

Pupil premium strategy statement for Bempton Primary

1. Summary information					
School	Bempton Primary School				
Academic Year	2017-2018	Total PP budget	£26,240	Date of most recent PP Review	12 Mar 2018
Total number of pupils	78	Number of pupils eligible for PP	17	Date for next internal review of this strategy	5 July 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	65%	0%
% making progress in reading	-7.05	0.80
% making progress in writing	-5.58	1.71
% making progress in maths	-4.21	0.12

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Seven PPG currently in Y6. Outcomes have been identified as vulnerable (RWM)
B.	KS1 Mathematics attainment: : use of variation in addition and subtraction 2 digit; insecure grasp of place value and manipulation of number
C.	Reading: inference and deduction
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Homework completion for a small percentage of PPG

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Raise the profile of whole school half termly tracking and improve the progress of PP children at the end of Key Stages in RWM. Accurate analysis of baseline data will ensure precision tracking against domain coverage / skills to provide greater challenge through personalised provision.	Accurate analysis of baseline data will ensure precision tracking against domain coverage/skills to provide greater challenge through personalised provision. Child initiated and adult led activities will have greater challenge built in to ensure increased progress and attainment from prior attainment groupings. There will be a high focus on intervention.
B.	Improve outcomes based on 2017 data R:88 W93 M 95	100% of teaching is good Focused provision on PP accelerates outcomes

Improve current baseline data: R: 99.0 SS W 98.14SS M:93.0SS	Diminish the difference between PP and non-PP A rapid and focussed response to PP learning needs
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5. Planned expenditure

Academic year	2017-2018
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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?
Improve the teaching of inference and deduction/identify and explain in reading to accelerate progress from starting points.	Each class timetabled to use cracking comprehension.	Reading SATs analysis in both key 1 and 2 shows children underperform in questions that link to identify/explain and inference and deduction.	<ul style="list-style-type: none"> The school has a monitoring cycle which looks at lesson delivery, planning, work and pupil voice. Evidence from this will show whether impact can be seen. The PPG lead monitors data on a regular basis to see impact in pupil progress which is measured against specific assessment criteria. Whole school data is collected and analysed for both attainment and progress 	SN	End of each term
Raised profile of and exposure to problem solving and reasoning	New Rising Stars Maths scheme including weekly homework Allocate every Friday in standards timetable to problem solving and reasoning linked to weekly maths themes. Renew Testbase to target specific domains for interventions identified through gap analysis.	KS1 analysis indicates weaknesses in: use of variation in addition and subtraction 2 digit; insecure grasp of place value and manipulation of number KS2 analysis indicates weaknesses in: Year 6 content domain; Fractions; Algebra; Reasoning (Result of teacher subject knowledge to Feb 2017).	<ul style="list-style-type: none"> The school has a monitoring cycle which looks at lesson delivery, planning, work and pupil voice. Evidence from this will show whether impact can be seen. Weekly Friday Learning Walk Environment Checklist action plan Working wall evidences calc. strategy / replenished in line with MTP 	YM	End of each term

			<ul style="list-style-type: none"> • Drop ins to evidence calculation policy been used • Measure children's confidence in Class 1 of variety of strategies in solving addition / subtraction calculations including variation through analysing responses to given calculations. • Identify next step CPD from responses and map against curriculum plan 		
Improve the teaching of inference and deduction/identify and explain in reading to accelerate progress from starting points.	Purchase Reading Eggs	<p>Parent survey analysis upper school read less at home, suitable materials sited for this. Reading Eggs App competitive and continues the reading journey with structured comprehension lessons, live games and online library.</p> <p>Lower schools supports phonics, spelling, vocabulary and comprehension.</p> <p><i>Parent and pupil questionnaire's having been carried out. Outcomes show parents value reading and that main issues are time implication and children wanting time on devices.</i></p>	<ul style="list-style-type: none"> • Launch of Reading Eggs in line with successful Mathletics with rewards, competitions, certificates. • In line with homework policy • Presence at Reading Café and proud parent assemblies. 	SN	April 18
Total budgeted cost					Reading eggs £517 Mathletics £517 Rising Stars £1876 Testbase £288
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?

