

Pupil premium strategy statement Bishop Bronescombe 2017-2018 IMPACT (Reviewed Sept. 2018)

| 1. Summary information for 2016-2017 | | | | | | | | | | | | | | | | |
|--|---------------------------|---|-------|------|------|----------|------|------|---|---|------|-------|--|------|-------|--|
| School | Bishop Bronescombe School | | | | | | | | | | | | | | | |
| Academic Year | 2017/2018 | Total PP budget | | | | £105,036 | | | Date of most recent PP Review | | | | Sep 2017 | | | |
| Total number of pupils | 311 | Number of pupils eligible for PP | | | | 73 | | | Date for next internal review of this strategy | | | | 9/11/17 | | | |
| 2. Current attainment at the start of Academic year 2017-2018 | | | | | | | | | | | | | | | | |
| | | | | | | | | | | <i>Pupils eligible for PP (your school)</i> | | | <i>Pupils not eligible for PP (national average)</i> | | | |
| % achieving expected standard + | | | | | | | | | | 67% | | | 61% | | | |
| Average progress score in reading KS2 | | | | | | | | | | -3.5 | | | 0 | | | |
| Average progress score in writing KS2 | | | | | | | | | | -1.3 | | | 0 | | | |
| Average progress score in maths KS2 | | | | | | | | | | -5 | | | 0 | | | |
| Average progress scores for PP eligible pupils for year 2016-2017 (current year groups for 2017-2018). NB Average yearly progress = 6 points | | | | | | | | | | | | | | | | |
| Year | 2 | | | 3 | | | 4 | | | 5 | | | 6 | | | |
| Subject | Rdg | Wrtg | Maths | Rdg | Wrtg | Maths | Rdg | Wrtg | Maths | Rdg | Wrtg | Maths | Rdg | Wrtg | Maths | |
| Points Progress (PP) | 6 | 6.37 | 6.12 | 6.45 | 6.77 | 6.89 | 5.63 | 5.5 | 5.5 | 6.62 | 6.38 | 7.1 | 5.31 | 6.12 | 5.13 | |

| 3. Barriers to future attainment (for pupils eligible for PP) | |
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| In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | |
| A. | Pupils deemed to be disadvantaged in Reading, Writing and Maths are not <u>ALL</u> achieving age related expectations of attainment in <u>ALL</u> year groups nor are they making as much progress as non-disadvantaged |
| B. | Social, emotional and behavioural difficulties affecting wellbeing and progress/ weaknesses in learning behaviours. |
| C. | Specific / individual needs of individuals. (Young Carers, SEN, Armed Forces children) |
| D. | Absence and lateness |
| E. | Pupils with higher abilities/G&T do not have access to enrichment opportunities |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |
| F. | Some home learning environments lack support, especially in readiness for school. Poor language/vocabulary is hindering age related expectations. |
| G. | Some families in need of specific /individual support with parenting skills etc. |
| H. | Disengagement- Lack of parental expectations, engagement and commitment |
| 4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>) | Success criteria |
| A. | Reduce the attainment gap of pupils deemed to be disadvantaged in Reading, Writing and Maths. |
| 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. |

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| C. | 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 'Thrive' approach is promoted and best supports the needs of individuals with specific barriers.</p> <p>*1-1 Thrive action plans are in place to support the individual needs of identified children.</p> |
| D. | 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> |
| E. | 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 Hall for Cornwall performance, music lessons.</p> |
| F. | 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> |

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| G | Parents / families in need of extra support are identified and their parenting capacity is strengthened | <ul style="list-style-type: none"> *Families identified work with PSA. *Parenting workshops are attended by identified groups and is making a difference. *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. |
| H | 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"> *Targeted children attend Early Morning Maths daily. *PP children are identified on teacher's planning. *Identified families attend Maths specific family learning sessions. *Maths interventions focus on keeping up and moving children on in their learning. *Maths homework completed by all targeted children. |

| 5. Planned expenditure | | | | | |
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| Academic year | 2017-18 | | | | |
| 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? |

