

## Pupil premium strategy statement: Bradleys Both Community Primary School 2018 - 2019

### Pupil Premium Strategy Statement

The Government have introduced a stream of funding called 'The Pupil Premium'. This funding is received by schools based on the number of pupils receiving free school dinners. The school also receives funding for any 'Looked after' children, children who are adopted having previously been in care and children of service families.

The stated aims include:

- To increase social mobility
- To enable more students from disadvantaged backgrounds to get into top universities
- To reduce the attainment gap between the highest and lowest achieving pupils nationally.
- To support children in growing and developing socially.

#### 1. Summary information

School	Bradleys Both Community Primary School				
Academic Year	2018/19	Total PP budget	£21,320.00	Date of most recent PP Review	Sept 2018
Total number of pupils	137	Number of pupils eligible for PP	17	Date for next internal review of this strategy	Sept 2019

#### 2. Current attainment

<b>ARE Attainment for: 2017-2018 (Year 6 in July 2018)</b>	<i>Pupils eligible for PP (2 Year 6 children)</i>	<i>Pupils not eligible for PP (national average)</i>	<i>Pupils not eligible for PP School % achieved</i>
% achieving expected standard or above in reading, writing and maths	50% (1 child)	64%	78%
% achieving expected standard or above in reading	50% (1 child)	75%	89%
% achieving expected standard or above in writing	100% (2 children)	78%	83%
% achieving expected standard or above in maths	100% (2 children)	76%	94%

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers (issues to be addressed in school, such as poor oral language skills)</b>		
<b>A.</b>	Needs have been identified for a significant number (35%) of PP children who have joined our school at times other than the expected school starting points. Tracking and use of data from a wide range of different schools (maintained and independent) have been a challenge with reviewing progress.	
<b>B.</b>	Children have joined our school lacking pre- teaching of phonics and early reading skills	
<b>C.</b>	Low confidence and self-esteem barriers have been identified for some of our PP children (47%)	
<b>D.</b>	Some PP children have additional individual needs, including social and emotional needs and / or SEND, which requires additional support in school to support learning	
<b>E.</b>	Attainment of PP children in some cohorts is below non-PP children.	
<b>External barriers (issues which also require action outside school, such as low attendance rates)</b>		
<b>F.</b>	Some PP children do not receive regular support with reading, spelling and mental maths outside of school.	
<b>G.</b>	Some PP children would benefit from access to clubs and extra-curricular activities beyond those offered during the school day, to promote social interactions, friendship building and gain confidence and resilience.	
<b>H.</b>	The attendance rate of some PP children (18%) is below the school average attendance.	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Whole staff knowledge and understanding of PP children they work and support in class will be evidenced in Class PP files. Tracking of individual PP children's progress will demonstrate clear progress of identified children.	Every Class will keep a Class PP file with details of individual children's PP Plan, evidence of achievement and outcomes. All staff in each class will be aware of needs, provision and approaches to PP children. Pupil judgements from other schools are looked into as starting points as starting points to measure progress against. Progress of PP children is tracked termly to meet ARE.
<b>B.</b>	Additional provision is put in place to support individual children's needs to close the gap and improve phonics and reading skills, progress and attainment.	Adult support time is regularly timetabled for identified children. Progress in phonics and spelling skills is tracked and demonstrates improved achievement. The reading and spelling gap of attainment is narrowed.