<p>Raise the profile of whole school half termly tracking and improve the progress of PP children at the end of Key Stages in RWM.</p>	<ul style="list-style-type: none"> • PPG Achievement tracker created for all pupils. • Track on Balance and formulate termly reports in achievement and progress. 	<p>Accurate analysis of baseline data will ensure precision tracking against domain coverage / skills to provide greater challenge through personalised provision</p>	<p>Include on PPG as part of pupils progress meetings.</p>	<p>LG/HT</p>	<p>Half termly</p>
<p>100% of teaching is good</p> <p>Focused provision for PP accelerates outcomes</p> <p>Diminished difference between PP and non-PP progress.</p> <p>A rapid and focussed response to PP learning needs.</p>	<p>There will be a high focus on intervention: Clear targeted interventions that are personalised to the children in small achievable steps results in more rapid progress.</p>	<p>SEF (2015 2016 2017 trend): The school has historically had low PPG numbers (no of pupils in brackets) EYFS GLD: 67% (3); n/a (0) ; 100% (2) Y1 Phonics: n/a (0); 33% (3); 100% (2) Y2 Phonics: 100% (2); 100% (1); 67% (3) KS1 Attainment: RWM above Nat (2); RW 100% EXP M 0% (1) ; RWM 66% EXP (3). KS1 Progress: RWM n/a (2); R EXP+ W EXP M Below(1); RWM 100% EXP(3) KS2 Progress: 2015(2) R100.5↓W99.8↓M97.3↓; 2016(3) R-4.92 W-1.04 M-2.13; 2017(1) R-13.95 W-9.95 M-7.38.</p>	<p>Using assessment criteria to identify gaps in knowledge which will be a focus for group and individualised 1:1 work with an adult in school.</p>	<p>LG/HT</p>	<p>Half termly</p>
<p>Support for those pupils who are pupil premium with EHCPs</p>	<p>1:1 Support for behaviour to promote access to learning</p>	<p>Success of this action/approach in previous academic year to: Independent ability to access the curriculum without support in daily lessons. Work output increased.</p> <p>More ready to learn.</p> <p>Improved behaviour with a reduction in the number of daily incidences. to twenty over the half term.</p>		<p>LG/HT</p>	<p>Half termly</p>
<p>Accelerate support for children looked after PPG on entry to school to ensure diminish any differences</p>	<p>1-1 Support to promote access to the curriculum</p>	<p>A rapid and focussed response to PLA/ PP learning needs.</p>	<p>High quality TA skills directed by the teacher to close the gaps and partnership working with 'parents'. Impact data used effectively to inform <u>all</u> next step planning on 4ps and lesson plans.</p>		

Total budgeted cost					PPG lead 1 day per term £465 TA 2X 16hrs £15682
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?
Support lunchtime behaviour of PP children	Increase lunchtime support Apr - July	To ensure support for specific PP during the free play at lunchtime outside of the dining hall. This will ensure reduction of incidents of challenging behaviour and that any disputes can be resolved immediately, reducing the impact on learning time during afternoon sessions.	School TA to be allocated to this role who know the pupils and strategies used to support pupils.	GB	June 18
To ensure PPG engage in all available activities including extended schools opportunities.	Breakfast club provided free to PPG After school clubs provided free to PPG Residential activities provided free to PPG Transport and enrichment activities provided free to PPG	Impacts from previous year shows: <ul style="list-style-type: none"> • Reduced the number of lates • Improved readiness to learn • Improved social skills • Developed understanding that it is ok not win • Improved mental well-being • Provided experiential learning to springboard writing and reading. • Provided learning incentives 	Continue to monitor the access of school clubs by children who are pupil premium and promote their engagement if it falls below that of non-pupil premium children or if it would benefit social and emotional aspects of learning.	LG/HT	End of each term
Total budgeted cost					Lunchtime clubs £1227 £2045 x 2 Breakfast club £1851.27
Total Cost					26513.47

