

# Pupil premium strategy statement (primary)

1. Summary information (completed by EW on 19-09-17)					
School	St Bonaventure's Primary School Bristol				
Academic Year	2017/2018	Total PP budget	£46,000	Date of most recent PP Review	
Total number of pupils	398	Number of pupils currently eligible for PP	31 (12.8%)	Date for next internal review of this strategy	January 2018

2. Current attainment		
Based on 25 pupils in current Year 1 to Year 6 (and last years Y6)	Pupils eligible for PP (St Bon's)	Pupils not eligible for PP (national average)
% achieving expected standard in reading, writing and maths	27/32 (84%) Reading 22/32 (69%) Writing 26/32 (81%) Maths	61%
% making expected or above progress in reading	25/28 (89%) (not incl reception as no measure of progress)	71%
% making expected or above progress in writing	21/28 (75%) (not incl reception as no measure of progress)	76%
% making expected or above progress in maths	20/28 (71.4%) (not incl reception as no measure of progress)	75%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Poor levels of concentration and focus in class which leads to work not being completed/completed but to a poor standard.
B.	High ability pupils who are eligible for PP are making less progress than other high ability pupils across Key Stage 1. This prevents sustained high achievement in Key Stage 2.
C.	Across the school, pupils are not making enough progress in maths and are not achieving the expected standard for writing.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	1. Attendance rates for pupils eligible for PP are 95% (just below the target for all children of 96%). While this is not a big difference, the level of absence and lateness is greatest with some of our most vulnerable children which reduces their school hours, causes further disruption to their lives and causes them to fall behind on average. 2. Disruptive home lives – some of our children have experienced bereavement of a parent, homelessness, absent parents, parents with mental health issues, acrimonious separations and custody disputes as well as children who have been adopted.
4. Desired outcomes	

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Mix time spent with children so that they get some time out of class and also time in class to see what they are capable of doing in a classroom environment.	Pupils will complete work in books to a high standard. They will maintain focus during the lesson which will then help with subsequent lessons.
<b>B.</b>	Higher rates of progress across KS1 and KS2 for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 1 and 2 in maths, reading and writing. Measured by teacher assessments and successful moderation practices established across the school cluster.
<b>C.</b>	Improve the progress in maths and achievement in writing.	Pupils will make greater progress in maths and bring it in line with the progress made in reading. More pupils will achieve WA or higher in writing.
<b>D.</b>	The amount of children with low attendance and lateness will be reduced.	Pupils will arrive to school on time, settled and ready to start the day. Pupils will be in school, not missing lessons.

5. Planned expenditure					
Academic year	2017/2018				
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?
<b>A. Improved progress for high attaining pupils</b>	- CPD on providing stretch for high attaining pupils. - Use data to identify pupils' areas of weakness and then use EW to give targeted lessons.	High ability pupils eligible for PP are not making enough progress in Key Stage1 and 2 in maths and writing. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'.	<ul style="list-style-type: none"> <li>- Staff meetings</li> <li>- Inset days</li> <li>- Lesson observations</li> <li>- Pupil progress meetings</li> <li>- Performance management</li> <li>- Pupil premium target setting</li> </ul>	LC SB EW LT AP	Termly
<b>A. Progress in maths will increase and match the progress in reading.</b>  <b>B. Attainment in writing will improve and the gap between reading and writing will be reduced.</b>	- Whole school focus on maths and using assembly time to fill any gaps in learning. - More variety of writing across the curriculum to ensure there is a wide range of evidence to support teachers' assessments.	Progress is slow throughout the school so we need to have a whole school approach.	<ul style="list-style-type: none"> <li>- Meetings with teachers</li> <li>- Drop ins</li> <li>- Writing moderations</li> <li>- Maths moderations</li> <li>- Pupil conferencing</li> <li>- Lesson observations</li> </ul>	LC SB EW LT AP	Termly
<b>Total budgeted cost</b>					Added with targeted support
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?
<b>A. Better concentration and focus less passive learners</b>	- Early morning pre teaching lessons for some pupils - Whole school ELLI approach - PP teacher to work closely with teacher and pupils to know that PP teacher will be checking	Chn start the day and have settled down before they go into class which makes it easier for them to be ready to learn when their teacher begins.	<ul style="list-style-type: none"> <li>- Lessons on Tuesday and Wednesday at 8.30</li> <li>- Whole school ELLI approach</li> <li>- Assemblies</li> <li>- Praise certificates, stickers, verbal feedback</li> <li>- Regular discussion between teacher and PP lead</li> </ul>	EW	Termly