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| <p>A. Reduce the attainment gap of pupils deemed to be disadvantaged in Reading, Writing and Maths so that 65% reach age related expectations in Maths, 60% in writing and 70% 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>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>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 CC</p> | <p>June 2018</p> |
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| <p>IMPACT <u>Statutory Assessment Outcomes of Pupil Premium Children</u></p> <p><u>KS1</u> Reading: 67% Writing: 44% Maths: 78%</p> <p><u>KS2</u> Reading: 63% Writing: 81% Maths : 63%</p> <p><u>Progress Scores at the end of KS2</u> Reading: 0.71 Writing: 3.62 Maths: 1.03 Disadvantage exceeded non-disadvantage.</p> | | | | | <p>FUTURE</p> <p>-Monitoring of PP children still needs to be rigorous.</p> <p>-Focused interventions to continue for those who are under performing need to be planned for.</p> <p>-KS1 – writing needs to be a priority for PP children. Focused on planning and in guided groups.</p> <p>-Use of targeted writing intervention ‘Success for sentences.’ (£50)</p> |
| <p>B. Social, emotional and behavioural needs are identified and action planned to</p> | <p>Deployment of relevant PSA support.</p> | <p>Thrive action plans and support has demonstrated that improving social and emotional delays or interruptions leads to academic progress.</p> | <p>Monitor whole class Thrive action plans</p> <p>Evaluate action planning and progress made towards targets.</p> | <p>RM, TP, KR, DC, SG Class Teachers</p> | <p>Ongoing</p> |

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| best support outcomes of children. | Whole school Thrive approach embedded x3 assigned practitioners. Thrive training for all new teachers and TAs to embed approach. | | Consider feedback from teachers Half a day out of class each week for Thrive practitioners and time after school to talk to staff. Tracking academic progress of children half termly. Monitor in line with attendance and projected points progress. | DC & Class Teachers GA, ST SLT | Termly Half Termly Annually |
| <p>IMPACT</p> <p>All those identified received individual Thrive screenings and support. 43 children had individual Thrive screenings. 15 pupils received 1-1 Thrive time. 7 children accessed lunch club. Thrive practitioners used half a day out of class to support individuals and monitor whole class screenings.</p> <p>85% of PP pupils receiving Thrive made progress. 25% of PP pupils receiving Thrive reached age related expectations.</p> | | | | | <p>FUTURE</p> <p>-Transition from Thrive approach to TIS. -All staff received whole MAT training and in house training run by TP. -2 members of staff received full 10 day TIS training. -1 Thrive practitioner has received top to TIS practitioner -1 staff member to receive SLT training</p> |
| D Attendance of small core of persistent absentee | Weekly attendance for each class published in newsletter | Increased punctuality and attendance promotes better | Termly meetings with EWO. | DC/TP | Ongoing |

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|---|---|--|---|---------------------------------|--|
| <p>PP rises so that attendance of PP eligible pupils meets national expectations of 96%.</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>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>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>TP to share attendance with SLT weekly.</p> | <p>PK</p> <p>SLT</p> | <p>Half termly</p> <p>Half termly</p> <p>Termly</p> <p>Weekly</p> |
| <p>IMPACT</p> <p>Termly meetings with EWO – families included look at individual attendance improving</p> <p>Letter sent home to all those whose attendance dropped below 93%, all further absence recorded as unauthorised unless medical evidence was provided, therefore persistent absentees reduced from 12.86% to 4.2%.</p> <p>Overall PP attendance at the end of September 2017: 92.84%</p> <p>Overall PP attendance at end of year 2018 :94.63%</p> | | | | | <p>FUTURE</p> <p>-New PSA to work closely with persistent absentee families.</p> <p>-Continue with current practice</p> <p>-KIDS MATTER course targeting low attending PP children and families who need parenting support.</p> |
| <p>E. All HAPs/G&T PP children to maintain their projected academic pathway</p> | <p>Identification of chn and appropriate extension tasks</p> | <p>Extension work needed as coverage for greater depth- providing daily opportunities for</p> | <p>Tracking academic progress of identified children- Regular data drops for PP children.</p> | <p>SB</p> <p>Class Teachers</p> | <p>Termly</p> |

