**Pupil premium strategy statement (primary)**

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| 1. **Summary information** | | | | | |
| **School** | Bearnes Primary School | | | | |
| **Academic Year** | 2017-18 | **Total PP budget** | £48,840 | **Date of most recent PP Review** | Jan/Feb 2018 |
| **Total number of pupils** | 92 | **Number of pupils eligible for PP** | 46 | **Date for next internal review of this strategy** | June/July 2018 |

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| 1. **Attainment 2017 (Based on Y6 results)** | | |
| *Bearnes’ figures for pupils eligible for PP* | | *Pupils not eligible for PP (national average)* |
| **% achieving expectations in reading** | 43% | 77 % |
| **% achieving expectation in writing** | 29% | 81% |
| **% achieving expectation in maths** | 57% | 80% |
| **Progress Measure in reading** | 0.2 | 0.3 |
| **Progress Measure in writing** | -3.7 | 0.2 |
| **Progress Measure in maths** | -1.0 | 0.3 |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | |
|  | | Pupils being ‘ready to learn’ in class (pupils are in a secure place mentally/emotionally) | |
|  | | Limited speech & language skills on entry in the EY Foundation Stage | |
| **C.** | | ‘Fewer than 70% of disadvantaged pupils met the expected standard in phonics in Y1’ (2016 Weakness, Inspection Dashboard), although Phonics results were better last year. | |
| **D.** | | Previous higher attaining disadvantaged pupils achieved lower than national average progress in reading and maths. | |
| **E.** | | Attainment in writing is in Q5 (bottom 20%), with progress also being below national average (bottom 10%) | |
| **F.** | | Attainment in EGPS is well below national average (29%, compared with 82% nationally) | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | |
| **G.** | | ‘Persistent absence was high for the group: FSM’ (*in the highest 10%*) - (2016 Weakness, Inspection Dashboard). | |
| **H.** | | Low aspirations about what can be achieved and how to be successful - limited access to positive role-models. | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | Pupils can access learning in class because their physiological, safety, belonging and esteem needs are met. | | Pupils receive appropriate SEMH support to enable them to access their learning in the classroom, from the start of the school day. |
|  | Improve oral language skills for pupils eligible for PP in the EYFS | | Pupils eligible for PP in Reception make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations. Where an additional SEND need has been identified, support is quickly put in place so that they make a good level of progress. |
|  | All PP children meet the expected standard in phonics in Y1 (or by Y2 resit) | | Year on year improvement in the % of PP children meeting the expected standard for phonics. |
|  | Improved progress for previously higher attaining PP children in reading and maths | | Effective use of tools to monitor progress of this group, with a particular focus of this group on provision mapping. |
|  | Attainment and progress in writing makes sustained improvements towards meeting national standard, with significant movement on overall progress. | | Improved writing progress measure (over time), and measurable closing of the attainment gap for writing (as measured by the school’s decile rating) |
|  | Attainment in EGPS improves, and progress checked at regular intervals throughout KS2 via standardised testing. | | Careful monitoring of EGPS progress to ensure the attainment gap closes. |
|  | Increased attendance rates for pupils eligible for PP. | | Continue the positive trend of increasing attendance for pupils eligible for PP, with prompt intervention and effective monitoring of this group. |
|  | PP children have aspirations for the future, and have access to positive role-models within our local community. This will be measured via qualitative information gathered through pupil interviews. | | Increased opportunities for PP children to have access to inspirational role-models within our community, as well increased aspirations for the future. |

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| 1. **Planned expenditure** | | | | | |
| **Academic year** | **2017-18** | | | | |
| 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. | | | | | |
| 1. **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?** |
| **Improve oral language skills for pupils eligible for PP in Reception** | All Reception pupils assessed through the Speechlink programme. Follow-up support will be implemented via a trained member of staff.  Continuation of S&L support via SALT. Children are identified through their Speechlink assessment.  Children entering ‘in year’ will be assessed on arrival to ascertain need. | Speechlink provides targeted age-appropriate recommendations based on an individual assessment and identified needs. It allows for aged-based, early identification of potential issues.  We use Speechlink because it provides a complete speech programme for targeted intervention.  Levels of oracy are poor on entry so an immediate integrated screening and support tool is necessary to ensure early targeted intervention. | Designated, and fully trained staff member will lead the implementation of this programme. This will include training others on using the screening tool, and providing teachers with programmes of tailored support.  Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.  Monitoring of progress via the programme. | **Sarah Gaskin (Reception teacher)**  **Barbara Sutton (TA)** | **June 2018** |
| **All PP children meet the expected standard in phonics in Y1 (or by Y2 resit)** | High quality teaching of daily synthetic phonics – letters and sounds.  Regular tracking of progress to ensure all PP pupils will meet the expected standard. Where an additional need is identified, additional input is planned for and resourced.  Carefully differentiated planning, taught daily.  Use of Phonics Play to support teaching of phonics (online). | Regular assessment ensures that phonic grouping is fluid and gaps in learning can be filled rapidly. | Observations of phonics lessons to ensure quality.  Regular progress meetings re: phonics for PP children (held with Tom Stacey).  TA to feedback to class teacher – verbally and via recorded sessions, which provides useful formative assessment. | **Sarah Free (Yr1/2 teacher)**  **Laura Gratton )TA)** | **June 2018** |
