

Pupil premium strategy statement Bishop Bronescombe 2016-2017

1. Summary information					
School	Bishop Bronescombe School				
Academic Year	2016/2017	Total PP budget	£96,849.67	Date of most recent PP Review	
Total number of pupils	313	Number of pupils eligible for PP	93	Date for next internal review of this strategy	May 2017
2. Current attainment					
			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
% achieving expected standard +			44%	60%	
Average progress score in reading			-1.34	0.9	
Average progress score in writing			-1.3	0.13	
Average progress score in maths			-2.65	-0.23	
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers (issues to be addressed in school, such as poor oral language skills)					
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 (issues which also require action outside school, such as low attendance rates)		
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 (Desired outcomes and how they will be measured)		Success criteria
A.	Reduce the attainment gap pf pupils deemed to be disadvantaged in Reading, Writing and Maths.	Pupils eligible for PP make more progress than ‘other’ pupils’ to reduce the attainment gap. Measured termly by teacher assessments and progress reviewed with targeted actions.
B.	Social, emotional and behavioural needs are identified and actioned to best support outcomes of children.	*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 behaviour are reduced. *Increased engagement and participation in class. *Improved relationships with peers.
C.	Children with specific or individual needs are supported effectively.	*Children making expected or better progress. Closing the gap and promoting self-esteem and motivation. *Early intervention provides appropriate support. *Whole school ‘Thrive’ approach is promoted and best supports the needs of individuals with specific barriers.
D.	Attendance of small core of persistent PP absentee rises.	*Attendance figures will be in line with the rest of the cohort. *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.

E.	All HAPs/G&T PP children to maintain their projected academic pathway.	<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 termly by teacher assessments and progress reviewed with targeted actions.</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>
G	Parents / families in need of extra support are identified and their parenting capacity is strengthened	<p>PSA</p> <p>Parenting workshops</p> <p>Family learning</p>
H	Reading comprehension/fluency improved as pupils are exposed to reading more frequently.	*Increasing numbers of PP children reaching expected standards by the end of the year and making average points progress in reading.

5. Planned expenditure					
Academic year		2016-17			
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?

<p>A. Reduce the attainment gap of pupils deemed to be disadvantaged in Reading, Writing and Maths.</p>	<p>PP children to be a focus for regular pupil conferencing with teacher.</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>Embed Talk for Writing and Investigative maths to promote effective talk in order that speaking and listening and reasoning skills are developed (areas in which disadvantaged pupils can struggle due to poor oracy)</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>Focus on PP pupils in termly Pupil Progress Meetings</p> <p>Pupil Premium Review</p>	<p>DC TP CC</p>	<p>May 2017</p>
<p>B. Social, emotional and behavioural needs are identified and action planned to</p>	<p>Deployment of relevant PSA support.</p> <p>Whole school Thrive approach</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>TP, KR, DC Class Teachers</p>	<p>Ongoing</p> <p>THRIVE Training cost - £4935</p>

best support outcomes of children.	<p>embedded x3 assigned practitioners.</p> <p>Thrive training for all teachers and TAs to embed approach</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>DC & Class Teachers</p> <p>SLT</p>	<p>Termly</p> <p>Annually</p>
D Attendance of small core of persistent absentee PP rises.	<p>Weekly attendance for each class published in newsletter</p> <p>Attendance awards issued each term</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>Termly meetings with EWO.</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>DC/TP</p> <p>PK</p> <p>SLT</p>	<p>Ongoing</p> <p>Half termly</p> <p>Half termly</p> <p>Termly</p>
E. All HAPs/G&T PP children to maintain their projected academic pathway.	<p>Identification of chn and appropriate extension tasks identified on planning</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>Tracking academic progress of identified children- Regular data drops for PP children.</p> <p>Planning/work scrutinies.</p>	<p>SB</p> <p>Class Teachers</p>	<p>Termly</p> <p>Half termly</p>

	<p>Daily opportunities provided as Maths Masters/Star writers</p> <p>Provide 'aspirational' opportunities for students</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>Pupil conferencing and lesson observations.</p> <p>Monitor number of opportunities provided for pupils</p>	Teaching staff & SLT	Termly
Total budgeted cost					£4935 + included below (intervention support / PSA costs / Breakfast club

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.	<p>PP children to be identified for intervention.</p> <p>Interventions provided at least 4 x weekly to tackle underachievement in Reading, Writing or Maths</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. Targeted intervention on a needs basis will support children in plugging gaps in skills and knowledge.</p>	<p>Focus on PP pupils in termly Pupil Progress Meetings – planned interventions resulting from data analysis</p> <p>Pupil Premium Review</p>	DC TP CC	<p>May 2017</p> <p>Cost – Intervention Teacher and Teaching assistant salaries</p>

<p>B. Social, emotional and behavioural needs are identified and action planned to best support outcomes of children.</p>	<p>Action planning with appropriate internal/external agencies.</p> <p>Deployment of relevant PSA support.</p> <p>Whole school Thrive approach embedded x3 assigned practitioners allows for more 1:1 intervention work</p> <p>Use of hardship funds for trips/clubs/breakfast and after school club.</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>TP, KR, DC Class Teachers</p> <p>DC & Class Teachers</p> <p>SLT</p>	<p>Ongoing</p> <p>Termly</p> <p>Annually</p> <p>Cost – PSA salary Teaching assistant time</p>
<p>C Children with specific or individual needs are supported effectively.</p>	<p>Individuals have access to a 1:1 TA</p> <p>TA booster sessions and small group support identified to promote ARE outcomes in R/W/M and RWI.</p> <p>Draw and Talk accessed to support identified needs</p>	<p>Current support provided is proving to best support chn to overcome barriers to learning and make academic, social and emotional progress. 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> <p>Cost – Teaching assistant salaries</p>

