

Pupil premium strategy statement

1. Summary information					
School	Bookwell Primary School				
Academic Year	2016/17	Total PP budget	£43560	Date of most recent PP Review	N/A
Total number of pupils	204	Number of pupils eligible for PP	33	Date for next internal review of this strategy	Sep 2017

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 Key Stage 2 July 2016	50% (4 children)	52%

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 Numeracy / Literacy
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 reading.	Children achieve age related expectations or greater depth in reading

D.	Ensure that disadvantaged pupils in Key Stage 2 achieve the expected standard or above in writing depending on their prior attainment.	Greater number of children achieve age related expectations or greater depth.
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5. Planned expenditure

Academic year	2016/17
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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?
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	July 2017
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	July 2017

Total budgeted cost					£24,000
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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	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.	STA to work with class teachers to identify children Interventions for each child either individually or grouped. Teacher to run Exceeding groups on 2 weekly basis	RH / SS / JK	July 2017

Total budgeted cost					£15,000
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 address social and emotional needs of PP children	Development of positive play provision for selected pupils because of social, emotional or behavioural reasons.	We want to provide extra support to pupils because their identified additional needs have had a significant negative impact on their learning. Evidence identifies this a proven, effective way to do this.	Provide one to one sessions for some vulnerable pupils. Identify children through school for targeted social and emotional support. Plan and deliver a programme of nurture and support.	SS / SW	July 2017
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	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
Total budgeted cost					£5,000

6. Review of expenditure				
Previous Academic Year		2015/16		
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 pupils supported in classroom to raise attainment	STA support class teacher in all classes for morning sessions	Targeted support within classroom for the pupils. Teachers felt better supported Clear progress for PP children and others identified as requiring a need	Proven to be effective and continue to employ. Early identification is an area which will need to be addressed	£8,000
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
Attainment and progress in Maths at KS2	Extra small group session by trained STAs / 1:1 support during sessions	Following review of previous data identified not enough for concentrated work on mathematical basics. Extra staffing support to allow exploration and revisiting of key areas of the Mathematics curriculum to ensure a clear understanding.	Very difficult to measure due to other techniques being used and other interventions such as booster sessions with these groups of children Progress maths score 1.7 100% met expected standard 17% met higher standard Disadvantaged av scaled score 104.5 National All 103.0	£7,000
All PP children achieve expected progress	Small group support work in maths and literacy with experienced STA / teacher	Provide extra support to increase attainment and maintain high attainment. EEF toolkit identifies this as a proven and effective way.	STA specifically employed to work with PP children. Teacher employed to maintain high attainment	£27,000
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

Increase disadvantaged pupils opportunities to develop socially and emotionally	Development of positive play provision outside with lunchtime staff to teach skills and promote interaction and social development.	On-going and still being developed. More staff training required to ensure this is integrated fully across the school.	Will continue with this approach as from the time this has been implemented we have seen some improvement with the engagement and more social interaction for longer periods. Still to continue developing this role.	£2,000
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