

Pupil premium strategy statement 2019

1. Summary information					
School	Bookwell Primary School				
Academic Year	2019/20	Total PP budget	£34,320	Date of most recent PP Review	Sep 2019
Total number of pupils	208	Number of pupils eligible for PP	27	Date for next internal review of this strategy	Sep 2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving age related expectations at the end of KS1 July 2019	75% (3/4 children)	
% achieving age related expectations at the end of Key Stage 2 July 2019	100% (3/3 children)	
% achieving GLD in Reception July 2019	50% (1/2 children)	

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.	Low language and communication
B.	SEN
C.	Low level of Maths/English
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Lack of support at home, low language and communication skills, low confidence and self-esteem, lack of resources at home

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Ensure expected progress between KS1 and KS2 for all PP children	All children achieving at least expected progress
B.	Increase the number of disadvantaged pupils in Key Stage 1 who achieve the expected standard in reading, writing and maths	Increase of children achieving at least age related expected expectations in reading, writing and maths
C.	Increase the number of disadvantaged pupils in Key Stage 2 who achieve the expected standard or above in writing	Children achieve age related expectations or greater

		depth in writing
D.	Increase the number of disadvantaged pupils in Key Stage 2 who achieve the expected standard or above in reading	Maintain the number of children achieving age related expectations or greater depth in reading
E.	To improve the social skills of disadvantaged children in Reception so that they are able to achieved a Good Level of Development.	The high percentage of disadvantaged children achieving a GLD will be maintained.
F.	To increase the opportunities for disadvantaged children to experience outdoor learning across a range of subjects	Pupils will experience practical learning and improve their enquiry and exploratory skills.
G.	To improve the attendance of disadvantaged children	Attendance will be in line with non-disadvantaged children in school (95% and above)

5. Planned expenditure					
Academic year		2019/20			
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 first 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?
All PP children achieve expected progress between KS1 and KS2	Provide additional support groups for maths and English	Target reading small group support in KS2. Extra support is evidenced as a proven, effective way to increase attainment	STA given time to carry out the support and feedback to class teacher. STA to work with individual children	SW/SF £6000	July 2020

Children make expected or better attainment at KS1 in reading, writing and maths	Pupil progress meetings half termly. Provide additional interventions for children identified.	Children who are not on track to meet their end of year target will gain support from intervention (subject support, 1:1 specialist support). Children will see that support is given quickly when they are having difficulties	STAs and head teacher to carry out interventions. Head will see lessons during monitoring programme and interview children about their learning.	RH/SW £6000	July 2020
Increase the number of disadvantaged pupils in Key Stage 2 who achieve the expected standard or above in writing.	Pupil progress meetings half termly. Provide additional interventions for children identified. Increase availability of classroom support in KS2 classes Improve spelling by targeting children using online resources	Quality support in English lessons has proven success. Spelling is an area that some of our disadvantaged pupils struggle with. The IDL program has increased their spelling ages by years in a matter of months. Embed 'Talk for Writing' across KS2 Have staff twilights 'Marvellous Spelling' and some 1:1 spelling intervention from Jenny Morgan.	English Co-ordinator to monitor spelling progress of disadvantaged pupils. English Co-ordinator to monitor writing assessments of PP children on a half-termly basis.	SF/SW £4000	Half termly
To improve the social skills of disadvantaged children in Reception so that they are able to achieved a Good Level of Development.	Improve opportunities for disadvantaged children to practise their social skills in small group settings. Introduce nurture group in reception to improve emotional literacy	Some pupils miss out on a GLD in reception because of their poor social skills and level of emotional development.	STA to feedback to SMT on progress half termly	RH/SW/SS £2000	Half termly
Total budgeted cost					£18000
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?
Increase the number of disadvantaged pupils in Key Stage 2 who achieve the expected standard or above in reading.	Early interventions to diminish the difference. Daily sessions with 1:1 support. Booster sessions Exceeding Group sessions with teacher	We want to provide extra support to increase attainment and/or maintain high attainment. Targeted Reading Support for pupils in Key Stage 2 in order to increase attainment. Evidence identifies this a proven, effective way to do this.	Progress monitored with PIRA tests termly Interventions for each child either individually or grouped. Teacher to run Exceeding groups on 2 weekly basis HT to run booster sessions. Roll out 'Core Readers' across the school. Reading coordinator to monitor.	RH / SS / JK/SF £4000	Jan 2020