| <p>so that 12% meet GD in reading, 10% in writing and 10% in maths.</p> | <p>identified on planning</p> | <p>children to reach their full potential across the curriculum.</p> | <p>Planning/work scrutinies.</p> | | <p>Half 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>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 & 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 & 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>Subject leads / G&T lead</p> | <p>Termly</p> | | | | | | |
| | | | <p>Successful transition days with local secondary schools. Secondary schools invited to moderation meetings.</p> | <p>Teaching staff & SLT</p> | <p>Termly</p> | | | | | | |
| <p>IMPACT</p> <p><u>PP children achieving GD</u></p> <table border="1"> <thead> <tr> <th></th> <th><u>KS1</u></th> <th><u>KS2</u></th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>11%</td> <td>15%</td> </tr> </tbody> </table> | | | | | | <u>KS1</u> | <u>KS2</u> | Reading | 11% | 15% | <p>FUTURE</p> <p>-Continue with good practice.</p> |
| | <u>KS1</u> | <u>KS2</u> | | | | | | | | | |
| Reading | 11% | 15% | | | | | | | | | |

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|---|------------------------|-----|--|---|
| Writing | 11% | 18% | | -Look at current y6 baseline and identify focus children. -Use PP trackers to tracker progress of PP children half termly. |
| Maths | 22% | 18% | | |
| <u>PP children across the whole school achieving GD</u> | | | | |
| | <u>Whole school PP</u> | | | |
| Reading | 15% | | | |
| Writing | 19% | | | |
| Maths | 18% | | | |
| Total budgeted cost | | | | £55,000 |

| 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? |
| A. Reduce the attainment gap of pupils deemed to be disadvantaged in Reading, Writing and Maths. | PP children to be identified for intervention. Interventions provided at least 3 x weekly to tackle underachievement in Reading, Writing or Maths | 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. | Focus on PP pupils in termly Pupil Progress Meetings – planned interventions resulting from data analysis Pupil Premium Review Interventions and intervention folders monitored | DC SG RM CC | June 2017 Half Termly |
| IMPACT | | | | | FUTURE |

Closing the gap between disadvantaged and non-disadvantage pupils has improved but still needs to tighten.

| | <u>Maths</u> | <u>Reading</u> | <u>Writing</u> |
|---------------|--------------|----------------|----------------|
| <u>PP</u> | 66% | 71% | 72% |
| <u>Non-PP</u> | 81% | 81% | 85% |

-Gap still needs closing

-Targeted intervention planned for.

-Pupil conferencing to be used more rigorously with PP children.

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| <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 Thrive approach embedded. Practitioners to have half a day out of the classroom and 1 hour after school to complete 1:1 Thrive plans and support teachers and TA with delivery.</p> <p>Use of hardship funds for trips/clubs/breakfast and after school club.</p> <p>Headstart mental health training attended and implemented in school</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>Thrive 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 Thrive 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- Consider more frequent data drops for PP children.</p> <p>Monitor in line with attendance and projected points progress.</p> <p>Review PSA involvement and impact</p> <p>Monitor use of Headstart</p> <p>SLT to review and monitor projects and impact.</p> | <p>TP, KR, DC Class Teachers</p> <p>DC & 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>IMPACT</p> <p>43 children had individual Thrive screenings. 15 pupils received 1-1 Thrive time. 7 children accessed lunch club. Thrive practitioners used half a day out of class to support individuals and monitor whole class screenings. Thrive approach used across all classes.</p> <p>Draw and talk targeted 13 children</p> <p>PSA targeted 67 families and referred 25 to early help</p> | | | | <p>FUTURE</p> <p>-KIDS MATTER course to target vulnerable families</p> <p>-TIS to be rolled out across the school</p> <p>-New PSA to work alongside families</p> <p>-Revised consent form targeting more families for PP funding</p> <p>-Alternative provision planned for vulnerable pupils</p> | |
| <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>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- More regular data drops for PP children.</p> <p>Interventions are evaluated for effectiveness and used to track expected progress for individuals</p> | <p>SLT</p> <p>Class Teachers</p> | <p>Termly</p> <p>Half termly</p> |