6. Review of expenditure				
Previous Academic Year		2016 -2017		
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)	Cost
Improve phonic outcomes for Year One pupil premium children	Daily phonic intervention 30min x 18 weeks Weekly tracking with targeted plan-do-review response.	100% of Year One pupil premium children achieved in Year One Phonic Screen compared to 81% Nationally (non-pupil premium grant)	The effectiveness was as a result of drilling down into a pupil's specific needs and tailoring the intervention and home school work to each child's specific needs. Phonic words were presented on coloured paper to support any children who were presenting with dyslexic tendencies and a clear font was adopted. Words were also presented one word per sheet. To aid decoding alien symbols were used so that children were less hesitant in pronouncing a word if it didn't make sense and they could identify that it was indeed an alien word.	£529
Improve phonic outcomes for Year Two pupil premium children	Daily phonic intervention 30min x 18 weeks Weekly tracking with targeted plan-do-review response.	66% of Year Two pupil premium children achieved in Year Two Phonic Screen compared to 92% Nationally (non-pupil premium grant) The success criteria was met given prior attainment groups from EYFS and some children not yet accessing the National Curriculum. There was an increase in the score achieved by ALL pupils from the previous year.	A mixture of teacher and HLTA / TA intervention was used. Adults were chosen for the phonic knowledge expertise. Regular moderation took place to assess how independently the children were progressing. This was an effective approach which will be utilised again.	£529
Improve outcomes / progress at the end of Key Stage Two for pupil premium children from 2016 specifically in reading: R: 0% W: 33% M:33%	Purchased 'Cracking Comprehension' delivered weekly to ensure children receive a diet of genres to support their reading understanding.	Impact on end of Key Stage Two outcomes: Reading, Writing and Math attainment was 0% for pupil premium. Progress varied between 50% being in line with national (representing good progress from prior attainment group -0.14) to 50% well below national outcomes (representing weak progress from prior attainment group to -13.95) Overall progress in reading was -7.05. Due to low pupil numbers the progress scores need to be read individually rather than as a whole.	The approach benefited all pupils resulting in progress in reading improving from -5.33 overall, which is below floor to -0.8 which is broadly in line with the national average. The school had just over one term implementing this approach before Key Stage 2 testing took place so the school will continue with this approach and track over the course of a year.	£975

