Pupil premium strategy statement

School overview

Metric	Data
School name	Bishop Bronescombe C of E School
Pupils in school	302
Proportion of disadvantaged pupils	22% (67)
Pupil premium allocation this academic year	£95250
Academic year or years covered by statement	2020-22
Publish date	October 2020
Review date	October 2021
Statement authorised by	Debbie Carmichael
Pupil premium lead	Tom Hobbs & Debbie Carmichael
Governor lead	Michelle Frazer

Disadvantaged pupil progress scores for academic year 2018-19 (none for 2019-20 due to Covid-19)

Measure	Score
Reading	-2.84
Writing	2.12
Maths	-3.6

Disadvantaged pupil performance overview for academic year 2018-19 (none for 2019-20 due to Covid-19)

Measure	Score
Meeting expected standard at KS2 (R, W & M)	46.7%
Achieving high standard at KS2 (R, W & M)	0%

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2 (R, W & M)	60%
Achieving high standard at KS2 (R, W & M)	20%

Measure	Activity
Priority 1	Develop and embed Teaching for Mastery across all year groups

Priority 2	Ensure all staff prioritise reading, language acquisition and comprehension throughout the curriculum.
Barriers to learning these priorities address	Weak language and communication skills, staff knowledge and confidence in delivering evidence-based teaching strategies
Projected spending	£15,000
	RWI CPD training and TA overtime Accelerated Reader subscription Maths Hub – teacher attendance / supply costs Incremental coaching – teacher time and cover costs CPD – vocabulary, reading, Continuous Provision, principles of instruction, outdoor learning

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	July 21
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	July 21
Progress in Mathematics	Achieve national average progress scores in KS2 Mathematics	July 21
Phonics	Achieve national average expected standard in PSC	July 21
Other	Improve attendance of disadvantaged pupils to at least national expectation (96%)	July 21

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Adult-led interventions focussing on phonics, reading, comprehension
Priority 2	Small group maths support and closing-the-gap numeracy intervention based on diagnostic assessments
Barriers to learning these priorities address	Weak language and communication skills. Poor reasoning and problem-solving. Lack of support at home.
Projected spending	£30,250

	TA time (5 x TAs @ 0.5) Maths intervention resources Maths subscriptions Reading intervention materials

Wider strategies for current academic year

Measure	Activity
Priority 1	Support social, emotional and mental health development so that pupils are ready and resilient learners through bespoke provision, direct pupil support, parenting support and enhanced learning opportunities.
Priority 2	Improve attendance of disadvantaged pupils.
Barriers to learning these priorities address	Behaviour and emotional difficulties. Low confidence and self-esteem. Low levels of aspiration. Family conflict and social problems. A narrow range of experiences and opportunities. Attendance and punctuality issues.
Projected spending	£50,000
	Staffing – PSA, Nurture TAs Support – interventions and counselling Resources

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring staff development is prioritised and impact monitored.	Use of INSET time and staff meeting time. Incremental coaching for all teachers. Prioritising SLT time in monitoring and tailored support.
Targeted support	Ensuring staffing for prioritised is consistent. Ensuring staff are trained in specific interventions.	Prioritised interventions and pupils are identified. SLT identify staff that need targeted support.
Wider strategies	Ensuring families that face most challenges remain engaged.	PSA targets and develops relationships with these families. Other events and support offered to maintain and further trusting relationships.

Review: last year's aims and outcomes (up to March 2020 due to Covid-19)

<table>
<tr><th>Aim</th><th>Outcome</th></tr>
<tr><td>Progress in Reading
Progress in Writing
Progress in Mathematics</td><td>
No KS2 or KS1 data due to Covid-19 pandemic.

Steady improvement in disadvantaged pupil progress in ¾ target year groups from Sept 2019 to Spring 2020. On track towards aim.

School Key Performance Indicator:

Outcomes for Pupil Premium pupils in years 1, 2, 4 and 6 are securely in-line with or above National expectations due to accelerated progress.

Interim target met in Y4 writing and exceeded for all cohorts / subjects except Y1:
<table>
<tr><th>Exp+</th><th>Reading</th><th>Writing</th><th>Maths</th></tr>
<tr><td>Y1</td><td>44%
4/9</td><td>33%
3/9</td><td>44%
4/9</td></tr>
<tr><td>Y2</td><td>75%
3/4</td><td>75%
3/4</td><td>100%
4/4</td></tr>
<tr><td>Y4</td><td>70%
7/10</td><td>60%
6/10</td><td>60%
6/10</td></tr>
<tr><td>Y6</td><td>73%
11/15</td><td>80%
12/15</td><td>60%
10/15</td></tr>
</table>
At end of Spring, the following percentages of Pupil Premium pupils were meeting age-related expectations:

RWM combined: 55%

Reading: 56%

Writing: 52%

Maths: 53%
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Phonics	Not on track to meet aim for this cohort of pupil premium pupils. Falling short of national disadvantaged average (71%). <u>Percentage of Y1 pupils on track to meet Phonics Threshold at end of Spring 2020</u> All pupils: 82% - 37/45 Pupil Premium pupils: 63% - 5/8 <u>Year 2 Phonics retake:</u> All pupils: 57% - 4/7 Pupil Premium pupils: 100% - 1/1
Other	Attendance is improving for all and gap is closing between all and pupil premium pupils. 2019-20 Attendance to March 2020 (prior to Covid-19 lockdown) All pupils – 96.69% Pupil premium – 95.31% Gap – 1.38% 2018-19 Attendance to end of Spring 2019 All – 96.38% Pupil premium – 94.38% Gap – 2%
Other	SEMH needs met through Nurture provision, Wild Tribe, TIS intervention and outside agency support. Fixed term exclusions reduced: 2019-20: 3 x FTE last year (2 pupils / 1 PP) Support in place for PP ensured no recurrence. 2018-19: 4 x FTE (2 pupils, both PP). Violent incidents reduced over time: Aut 2019 – 33 Spr 2020 – 23 Sum 2 2020 – 2