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|--|--|--|--|-----------------------|--|
| | <p>Draw and Talk accessed to support identified needs</p> <p>Pupil premium underachieving children to be targeted for regular pupil conferencing in Maths.</p> <p>Intervention teacher to be contracted to work 4 mornings per week.</p> | | <p>Effective monitoring of the intervention, involving Ed Psych.</p> <p>Book looks to ensure PP children are receiving pupil conferencing.</p> <p>Interventions to be monitored and files to be checked.</p> | <p>SLT</p> <p>SLT</p> | <p>X 3 monthly</p> <p>Termly</p> <p>Termly</p> |
|--|--|--|--|-----------------------|--|

IMPACT

1-1 TAs used appropriately to provide bespoke learning opportunities meeting the needs of the child.

PP progress in core subject areas

| | <u>Reading</u> | <u>Writing</u> | <u>Maths</u> |
|---------------------------|----------------|----------------|--------------|
| <u>Expected</u> | 80% | 80% | 74% |
| <u>More than expected</u> | 39% | 31% | 24% |

| | Maths Progress | | | | | | | | | | | | | | | |
|---------------|-----------------------|--------|------|-----|------|-----|------|-----|------|-----|------|-----|------|-----|------|-----|
| | 8 5 | 3 5 | EXS+ | GDS | EXS+ | GDS | EXS+ | GDS | EXS+ | GDS | EXS+ | GDS | EXS+ | GDS | EXS+ | GDS |
| Reception (2) | 8 5 | 3 5 | | | | | 100 | 0 | | | | | | | 100 | 50 |
| Year 1 (11) | 8 5 | 3 5 | | | 91 | 18 | 91 | 0 | | | 100 | 0 | | | 100 | 46 |
| Year 2 (9) | 8 5 | 3 5 | 78 | 0 | 78 | 0 | 64 | 27 | | | 44.4 | 0 | | | 78 | 22 |
| Year 3 (8) | 8 5 | 3 5 | 63 | 0 | 100 | 0 | 100 | 0 | | | 88.9 | 0 | | | 100 | 0 |

FUTURE

-Intervention teacher to target current Y6 PP pupils

-SEN progress and attainment trackers introduced to monitor the progress of those pupils every half term.

-Progress and attainment trackers used to monitor progress half termly.

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|-------------|--------|--------|----|---|----|----|-----|----|--|--|------|------|--|--|----|----|--|--|
| Year 4 (8) | 8 5 | 3 5 | 67 | 0 | 78 | 22 | 75 | 50 | | | 75 | 22.2 | | | 80 | 60 | | |
| Year 5 (17) | 8 5 | 3 5 | 41 | 0 | 18 | 6 | 88 | 29 | | | 28.6 | 7.1 | | | 40 | 20 | | |
| Year 6 (15) | 8 5 | 3 5 | 20 | 0 | 20 | 7 | 100 | 13 | | | 43.8 | 0 | | | 69 | 6 | | |

| | | Writing Progress | | | | | | | | | | | | | | | | | |
|---------------|--------|------------------|--------|------|-----|------|-----|------|-----|------|------|------|-----|------|-----|------|-----|--|--|
| | | 8 5 | 3 5 | EXS+ | GDS | EXS+ | GDS | EXS+ | GDS | EXS+ | GDS | EXS+ | GDS | EXS+ | GDS | EXS+ | GDS | | |
| Reception (2) | 8 5 | 3 5 | | | | | | 100 | 0 | | | | | | | 100 | 50 | | |
| Year 1 (11) | 8 5 | 3 5 | | | 91 | 9 | 91 | 0 | | | 90.9 | 0 | | | | 100 | 46 | | |
| Year 2 (9) | 8 5 | 3 5 | 78 | 0 | 78 | 0 | 70 | 10 | | | 44.4 | 11.1 | | | | 56 | 22 | | |
| Year 3 (8) | 8 5 | 3 5 | 63 | 0 | 100 | 2 | 100 | 0 | | | 88.9 | 0 | | | | 89 | 11 | | |
| Year 4 (8) | 8 5 | 3 5 | 56 | 0 | 78 | 22 | 75 | 13 | | | 100 | 22.2 | | | | 80 | 60 | | |
| Year 5 (17) | 8 5 | 3 5 | 59 | 0 | 24 | 0 | 82 | 35 | | | 50 | 7.1 | | | | 60 | 13 | | |
| Year 6 (15) | 8 5 | 3 5 | 53 | 7 | 53 | 20 | 87 | 33 | | | 68.8 | 31.3 | | | | 94 | 69 | | |

