

Pupil premium strategy statement

School overview

Metric	Data
School name	Bishop Bronescombe C of E School
Pupils in school	310
Proportion of disadvantaged pupils	21%
Pupil premium allocation this academic year	£90,540
Academic year or years covered by statement	2019-2022
Publish date	18 November 2019
Review date	01 November 2020
Statement authorised by	Debbie Carmichael
Pupil premium lead	Debbie Carmichael
Governor lead	Michelle Frazer

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-2.84
Writing	2.12
Maths	-3.6

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2 (R, W & M)	46.7%
Achieving high standard at KS2 (R, W & M)	0%

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2 (R, W & M)	60%
Achieving high standard at KS2 (R, W & M)	20%
Measure	Activity
Priority 1	Develop and embed Teaching for Mastery across all year groups

Priority 2	Ensure all staff prioritise reading, language acquisition and comprehension throughout the curriculum.
Barriers to learning these priorities address	Weak language and communication skills, staff knowledge and confidence in delivering evidence-based teaching strategies
Projected spending	£20,000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	Sept 21
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	Sept 21
Progress in Mathematics	Achieve national average progress scores in KS2 Mathematics	Sept 21
Phonics	Achieve national average expected standard in PSC	Sept 21
Other	Improve attendance of disadvantaged pupils to at least national expectation (96%)	Sept 21

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Adult-led interventions focussing on phonics, reading, comprehension
Priority 2	Small group maths support and closing-the-gap numeracy intervention based on diagnostic assessments
Barriers to learning these priorities address	Weak language and communication skills. Poor reasoning and problem-solving. Lack of support at home.
Projected spending	£25,500

Wider strategies for current academic year

Measure	Activity
Priority 1	Support social, emotional and mental health development so that pupils are ready and resilient learners through bespoke provision, direct pupil support, parenting support and enhanced learning opportunities.
Priority 2	Improve attendance of disadvantaged pupils.
Barriers to learning these priorities address	Behaviour and emotional difficulties. Low confidence and self-esteem. Low levels of aspiration. Family conflict and social problems. A narrow range of experiences and opportunities. Attendance and punctuality issues.
Projected spending	£45,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring staff development is prioritised and impact monitored.	Use of INSET time and staff meeting time. Prioritising SLT time in monitoring and tailored support.
Targeted support	Ensuring staffing for prioritised interventions are consistent. Ensuring staff are trained in specific interventions.	Prioritised interventions and pupils are identified. SLT identify staff that need targeted support.
Wider strategies	Ensuring families that face most challenges remain engaged.	PSA targets and develops relationships with these families. Other events and support offered to maintain and further trusting relationships

Review: last year's aims and outcomes

Aim	Outcome
Reduce the attainment gap of pupils deemed to be disadvantaged in Reading, Writing and	Whole school percentages for expected and above attainment: RWM – 54% Reading – 68% Writing – 59%

<p>Maths so that 70% reach age related expectations in Maths, 70% in writing and 75% in reading.</p>	<p>Maths – 58%</p> <p>Target cohorts:</p> <p>Year 6: Targets met with all areas exceeding 70%.</p> <p>Year 5. Target reached for expected writing, but not in Maths or Reading</p> <p>Year 3. Targets not met in all areas.</p>
<p>Social, emotional and behavioural needs are identified and actioned to best support outcomes of children.</p>	<p>All Pupil Premium children accessing 1:1 TIS support with practitioners made social and emotional progress.</p> <p>50% made expected or better progress in all three subject areas (reading, writing, maths or Prime areas for EYFS pupils)</p> <p>88% made at least expected progress in at least one subject area.</p> <p>63% made accelerated progress in at least one subject area.</p>
<p>Attendance of small core of persistent PP absentee rises.</p>	<p>Whole school persistent absentees has reduced significantly and is currently (03.07.19) 4.78%</p> <p>PP persistent absentees has also reduced significantly. In Autumn 26.47% and is currently 13.7%.</p>
<p>All HAPs/G&T PP children to maintain their projected academic pathway and to develop their self-esteem.</p>	<p>Whole school percentages for Pupil Premium ‘Greater Depth’ attainment:</p> <p>RWM – 6%</p> <p>Reading – 14%</p> <p>Writing – 13%</p> <p>Maths – 9%</p> <p>Individual year group targets that have been met – see below</p> <p>Y6 writing – 20%GD Y4 writing – 20% GD Y4 reading -20% GD Y3 maths – 20% GD Y3 reading – 20% GD Y2 reading – 25% GD</p>