

Bude Junior Academy (BJA) - Pupil Premium (PP) strategy statement: 2018-2019

Summary				www.budeprimary.org/web/pupil_premium/355931	
Academic Year	2018/19	Total PP budget	£ 113,520	Date of this review	02/19
Total number of pupils	261	Number of pupils eligible for PP	90	Date for next internal review of this strategy	05/19

ATTAINMENT: Year 6 SATs (2018) & whole school (February 2019)

	All BJA PP	BJA Y6 PP	National PP	BJA non-PP	BJA Y6 non-PP	Nat.non-PP
Achieving expected standard and above in R, W & M	43%	38%	51%	71%	58%	70%
Achieving expected standard and above in reading	60%	55%	64%	85%	75%	80%
Achieving expected standard and above in writing	51%	52%	67%	78%	75%	83%
Achieving expected standard and above in maths	61%	42%	64%	80%	65%	81%

Barriers to future attainment

In-school barriers *(compounded by particularly high PP number in Year 6 (38% v National 31%))*

A.	29% of current KS2 PP cohort have special educational needs (SEN) compared to 8% of current KS2 non-PP cohort
B.	In cases, pupil dispositions to learning can negatively impact upon their behaviour and resultant learning progress; sometimes due to C:
C.	Examples of comparatively lower social & emotional assessments for PP children compared to non-PP children

External barriers

D.	Current PP attendance rate of 93% compared to national target for all children of 96% & higher PP persistently absent (i.e. >10%)
E.	Increase parental engagement by personalised advice through our Parent Support Advisor (PSA) and financial support for PP children

Desired outcomes

Success criteria

A.	Improve PP attendance closer to the 96% national target and decrease persistent absenteeism	PP attendance %: 2018-2019
B.	Enhance engagement with PP parents/carers through the BJA PP Personal Budget & PSA	PP budget uptake and PSA contact
C.	At least benchmark and better comparative progress rates for PP compared to non-PP	Whole-school data tracking of progress
D.	Improve all-round development with TIS, Woodland Wonders, Pet and Music therapies	Pastoral interventions and related evaluations
E.	In-school PP to close the attainment gap with national non-PP <i>(with, as necessary, data-led interventions)</i>	Increased access to quality first teaching

Planned expenditure

Please read in conjunction with Bude Junior Academy PP budget expenditure and EEF

Academic year **2018-2019**

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

Quality of teaching for all

www.educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff	Review and Impact
<p>E.</p> <p>In-school PP to close the attainment gap with national non-PP <i>(with, as necessary, data-led interventions)</i></p>	<p>Additional teacher and TA support for PP children in response to data analyses, including daily individualised afternoon support sessions</p>	<p>EEF research positive impact: +8 months positive impact for self-regulation/resilience +5 months for one-to-one sessions +4 months for individual/small group targeted, data-based support interventions and +3 months for behaviour interventions</p>	<p>Regular class teacher conferencing and individual PP children data tracking to specify improvement areas for in-class, 1:1 and small group support sessions</p> <p>Continue use of Accelerated Reader scheme</p>	<p>SLT PP Lead SENDCo Teachers TAs & Pastoral TA</p>	<p>Ongoing whole-school tracking of progress, attainment and behaviour to inform teaching and learning cycle - including additional academic and/or pastoral support as required</p>
<p>C.</p> <p>At least benchmark and better comparative progress rates for PP to non-PP children</p>	<p>Ongoing emphasis on quality responsive feedback as part of school's teacher's performance management</p>	<p>In association with a continuing emphasis on quality first teaching and afternoon support</p> <p>EEF research indicates +8 months gain for high quality feedback and pupil response</p>	<p>Rejuvenated marking policy to be launched during the Spring term 2019 with ongoing monitoring and evaluation through class, teaching staff and SLT meetings</p>	<p>SLT PP lead Teachers & TAs</p>	<p>Ongoing whole-school data tracking of progress to inform teaching and learning cycle - including timetabled extra support as required</p>

Targeted support www.educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff	Review and Impact
D. Improve all-round social and emotional development with TIS, Woodland Wonders, Pet and Music therapies	Embed use of TIS approach (Thrive previously) to identify PP pupils in need of support with social and emotional wellbeing	TIS approach helps adults to interpret behaviour and address individual emotional needs, so enabling children more effective learning experiences EEF:+4 months positive impact social/emotional & OA learning	Ongoing TIS monitoring and interventions in association with Pastoral Support Weekly Pets as Therapy, Music therapies and 'Woodland Wonders' an extension of pupils' individualised learning programmes	SLT SENDCo PP Lead Pastoral Support TA Woodland Wonders & peripatetic therapists	Ongoing monitoring of attitudes to learning (in association with the Pastoral Support programme) alongside researching the potential use of termly academic and well-being PP reports
Other approaches www.educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff	Review and Impact
A. Improve PP attendance closer to the 96% national target and decrease persistent absenteeism	Ongoing EWO collaboration & free attendance at Breakfast Club for all PP children	EEF research-based link between attendance and educational achievement NB: ONGOING AS BJA PP: 15-16= 92% 16-17= 94% 17-18= 92% 18-19=93% as of 02/19	Termly attendance mentoring, monitoring and celebration (in particular responding to high BJA PP persistent absence of 21 pupils (25%) compared to non-PP (10%) and all national (9%); increase awareness of Breakfast Club access	PP Lead Admin EWO	Ongoing attendance/lateness monitoring with PP Lead as mentor alongside SLT, teachers and EWO
B. Continue to engage with PP parents/carers by signposting the BJA PP Personal Budget and PSA	Provision of free school trips, school swimming lessons and 50% annual residential reduction	Our PSA and £50 Personal Budget have combined to increase parental contact (+3 months EEF) and is used to fund 'educationally enhancing' items, uniform and lessons etc.	Liaison with PSA (including parent drop-in meetings) and the tracking; uptake, use and impact of the PP Personal Budget	PP lead PSA	PP Personal Budget tracking and PSA