			Effective monitoring of the intervention, involving Ed Psych.		X 3 monthly
D Attendance of small core of persistent absentee PP rises.	<p>Regular EWO referrals with SLT</p> <p>PSA/SLT support given to help overcome barriers</p> <p>Subsidised Breakfast club places</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>Termly meetings with EWO.</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>DC/TP</p> <p>PK</p> <p>SLT</p>	<p>Ongoing</p> <p>Half termly</p> <p>Half termly</p> <p>Termly</p> <p>Cost – PSA salary / Breakfast club cost - £2000</p>
E. All HAPs/G&T PP children to maintain their projected academic pathway.	<p>Identification of children as being likely to achieve Greater Depth</p> <p>Intervention 4 x weekly in year 6.</p> <p>Provide 'aspirational' opportunities for students</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>SB</p> <p>Class Teachers</p> <p>Teaching staff & SLT</p>	<p>Termly</p> <p>Half termly</p> <p>Termly</p>

					Cost – Intervention Teacher and Teaching assistant salaries
F. Relevant intervention is provided to support children's social, emotional and behavioural well-being.	<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>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>Endorses social behaviours and provides a forum for children to discuss current anxieties.</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>	DC/TP/KR	<p>Annually</p> <p>Ongoing and as needed</p> <p>Termly</p> <p>Cost – see above THRIVE training THRIVE Resources cost - £200</p> <p>Counselling / therapy cost - £200</p>

H. Reading comprehension/fluency improved as pupils are exposed to reading more frequently.	Project X CODE-accelerated reading scheme for identified pupils from Y2-4.	Evidence based project, showing that children from disadvantaged backgrounds and low-attaining pupils make the biggest gains from this scheme.	Tracking academic progress of children- More regular data drops for PP children.	CC	Half termly
	Focused guided reading, daily.	Historically, this has helped to promote comprehension skills, inference and deduction.	Effective monitoring of reading interventions. Class teacher to evaluate the impact.	CTs TAs	Half termly
	Provide additional reading opportunities.	Proven to enhance fluency in reading and comprehension skills/ to promote a love of reading.	Half-termly assessment evaluations.	CTs TAs	
	Personal invites/sessions to meetings, such as RWI/SATs info sharing.	Such meetings requested by parents/regular feedback from them has outlined that they know how to best support their child through attending such events.	Monitor engagement in these sessions- send personal invites to disengaged families.	TP JD SB	Ongoing Project X Cost - £1600
Total budgeted cost					£90,914.67
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?

Parents / families in need of extra support are identified and their parenting capacity is strengthened	<p>PSA direct support for children and families</p> <p>PSA referrals to parenting workshops</p> <p>Family Learning</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 and writing are more likely to impact on children's progress.</p>	<p>Parent feedback</p> <p>PSA report</p>	TP	Termly
Total budgeted cost					£1000 (included in above – PSA costs)
Total budgeted cost for all					£96, 849.67
6. Review of expenditure					
Previous Academic Year	1st September 2015- 31st August 2016				

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
To raise points progress for PP pupils- 6 points progress expected.	1:1/ small group targeted interventions 1:1 support for individuals with additional needs	Children eligible for Pupil Premium funding made as much, or more, progress in this academic year (minus 5 points in writing). Through mentoring, guidance and allocated time to support the pastoral needs of certain individuals, children were able to access the curriculum, and appropriate interventions, accordingly.	Approach to be continued with an emphasis on interventions in the pm next year. Approached to be continued with an emphasis on Thrive, now that training is scheduled for all staff.	£92, 570.12p
Provide additional support for PP pupils	Identified person responsible for pastoral care x each c/room SENCo and Thrive practitioners providing specialist support for identified needs	Through supporting children with emotional behaviours, they were able to overcome most/all their barriers to learning (as supported by the progress made). This supports our belief that emotional wellbeing is key to accessing learning.	SLT, including SENCo, to review more regularly in meetings. To continue to use Draw and Talk and the PSA to provide appropriate support.	Included in above total
To enrich children's learning experience.	Funding trips for the disadvantaged	This has helped to diminish the difference between PP and non PP students and allowed them to access the same experiences. Expected progress across all subject	Approach to be continued- individual needs to be considered by SLT	£1, 664.50

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 enable effective provision of Thrive (social and emotional development)	Establishing a designated area for de-escalation and targeted /group sessions	Online Thrive monitoring has chartered the progress of individuals and the impact the sessions and action plans have had on emotional wellbeing.	Continue to update Thrive training for designated practitioners and new members of staff.	£680.33
For disadvantaged families to feel well supported and facilitate attendance	To fund agreed sessions for afterschool and breakfast club	Targeting families and providing appropriate support for them has helped secure a 94 % attendance for PP pupils; we are aiming to improve this further. We recognise that attainment for all pupils is reliant on good attendance.	Continue to track attendance and data Continue regular meetings with EWO Address more regularly in SLT meetings Share info with associated Governor?	£1234.72
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
Children with specific emotional difficulties are well supported	Fund appropriate therapy services	Child A successfully completed the sessions and is making adequate progress towards the sessions' objectives; his academic progress has improved as a result. Child B has accessed support through CLEAR counselling and is currently building trusting relationships with staff and developing	Continue to fund sessions for those eligible. Continue to identify families needing support and promote early help services.	£700

		appropriate coping strategies to use within the classroom.		
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7. Additional detail
Our Pupil Premium policy can be seen on: http://www.bishopbronescombe.co.uk/web/policies/223711