

Pupil premium strategy statement 2018

1. Summary information					
School	Bookwell Primary School				
Academic Year	2018/19	Total PP budget	£41,220	Date of most recent PP Review	Sep 2018
Total number of pupils	211	Number of pupils eligible for PP	29	Date for next internal review of this strategy	Sep 2019

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 2018	67% (4/6 children)	
% achieving age related expectations at the end of Key Stage 2 July 2018	75% (3/4 children)	
% achieving GLD in Reception July 2018	75% (3/4 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	Greater number of children achieve 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		2018/19			
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	SF £6000	Jan 2019

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 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	Jan 2019
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. Implement 'Talk for Writing' across KS2	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 £2000	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					£16000
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 TAs to run interventions using new scheme (literacy box). Reading coordinator to monitor.	RH / SS / JK/SF	Jan 2019

Total budgeted cost					£15000
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	Introduce 'Forest Schools' approach across all classes. Classes explore a range of subjects in outdoor environment.	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.	Head to monitor use of outdoor area to ensure learning is purposeful. Training will be given to staff to ensure the area is used effectively.	RH	Jan 2019
To improve the attendance of pupil premium children across the school.	Regular, prompt, phone call enquiry/follow up for children who are not in school and/or late for school First day calling rigorously applied.	Children need to regularly attend school for us to be able to improve attainment and progress.	Contact with the Educational Welfare Officer. Plan and deliver a programme of nurture and support Whole school attendance to continue to be above national average.	GM RH	Termly
Total budgeted cost					£10,000

6. Review of expenditure				
Previous Academic Year		2017/18		
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
All PP children achieve expected progress between KS1 and KS2	Provide additional support groups for maths and English	All of the 4 PP children in KS2 achieved the expected standard for Reading, Maths and EPGS. One did not meet the standard for writing.	The KS1 booster sessions with the HT did not always happen due to work commitments. This year, stricter timetabling needs to be adhered to. The KS2 children were all given support in class rather than out and this seemed to work very well.	
Children make expected or better attainment at KS1 in reading, writing and maths	Pupil progress meetings half termly. Provide additional interventions for children identified.	2 of the 6 children in KS1 did not achieve the expected standard. Both have SEN	More targeted support needed for children who are working towards the expected standard.	£24,000
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 PP children met the expected standard in reading.	The approaches put in place worked well and will continue to be implemented in the next academic year	£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

<p>To address social and emotional needs of PP children</p>	<p>Nurture group Outdoor learning</p>	<p>Reception children took part in a weekly nurture group There was a clear improvement in social skills and emotional literacy.</p> <p>A Forest School specialist worked every Tuesday with the Reception children and also delivered training to all teaching staff.</p>	<p>The nurture group needs to continue and be available to other year groups.</p> <p>Every class is being timetabled in the Outdoor Learning area so that all children have experiences of learning outside the classroom.</p>	<p>£5000</p>
<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>Average attendance of PP children 95.2%</p>	<p>First day calling policy rolled out to parents at start of 2017 Target families of PP children with poor attendance.</p>	