention is provided to support children's social, emotional and behavioural well-being.	<p>Staff trained in Early Help services</p> <p>Early Help identified and promoted from entry level and above</p> <p>Relevant agency details promoted and referrals made, including MARU</p> <p>Inclusion of the 'TIS Approach' and an associated lunch time nurture group with allocated TIS practitioner</p> <p>TIS practitioners to have half a day out of the classroom and time after school to work, monitor and plan alongside teaching staff.</p>	<p>Dreadnought and Clear Counselling has proven to support children in overcoming personal barriers and promotes strategies for use in the future.</p> <p>Evidence from previous case studies of Early Support has prevented problems in adolescence</p> <p>We have made historic progress in using these services to promote parents' capabilities, positive parenting and enhance relationships within families.</p> <p>Increased parental engagement in school.</p> <p>Positive relationships established and maintained with families.</p> <p>Endorses social behaviours and provides a forum for children to discuss current anxieties.</p>	<p>Opportunities to evaluate the sessions using pupil voice. Where relevant, professional and parent feedback.</p> <p>Monitoring progress points previously actioned.</p> <p>Continue to information share with staff in weekly meetings</p> <p>Whole class and individual TIS plans monitored.</p>	<p>DC/TP</p> <p>SLT</p>	<p>Annually</p> <p>Ongoing and as needed</p> <p>Termly</p>

H. Arithmetic and reasoning in Maths improves through targeted exposure in Early Morning Maths, 'keep up' interventions and through targeted family learning sessions.	Targeted children attend Early Morning Maths daily.	Morning Maths helps children develop their arithmetic skills throughout the year, whilst accessing other areas of the Maths curriculum in lessons.	Morning Maths walk to monitor the use of arithmetic skills.	AM/SLT	Termly
	PP children are identified on teacher's planning.	All adults know who targeted children are to support appropriately.	Planning scrutinies completed	SLT	Termly
	Identified families attend Maths specific family learning sessions.	Family Learning is known to increase parental involvement and can have a positive effect to the child's learning.	Family learning evaluated by staff, parents and children.	SG	Termly
	Maths interventions focus on keeping up and moving children on in their learning.	Using intervention as a 'keep up' solution rather than a 'catch up' to keep children working alongside their peers whilst closing the gaps.	Intervention monitored and files checked.	SLT	Termly
	Maths homework completed by all targeted children.	Parental involvement models the importance of learning to children and encourages them to strive for the best.	Homework marked and checked by class teachers.	Class teachers	Weekly
<b>Total budgeted cost</b>					£46, 627
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

<p>Parents / families in need of extra support are identified and their parenting capacity is strengthened</p>	<p>PSA direct support for children and families</p> <p>PSA referrals to parenting workshops</p> <p>Establish Family Learning across the school, starting with early support in reception/Y1.</p> <p>Review methods of communication with parents (investigate social media options)</p> <p>KIDS MATTER parenting workshop programme to target identified families</p>	<p>We have made historic progress in using these services to promote parents' capabilities, positive parenting and enhance relationships within families.</p> <p>Increased parental engagement in school.</p> <p>Positive relationships established and maintained with families.</p> <p>Parent confidence in supporting social, emotional behaviour impacts on resilience of child and subsequent academic progress.</p> <p>Parents who feel more confident in supporting children in reading writing and maths are more likely to impact on children's progress.</p>	<p>Parent feedback</p> <p>PSA report</p> <p>Feedback from parents and children. Staff to evaluate.</p>	<p>HA</p> <p>HA</p> <p>SG</p> <p>TP/EA</p>	<p>Termly</p> <p>Termly</p>
<b>Total budgeted cost</b>					£400

<b>5. Additional detail</b>
Our Pupil Premium policy can be seen on: <a href="http://www.bishopbronescombe.co.uk">www.bishopbronescombe.co.uk</a> – Our School / Pupil Premium