

# Pupil premium strategy statement 2017

1. Summary information					
School	Bookwell Primary School				
Academic Year	2017/18	Total PP budget	£43560	Date of most recent PP Review	N/A
Total number of pupils	207	Number of pupils eligible for PP	33	Date for next internal review of this strategy	Sep 2018

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 2017	33% (1/3 children)	
% achieving age related expectations at the end of Key Stage 2 July 2017	88% (7/8 children)	
% achieving GLD in Reception July 2017	100% (3/3 children)	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <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
<b>External barriers</b> ( <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 reading.	Children achieve age related expectations or greater

		depth in reading
D.	Increase the number of disadvantaged pupils in Key Stage 2 who achieve the expected standard or above in writing.	Greater number of children achieve age related expectations or greater depth.
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	2017/2018				
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.					
<b>i. Quality of teaching for all</b>					
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 literacy	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	SS/KE/CS	Jan 2018

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	STA and head teacher to carry out interventions. Head will see lessons during monitoring programme and interview children about their learning.	RH/SS	Jan 2018
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.	SEN STA to monitor spelling progress of disadvantaged pupils.  LR to monitor writing assessments of PP children on a half-termly basis.	SS/LR	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.	SEN STA to feedback to SMT on progress half termly	RH/SW/SS	Half termly
<b>Total budgeted cost</b>					
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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 2018

<b>Total budgeted cost</b>					£15,000
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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 2018
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	Termly
<b>Total budgeted cost</b>					£5,000

6. Review of expenditure				
Previous Academic Year		2016/17		
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 literacy	Only 1 of the 3 PP children in KS1 achieved the expected standard in each subject.  All 8 KS2 PP children achieved the expected standard in writing and maths. 7 of the 8 met the standard for reading and EGPS. 88% of KS2 PP children met the combined subject score	Reduce the number of children SEN STA intervenes with so that each child receives more time receiving quality input.	
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 3 PP children in KS1 failed to reach the expected standard in each subject. One of these was identified as having SEN. None of the PP pupils achieved greater depth in any subject.	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	88% 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>Development of positive play provision for selected pupils because of social, emotional or behavioural reasons.</p>	<p>KS1 children given targeted support with SEN STA or class TAs. There was a clear improvement in social skills and emotional literacy.</p> <p>KS2 PP boys were offered the opportunity to attend a 'Boys' Club' in school, run by a local family group. There was a measurable decrease in behavioural issues both in and out of school.</p>	<p>A nurture group needs to be set up for children with social and emotional needs</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 93.9%</p>	<p>First day calling policy rolled out to parents at start of 2017 Target families of PP children with poor attendance.</p>	<p>£1000</p>