Total budgeted cost					£4000
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?
To increase the opportunities for disadvantaged children to experience outdoor learning across a range of subjects	<p>Introduce 'Forest Schools' approach across all classes. Classes explore a range of subjects in outdoor environment.</p> <p>Have two staff members trained as Forest School providers.</p>	Outdoor learning is proven to increase children's motivation to learn, and helps improve enquiry skills that can be applied across a range of subjects. Learners are more confident and creative.	<p>Head to monitor use of outdoor area to ensure learning is purposeful.</p> <p>Training will be given to staff to ensure the area is used effectively.</p>	<p>RH</p> <p>£8000</p>	July 2020
To improve the attendance of pupil premium children across the school.	<p>Regular, prompt, phone call enquiry/follow up for children who are not in school and/or late for school</p> <p>First day calling rigorously applied.</p>	Children need to regularly attend school for us to be able to improve attainment and progress.	<p>Contact with the Educational Welfare Officer.</p> <p>Plan and deliver a programme of nurture and support</p> <p>Whole school attendance to continue to be above national average.</p>	GM RH	Termly
To improve the emotional literacy of disadvantaged children	To have a well-being lead in school and trained mental health first aiders. To have small group support sessions where children can talk about their feelings and raise their self-esteem.	Good mental health is fundamental to be able to thrive in life. If we do not tackle mental health problems early, then we risk failing the next generation right at the start of their lives.	<p>Name well-being lead.</p> <p>Train two members of staff to be mental health first aiders.</p> <p>Have 'ACES' training for staff.</p> <p>Have twilights from public health department of LA.</p>	<p>SW</p> <p>£6000</p>	July 2020
Total budgeted cost					£14,000

6. Review of expenditure				
Previous Academic Year		2018/19		
i. Quality first 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
All PP children achieve expected progress between KS1 and KS2	Provide additional support groups for maths and English	100% of KS2 children achieved expected standard in R, W, M.	We targeted children within the classroom setting rather than removing them for interventions. Extra support was provided to KS2 classes for maths and English lessons. Whole Class Reading worked well to improve the reading comprehension of children.	£6000
Children make expected or better attainment at KS1 in reading, writing and maths	Pupil progress meetings half termly. Provide additional interventions for children identified. Roll out TT Rockstars in infants.	Children made good progress across KS1 but fewer greater depth than expected.	HT not always able to commit to 'booster' sessions. Better to use classroom staff.	£6000
Increase the number of disadvantaged pupils in Key Stage 2 who achieve the expected standard or above in writing.	Pupil progress meetings half termly. Provide additional interventions for children identified. Increase availability of classroom support in KS2 classes. Improve spelling by targeting children using online resources	100% of children in KS2 achieved expected standard in writing.	Spelling still a weakness across KS2 and needs to remain as a target but with different approaches	£2000

To improve the social skills of disadvantaged children in Reception so that they are able to achieved a Good Level of Development.	Improve opportunities for disadvantaged children to practise their social skills in small group settings. Introduce nurture group in reception to improve emotional literacy	Small group of PP children across infants have been having 'minibeast club' weekly with an STA who is kidsafe trained. Lots of opportunities to talk and share experiences.	Continuing this approach but need to think about how we measure success.	£2000
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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
Increase the number of disadvantaged pupils in Key Stage 2 who achieve the expected standard or above in reading.	Early interventions to diminish the difference. Daily sessions with 1:1 support. Booster sessions Exceeding Group sessions with teacher	100% of KS2 pupils achieved expected standard in reading. Two of the PP children achieved greater depth.	Continue with approach	£15000

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
To increase the opportunities for disadvantaged children to experience outdoor learning across a range of subjects	Introduce 'Forest Schools' approach across all classes. Classes explore a range of subjects in outdoor environment.	Difficult to measure impact. All children have been given the opportunity to learn outdoors and there has been an increase in confidence with more open-ended activities.	Expensive to maintain using an external provider. We will invest in staff training to future-proof this target.	£10,000

<p>To improve the attendance of pupil premium children across the school.</p>	<p>Regular, prompt, phone call enquiry/follow up for children who are not in school and/or late for school</p> <p>First day calling rigorously applied.</p>	<p>Attendance of PP children would have met target but one pupil was absent for two terms which skewed figures.</p>	<p>Carry on with this approach.</p>	
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