<b>B. Higher achieving PP pupils (based on FFT predictions) will achieve GD by end of year.</b>	<ul style="list-style-type: none"> <li>- Use FFT data to create SMART targets and update regularly</li> <li>- Clear targeted support from PP teacher either in class or 121.</li> </ul>	NFER report states that best results are seen when SLT focus on setting targets and high QFT.	Pupil Progress meetings Lesson observations Performance management target reviews <ul style="list-style-type: none"> <li>- Staff meetings to highlight progress/focus</li> <li>- moderation of work</li> </ul>	<b>LC SB EW</b>	<b>Termly</b>
<b>A. Chn who did not meet expected progress in 2016/2017 will catch up by the end of the academic year.</b>  <b>B. Chn will know what they need to do to achieve the expected standard in writing.</b>	1:1 and small group sessions (1:4) to identify gaps in learning and tailor classes to fill those gaps.  Focused maths group to pick up on the things that prevented a PP pupil from making expected progress.  Small writing groups outside the classroom for extra work alongside support in class to ensure that pupils are getting work in books.	Pupils must be able to do work independently so there will be a mix of working outside the classroom and then in class.	<ul style="list-style-type: none"> <li>- Group work</li> <li>- Liaise with teachers</li> <li>- Book scrutiny</li> </ul>	EW Class teachers AP LT	Termly
<b>Total budgeted cost for quality teaching for all and targeted support</b>					<b>£ 35,000</b>
<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>
Improve children's resilience and encourage children to be more active learners.	Play therapy Social skills groups Yeti Awards ELLI Growth mindset approach Jigsaw	Approaches advocated by mental health team as a way of helping children to address their issues in a positive environment (CASCADE training)	Regular meetings between PP lead / SENCO and Play therapist to monitor progress. Play therapist to liaise with social skills group lead to ensure the correct approach is being used. Jigsaw training with all staff	EW DV	Termly
Reduce the amount of children with poor attendance or punctuality	Meetings between parents and Head to address attendance and punctuality and what the school can do to support parents at home.	We have seen a difference in attainment of children who attend regularly and on time as opposed to children not attending regularly	Regular scrutiny of the attendance data Teachers to regularly check attendance info on PP pupils to ensure that it is not falling. Office staff to follow up on lateness/days off.	EW Office	Termly – every 12 weeks
<b>Total budgeted cost</b>					<b>£ 5,000</b>

6. Review of expenditure			
Previous Academic Year		Total budget for 2016/2017 : £51,180	Total spend: £53,443.28
i. Quality of teaching for all			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
To ensure that PP children's writing is of a high standard in line with their peers	Staff meeting to moderate writing to ensure consistency of expectation and assessment. English lead Learning walks focus on learning environments for language, implementation of handwriting policy, phonics drop in, and spelling teaching drop ins Deputy and PP lead to create file of work to measure progress in writing in books over time. Focus by SLT on QFT and high standards of work produced	In <b>writing</b> our level of progress is improving but our attainment is at 69% which is much lower than reading (84%).  We need to work on attainment in writing and reduce the reading/writing gap.	Lessons learned are that we need to have a very clear understanding about what it is that is preventing our PP pupils from attaining in writing. These reasons need to be discussed as a whole school and then tailored to suit the needs of the individual PP pupils in each class to ensure that attainment improves.
Improve children's resilience	Whole school ELLi approach. Introduction of the Yeti Awards Use of Jigsaw PHSE scheme of work (introduced in the middle of last academic year)	This has worked well for us and we are seeing an improvement in resilience. Pupils are more aware of Jigsaw and the Yeti awards and take pride in feeling like they are 'being Yetis' when they work.	Some chn really struggle to keep going or they can be resilient for periods of time but can then be knocked by the slightest little thing (not to them) which means that their resilience needs to be built back up again. We will continue with this approach as it is having a positive impact and, with time, will help the children to develop long term lasting resilience.

<b>ii. Targeted support</b>			
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)
<p>Improve the rate of progress of PP children across the school and ensure that children identified in each area on Fischer Family Trust gain the value added especially those children highlighted as 'high' ability from KS1 tests</p>	<p>Regular staff meetings on interrogation of the FFT data so that staff are aware of the projected outcomes for their children at the end of KS2.</p> <p>Staff to write action plans termly to include their provision for vulnerable groups including PP.</p> <p>Moderation of work during staff meetings to ensure consistency of marking and assessment.</p> <p>CPD termly in the teaching and planning of the new Maths curriculum.</p>	<p>Success criteria was met in parts. We still need to work on progress in <b>maths</b> across the school, especially for our high ability pupils. Attainment in maths is good (81% of chn achieved) but progress is at 71.4%.</p> <p>HA pupils need to be targeted from the very beginning and teachers need to be clear on the reasons that the pupil(s) did not make the progress that they should have. This can then help to create a SMART target for that pupil(s)</p> <p>In <b>writing</b> our level of progress is improving but our attainment is at 69% which is much lower than reading (84%).</p>	<p>Teachers needs to know exactly why the HA PP pupil(s) in their class did not make expected progress. This information then needs to be discussed with EW and used to form a SMART target.</p> <p>Ensure challenge for our HA is appropriate and always pushing them on. Use the time they spend with EW effectively and ensure that non-PP pupils are not taking time away from the lessons that EW is leading.</p>
<b>Total cost (i and ii):</b>			<b>£43,299.28</b>

<b>iii. Other approaches</b>			
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)

Improve children's resilience	Play therapy Social skills groups Yeti Awards ELLI Growth mindset approach Jigsaw	Yes. Chn are more resilient now and know how to stay with something and try to figure it out for themselves.	Approach will continue and develop as we encourage chn to continue to be more positive about school. We will also look at making our pupils more active learners.
Reduce the amount of children with poor attendance or punctuality	Meetings between parents and Head to address attendance and punctuality and what the school can do to support parents at home.	Yes. Lateness and attendance has improved. Chn in KS1 were a main focus and they have all improved and parents are seeing how important it is for their children to be on time for school.	We will continue to monitor lateness and attendance and speak to parents where necessary. Older chn in the school will be spoken to about the importance of taking responsibility for getting to school on time.
Provide support for parents	Drop ins for parents to discuss the homework after school SEN parents group which provides peer support and addresses SEN issues. EAL parents group which addresses issues around the English education system and provides a social system. Create a school ethos where parents feel comfortable coming Create a website which gives information of the children's learning and signposts parents to agencies who can help with non educational issues.	Yes.	We will always continue to support parents and help them to help their children to be ready for learning. The website has been updated to make it more open and user friendly. This target does not need to be on our current strategy as it is something that we will continue to do anyway.
			<b>Total cost: £10,144</b>

## 7. Additional detail

Full breakdown of all costs have been made.