| | | Reading Progress | | | | | | | | | | | | | | | | | |
|---------------|--------|------------------|--------|------|-----|------|-----|------|-----|------|------|------|-----|------|-----|------|-----|--|--|
| | | 8 5 | 3 5 | EXS+ | GDS | EXS+ | GDS | EXS+ | GDS | EXS+ | GDS | EXS+ | GDS | EXS+ | GDS | EXS+ | GDS | | |
| Reception (2) | 8 5 | 3 5 | | | | | | 100 | 0 | | | | | | | 100 | 50 | | |
| Year 1 (11) | 8 5 | 3 5 | | | 46 | 9 | 55 | 0 | | | 72.7 | 9.1 | | | | 91 | 36 | | |
| Year 2 (9) | 8 5 | 3 5 | 89 | 0 | 89 | 0 | 40 | 10 | | | 55.6 | 0 | | | | 67 | 22 | | |
| Year 3 (8) | 8 5 | 3 5 | 88 | 0 | 100 | 0 | 100 | 13 | | | 100 | 0 | | | | 100 | 22 | | |
| Year 4 (8) | 8 5 | 3 5 | 56 | 0 | 67 | 11 | 75 | 25 | | | 87.5 | 11.1 | | | | 100 | 60 | | |
| Year 5 (17) | 8 5 | 3 5 | 35 | 12 | 18 | 6 | 82 | 24 | | | 21.4 | 7.1 | | | | 53 | 20 | | |
| Year 6 (15) | 8 5 | 3 5 | 27 | 7 | 27 | 13 | 87 | 20 | | | 37.5 | 6.3 | | | | 81 | 31 | | |

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| <p>D Attendance of small core of persistent absentee PP rises.</p> | <p>Early EWO referrals with SLT</p> <p>PSA/SLT support given to help overcome barriers</p> <p>Attendance incentives to be awarded across the school</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>Half-termly meetings with EWO. Regular contact with EWO via email.</p> <p>Review of attendance policy. Parents challenged and supported when attendance / punctuality becomes a concern</p> <p>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>DC/TP</p> <p>PK</p> <p>SLT</p> | <p>Ongoing</p> <p>Half termly</p> <p>Half termly</p> <p>Termly</p> |
| <p>IMPACT</p> <p>Persistent Absentees</p> <p>Autumn 2017/2018 – 12.86%</p> <p>Summer 2017/2018 – 4.2%</p> | | | | | <p>FUTURE</p> <p>-Continue to use strategies that are working</p> <p>-New PSA to work with PA families to ensure consistency</p> <p>-PSA to continue to monitor attendance</p> |

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| | | | | | <p>weekly and report to SLT</p> <p>-KIDS MATTER course to target low attending families</p> |
| <p>E. All HAPs/G&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>Maintain good links with the local secondary schools.</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- Regular 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>Ensure PP eligible pupils take advantage of enrichment activities offered by secondary schools and other local agencies.</p> | <p>SB</p> <p>Class Teachers</p> <p>Teaching staff & SLT</p> <p>Teaching staff & SLT</p> <p>Subject leads and G&T lead</p> | <p>Termly</p> <p>Half termly</p> <p>Termly</p> |
| <p>IMPACT</p> <p><u>Whole school PP pupils achieving GD</u></p> <p>Maths – 18%</p> <p>Reading – 15%</p> | | | | | <p>FUTURE</p> <p>-Analyse current HAPs pupils and</p> |