| **Improved progress for previously higher attaining PP children in reading and maths** | CPD on providing stretch for high attaining pupils – maths mastery curriculum.  Work with All Saints Teaching School Alliance to provide a bespoke programme of ongoing practical training and support to introduce a mastery programme based on successful approaches of Pacific Rim countries.  Continue subscription for Accelerated Reader. | Accredited Teaching School Alliance which offers a numbers of national leaders of education and specialist leaders of education and are a national support school.  Nationally accredited school by the National College of Teaching and Leadership.  Accelerated Reader - a web-based programme that encourages children to read for pleasure. Accelerated Reader (AR) is a whole-group reading management and monitoring programme that aims to foster the habit of independent reading among primary aged pupils.  \*EEF Promising Project\*\* The overall effect size of +0.24 is the equivalent of approximately 3 months of additional progress in reading age after 22 weeks. The evaluation also indicates a positive impact for FSM-eligible pupils. | There will be a scheduled programme consisting of maths leaders observing best practice in other settings, and joint planning under directions from a national leader in education.  There will be a programme of team teaching and team review between the maths lead and All Saints Teaching School.  Through staff INSET and incremental coaching, the mastery approach will be rolled out to all teaching staff.  Fully trained staff will support new teachers on the implementation of AR.  A pupil rewards programme will be implemented across the school.  Built in ‘star test’ results will allow us to monitor reading comprehension and reading age. The school will cross reference this with standardised comprehension tests. | **Tom Stacey**  **(Head of School)**  **Katherine Simpson (Inclusion Hub Manager)** | **June/July 2018** |
| **Attainment and progress in writing makes sustained improvements towards meeting national standard, with significant movement on overall progress.**  **Attainment in EGPS improves, and progress checked at regular intervals throughout KS2 via standardised testing.** | Quality teaching and learning in writing and EGPS, consistent across the school, supported by strong observation/moderation and coaching.  Purchase No Nonsense Spelling – a robust spelling which will ensure consistency across the school.  Pupil attainment and progress tracking, assessment and monitoring.  Link to academy priorities for raising the progress and attainment of writing – use EEF to make informed, evidence based judgements re: best writing approaches. | Use EEF to make evidence based decision about the future of our approach to teaching writing. | Tom Stacey to regularly monitor progress (1/2 termly) to ensure progress.  Provision Mapping reviews – termly (completed by individual teachers, and feeds in data meetings with Head of School)  No Nonsense Spelling will be rigorously monitored by English Lead. | **Tom Stacey (Head of School)**  **Katherine Simpson (Inclusion Hub Manager)**  **Kirsty Graves (English Lead)** | **June/July 2018** |
| **For pupils to have basic needs met to ensure they are physically, mentally, and emotionally ready to learn.** | Breakfast Club | The EEF found that breakfast clubs that offer a free and nutritious meal before school can boost reading, writing and maths results by the equivalent of two months progress per year.  PPG will be used to offer a heavily subsided breakfast club. This will enable children to a healthy breakfast and a positive social environment to start their day.  Breakfast clubs improve attendance/punctuality. | Daily breakfast club register (monitored by admin team).  Head of School will target specific PP families to encourage good attendance. | **Tom Stacey (Head of School)**  **Joyce Hayes (Admin)** | **June/July 2018** |
| **Total budgeted cost** | | | | | **£8500** |
| 1. **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?** |
| **Improve oral language skills for pupils eligible for PP in Reception** | 1-1 and small group Speechlink provision for children in Reception. | Some of the pupils need targeted support to catch up. Speechlink provides targeted support. | Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. | **Sarah Gaskin (Reception teacher)**  **Barbara Sutton (TA)** | **June/July 2018** |
| **All PP children meet the expected standard in phonics in Y1 (or by Y2 resit)** | Individually targeted support for PP children sitting resit in Yr2  Use of Nessy programme to support PP pupils with possible learning difficulties in this area.  FFT programme to support those making insufficient progress. | Regular assessment ensures that gaps in learning are filled rapidly. Targeted intervention will ensure better rates of accelerated progress where needed.  Nessy – EP recommended online programme of support.    FFT – historic track record at success with PP children at this age range. | Observations of targeted phonics sessions to ensure quality.  Regular progress meetings re: phonics for PP children (held with Tom Stacey).  TA to feedback to class teacher – verbally and via recorded sessions, which provides useful formative assessment. | **Sarah Free (Class teacher)**  **Laura Gratton (TA)** | **June/July 2018** |