ii. Targeted support

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)	Cost																						
To maintain outcomes for PPG children in reading and writing and improve outcomes in maths at Key Stage One.	Tailored small group support identified through book scrutiny, assessment and moderation specific to pupil needs.	<p>The success criteria was met overall with pupil premium children achieving broadly in line with non-pupil premium within school and nationally. See below.</p> <p>Personal progress was also made against pupil specific targets.</p>	<p>A small cohort contributed to this outcome.</p> <p>It was an effective strategy which will be replicated in subsequent years.</p>	£5704																						
	<div style="border: 1px solid black; padding: 5px;"> <p>KS1 OUTCOMES FOR PP JULY 2017</p> <ul style="list-style-type: none"> Year 2 PP KS1 outcomes are good (being broadly in line with the Nat.) <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">% at EXP or above (no of pupils)</th> <th style="text-align: center;">Disadvantaged (3 PP pupils:33% one with EHCP)</th> <th style="text-align: center;">Whole Cohort (11 pupils:9%)</th> <th style="text-align: center;">National Comparator (non)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Reading</td> <td style="text-align: center;">66%</td> <td style="text-align: center;">73%</td> <td style="text-align: center;">76%</td> </tr> <tr> <td style="text-align: center;">Writing</td> <td style="text-align: center;">66%</td> <td style="text-align: center;">64%</td> <td style="text-align: center;">68%</td> </tr> <tr> <td style="text-align: center;">Maths</td> <td style="text-align: center;">66%</td> <td style="text-align: center;">64%</td> <td style="text-align: center;">75%</td> </tr> <tr> <td style="text-align: center;">Science</td> <td style="text-align: center;">66%</td> <td style="text-align: center;">73%</td> <td style="text-align: center;">83%</td> </tr> <tr> <td style="text-align: center;">RWM Combined</td> <td style="text-align: center;">66%</td> <td style="text-align: center;">64%</td> <td style="text-align: center;">64%</td> </tr> </tbody> </table> </div>				% at EXP or above (no of pupils)	Disadvantaged (3 PP pupils:33% one with EHCP)	Whole Cohort (11 pupils:9%)	National Comparator (non)	Reading	66%	73%	76%	Writing	66%	64%	68%	Maths	66%	64%	75%	Science	66%	73%	83%	RWM Combined	66%
% at EXP or above (no of pupils)	Disadvantaged (3 PP pupils:33% one with EHCP)	Whole Cohort (11 pupils:9%)	National Comparator (non)																							
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Support for those pupils who are pupil premium with EHCPs	1-1 Support for behaviour to promote access to learning	<p>Free breakfast club place provided resulted in being on time to school and ready to learn</p> <p>Independent ability to access the curriculum without support in daily lessons. Work output increased.</p> <p>More ready to learn.</p> <p>Improved behaviour with a reduction in the number of daily incidences to twenty over the half term.</p>	<p>This impacts well and provides a smooth transition into school.</p> <p>It was noted that without 1-1 support challenging behaviour was susceptible to escalating and learning not being accessed. The structure facilitated individual personal progress and reduced barriers to learning.</p> <p>This provision will be maintained with a view to increasing independence and accountability and decreasing support in preparation for the next phase of education.</p>	£14,701																						
	1-1 Support for Learning to accelerate from pre national curriculum	<p>Appointment of an ex-HLTA to target specific needs resulting in rapid phonic and math progress.</p> <p>Social skills enhanced.</p> <p>Speech and Language intervention delivered however this is yet to have a marked impact.</p> <p>Social and emotional intervention provided with an increase in peer interactions.</p>	<p>Maintain high expectations of ALL pupils.</p> <p>Clear targeted interventions that are personalised to the children in small achievable steps results in more rapid progress.</p> <p>This provision will therefore be maintained.</p>																							

Accelerate support for children looked after on entry to school to ensure diminish any differences	1-1 Support to promote access to the curriculum	100% GLD for all pupils in the setting including: One x Child Looked After One x Pupil Premium Child	This approach was successful as a result of high quality TA skills directed by the teacher to close the gaps and partnership working with 'parents'.	£13,966
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iii. Other approaches

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)	Cost
Increase the range of enrichment activities that can be accessed using pupil premium to develop the emotional and social aspects of learning.	Breakfast club provided free to PPG After school clubs provided free to PPG Residential activities provided free to PPG Transport and enrichment activities provided free to PPG	Impact: <ul style="list-style-type: none"> • Reduced the number of lates • Improved readiness to learn • Improved social skills • Developed understanding that it is ok not win • Improved mental well-being • Provided experiential learning to springboard writing and reading. • Provided learning incentives 	This approach will be continued as it continues to engender a positive mental attitude to learning. The school needs to continue to monitor the access of after school clubs by children who are pupil premium and promote their engagement if it falls below that of non-pupil premium children or if it would benefit social and emotional aspects of learning.	£1143
			TOTAL	£37,547

7. Additional detail

Data used to inform the above:

- Pupil Progress Meetings
- Termly Support Meetings
- Work scrutiny
- PIRA / PUMA tests
- Phonic screening
- End of year national tests
- Behaviour records
- Teacher feedback