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| Writing – 19% | | | | | <p>make class teachers aware.</p> <p>-Pupils to be targeted through intervention teacher and progressed tracked half termly.</p> |
| <p>F. Relevant intervention is provided to support children’s social, emotional and behavioural well-being.</p> | <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 ‘Thrive Approach’ and an associated lunch time nurture group with allocated Thrive practitioner</p> <p>Thrive practitioners to have half a day out of the classroom and time after school to work,</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>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 Thrive plans monitored.</p> | <p>DC/TP/KR</p> <p>SLT</p> | <p>Annually</p> <p>Ongoing and as needed</p> <p>Termly</p> |

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| | monitor and plan alongside teaching staff. | Endorses social behaviours and provides a forum for children to discuss current anxieties. | | | |
| <p>IMPACT</p> <p>25 families referred to Early Help. 7 children accessing lunch club provision</p> <p>43 children had individual Thrive screenings. 15 pupils received 1-1 Thrive time. 7 children accessed lunch club. Thrive practitioners used half a day out of class to support individuals and monitor whole class screenings. Thrive approach used across all classes.</p> <p>Draw and talk targeted 13 children</p> | | | | | <p>FUTURE</p> <p>-TIS support to be put in place.</p> <p>-KIDS MATTER course to support vulnerable families</p> <p>-PSA to meet with and support vulnerable families</p> |
| <p>H. Arithmetic and reasoning in Maths improves through targeted exposure in Early Morning Maths, 'keep up' interventions and through targeted family learning sessions.</p> | <p>Targeted children attend Early Morning Maths daily.</p> | <p>Morning Maths helps children develop their arithmetic skills throughout the year, whilst accessing other areas of the Maths curriculum in lessons.</p> | <p>Morning Maths walk to monitor the use of arithmetic skills.</p> | CC/SLT | Termly |
| | <p>PP children are identified on teacher's planning.</p> | <p>All adults know who targeted children are to support appropriately.</p> | <p>Planning scrutinies completed</p> | SLT | Termly |
| | <p>Identified families attend Maths specific family learning sessions.</p> <p>Maths interventions focus on keeping up and</p> | <p>Family Learning is known to increase parental involvement and can have a positive effect to the child's learning.</p> | <p>Family learning evaluated by staff, parents and children.</p> | TP/SG | Termly |
| | | | | SLT | Termly |

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| | <p>moving children on in their learning.</p> <p>Maths homework completed by all targeted children.</p> | <p>Using intervention as a 'keep up' solution rather than a 'catch up' to keep children working alongside their peers whilst closing the gaps.</p> <p>Parental involvement models the importance of learning to children and encourages them to strive for the best.</p> | <p>Intervention monitored and files checked.</p> <p>Homework marked and checked by class teachers.</p> | Class teachers | Weekly |
| <p>IMPACT</p> <p>99 club promoted arithmetic throughout the school and was celebrated weekly. 75% of pupils answered arithmetic questions correctly in the Y6 SATs papers</p> <p>Family Learning targeted KS1 parents with 4 different families attending. 100% of children made expected progress with 25% making accelerated progress in Maths.</p> | | | | | <p>FUTURE</p> <p>-KS2 family learning sessions to take place focusing on shape and position (based on KS2 SATs analysis)</p> <p>-Keep up interventions to continue</p> <p>-99 club to continue</p> <p>-Early Morning maths to be monitored to check for consistency.</p> |
| Total budgeted cost | | | | | £46,000 |
| 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? |
|--|---|--|--|------------------------|--|
| <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>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>TP</p> <p>TP/SG</p> | <p>Termly</p> <p>Termly</p> |
| <p>IMPACT</p> <p>Staff attended KIDS MATTER training – courses to start Oct 2018 Targeted families invited.</p> | | | | | <p>FUTURE</p> <p>-KIDS MATTER course to take place.</p> |

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| | -Impact to be evaluated. |
| Total budgeted cost | £4000 |

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| 6. Additional detail |
| Our Pupil Premium policy can be seen on: www.bishopbronescombe.co.uk – Our School / Pupil Premium |