| **Attainment and progress in writing makes sustained improvements towards meeting national standard, with significant movement on overall progress.**  **Attainment in EGPS improves, and progress checked at regular intervals throughout KS2 via standardised testing.** | Children eligible for PP funding, receive additional bespoke small group intervention for areas relating to sentence structure and grammar that are a barrier to progress (Upper KS2)  Use FFT for those PP children identified as not making required progress (Yr1 + 2)  Use Nessy writing programme to help ‘stuck’ learners to make progress with sentence formation. | Smaller ground sessions allow teachers to plan work which support specific targets for individual children.  FFT – historic track record at success with PP children at this age range.  Nessy – EP recommended online programme of support. | Tom Stacey to regularly monitor progress (1/2 termly) to ensure progress.  Provision Mapping reviews – termly (completed by individual teachers, and feeds in data meetings with Head of School)  FFT progress will be reported to class teacher and SENDCo to ensure progress is monitored. Where sufficient progress has not been made…  Nessy’s in-built monitoring assessment allows for Head of School to monitor progress. | **Tom Stacey (Head of School)**  **SENDCO**  **Class teachers** | **June/July 2018** |
| **For pupils to have basic needs met to ensure they are physically, mentally, and emotionally ready to learn.** | Breakfast Club | The EEF found that breakfast clubs that offer a free and nutritious meal before school can boost reading, writing and maths results by the equivalent of two months progress per year.  PPG will be used to offer a heavily subsided breakfast club. This will enable children to a healthy breakfast and a positive social environment to start their day.  Breakfast clubs improve attendance/punctuality. | Daily breakfast club register (monitored by admin team).  Head of School will target specific PP families to encourage good attendance. | **Tom Stacey (Head of School)**  **Joyce Hayes (Admin)** | **June/July 2018** |
|  | Counsellor/access to MAST | Continue to hire a counsellor 1 x day per week through the year to support those children who have been identified as needing additional SEMH support.  Utilise the support offered by Plymouth Excellence Cluster’s MAST – to access a variety of support pertaining to SEMH, such as play therapy, etc. | School counsellor submits termly reports to Head of School, providing a summary of sessions. Class teachers are informed of best approaches for da-day interactions.  Inclusion Hub Manager will get regular feedback from Heads of School, to inform evaluation of service.  Inclusion Hub Manager to seek evaluations from SENDCo/Head of School in the summer term to evaluate the service bought in from MAST. | **Jerry Hawley (Counsellor)**  **Tom Stacey (Head of School)**  **Katherine Simpson (Inclusion Hub Manager)** |
|  | Inclusion Hub – access SEMH support (SEMH courses for children & outdoor forest school sessions) | Feedback from previously participating schools report a positive change in a child’s ability to self-regulate, which has enabled them to access curricular learning more effectively.  Our Inclusion Hub offers weekly courses for children, designed to address an element of SEMH (such as anxiety, anger management). For children with high levels of emotional need (particularly those at risk of exclusion) a longer, outdoor session is offered where children have the opportunity to engage in forest school activities, whilst exploring ways of managing their emotions. | Pre-course questionnaires and SDQs sent out to participating children, teachers, and parents (pre and post sessions) to measure impact.  Inclusion Manager and Head of School to monitor the reduction of dysregulation via Behaviour Watch. | **Katherine Simpson (Inclusion Hub Manager)**  **Tom Stacey (Head of School)** |  |
| **Total budgeted cost** | | | | | **£34800** |
| 1. **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?** |
| **PP children have aspirations for the future, and have access to positive role-models.**  **For pupils to access a range of social, cultural and sporting experiences, visits and activities.** | Head of School and Inclusion Manager to plan specific opportunities for PP children to have positive, local role models (such as previous disadvantaged pupils who have a successful career now – e.g. sporting, business).  Head of School and Inclusion Manager to plan specific opportunities for PP children to partake in cultural visits e.g. zoos, places of worships.  Subsidise residential trips to ensure PP children have access to a range of different activities and experiences. | Pupils’ horizons will be broadened and they will learn more about culture, history and geography.  Pupils’ aspirations will increase, and provide an alternative future model for careers and goals in life. | Reviewing programme of trips and attendance.  Children evaluate any speakers that come in to talk to them – what impact has this had on their aspirations? | **Tom Stacey (Head of School)**  **Katherine Simpson (Inclusion Hub)** | **June/July 2018** |
| **Increased attendance rates for pupils eligible for PP.** | Closely monitor of attendance for PP pupils to identify those with poor attendance (rag rated amber for 92% - 95%, and red for below 92%)  Follow the correct academy procedure for issuing attendance warnings, which may result in EWO involvement and possible prosecution.  Identify barriers to attendance/look for trends. The PPG could be used for aiding attendance where specific barriers have been identified (such as transport). | Children cannot learn if they are not in school. Increased levels of attendance will ensure that children are in sessions and are consistently in school to learn. | Head of School, alongside inclusion Manager and admin to identify those PP pupils who are in the amber/red range. Actions to be agreed and carried forward promptly. Termly reviewed. | **Tom Stacey (Head of School)**  **Katherine Simpson (Inclusion Hub Manager)**  **Tam Russell (Admin support)** | **June/July 2018** |
| **Total budgeted cost** | | | | | **£5500** |

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| 1. **Review of expenditure 2017-18** | | | | |
| **Previous Academic Year** | |  | | |
| 1. **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** |
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| 1. **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** |
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| 1. **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** |
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| 1. **Additional detail** |
| In this section you can annex or refer to **additional** information which you have used to inform the statement above.  Our full strategy document can be found online at: www.aschool.sch.uk |