		PP children gain confidence with their reading and spelling.
<b>C.</b>	<p>Pastoral support is provided to support individual children's needs in building self-esteem, confidence and resilience.</p> <p>PP children feel emotionally supported in their daily life.</p> <p>PP children are confident and reassured to access the full curriculum and learning opportunities offered.</p>	<p>Targeted pastoral support time is provided regularly for identified children.</p> <p>PP children demonstrate greater self-esteem and confidence.</p> <p>PP children are observed approaching daily life in school with improved resilience.</p> <p>PP children have improved confidence around school with children</p> <p>PP children will develop reflection activities around their approaches to school.</p> <p>PP children taking more of an active role in class, extra-curricular opportunities and through external agencies.</p> <p>PP children engage with curriculum opportunities with improved confidence and interest.</p>
<b>D.</b>	<p>Additional needs are met and supported through learning support, individual provision and adult intervention in school.</p>	<p>Additional needs will be planned for and individual provision maps written.</p> <p>Adult support will be timetabled to target areas of needs and learning.</p> <p>PP children will demonstrate improved attainment and progress.</p> <p>Evidence of provision will be available to review.</p>
<b>E.</b>	<p>Individual children will be targeted to improve specific area of learning which will improve overall attainment / progress / potential.</p>	<p>Each cohort will be tracked termly and progress against ARE monitored for PP children.</p> <p>PP tracking will be compared to end of year forecasts and other children in each cohort.</p> <p>Pupil progress meetings will provide pupil voice in reviewing progress and attainment against ARE</p>
<b>F.</b>	<p>Children receive additional time within school time to practise phonics, spelling and reading skills.</p>	<p>Regular timetabled time within school will be provided for PP children to practise and reinforce their reading, phonics and spelling skills.</p> <p>Improvements will be seen in weekly spelling tests, termly assessments and end of year achievements.</p> <p>Progress with reading will be seen through termly tracking.</p> <p>PP children will feel prepared and able to achieve their best.</p>
<b>G.</b>	<p>PP children access and are involved in extra-curricular opportunities and curriculum enhancements alongside their peers.</p>	<p>PP children will access extra opportunities and experiences offered to non-PP children</p>

	PP children gain greater confidence in building friendships and develop socially with their peers.	PP children will attend half termly clubs to develop social skills with peers. PP will access residential / out of bounds experiences alongside their peers PP children will develop skills in building friendships.
H.	Increased rates of attendance rates for identified PP children.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall attendance improves from between 80 and 84% to 90% in line with other pupils and the attendance targets of the school.

5. Planned expenditure					
Academic year		2018 / 2019			
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?
School staff are upskilled in their knowledge, understanding and ability to support children's wellbeing.	<p>Whole staff to complete Level 2 training in Mental Health and Wellbeing.</p> <p>School staff to attend training inset.</p> <p>School to work collaboratively with Compass Buzz</p>	<p>Staff Inset training day used for external trainer to train whole staff team.</p> <p>Whole staff team learn together and are consistent in developing knowledge, understanding and strategies for supporting children.</p> <p>Whole school approach is developed.</p> <p>Staff Inset minutes evidence training.</p> <p>School staff gain the relevant knowledge to use in their interactions and support with PP children.</p>	<ul style="list-style-type: none"> <li>• Arrange quality training from Compass Buzz</li> <li>• Evaluation of external training</li> <li>• Review of provision in place</li> <li>• Whole school expectations and agreement in approaches and strategies used.</li> </ul>	<p>Headteacher</p> <p>Headteacher</p> <p>Whole Staff team</p>	January 2019

Improve progress and achievement for all of our PP children.	<p>Provide additional adult support to fund Teaching Assistants to work alongside Class teachers to increase adult to child ratios to provide greater support for individual PP children</p> <p>Support, engage and target identified PP children within whole class differentiated learning.</p>	<p>Increased adult to children ratios enable greater targeted support, assessment and knowledge of individual children.</p> <p>Additional adults in class enable class teacher to target individual children.</p> <p>Individual targets are used to develop children's progress.</p> <p>PP children engage with the rest of their peers and learn within class.</p>	<ul style="list-style-type: none"> <li>PP plans will identify how additional adults will work and support identified children</li> <li>Class PP files will evidence achievements of children</li> <li>Lesson plans will evidence how additional adults are being used within teaching and learning</li> <li>PP children will access the learning in the classroom</li> <li>Progress will be seen in termly tracking</li> </ul>	<p>Class Teachers</p> <p>Class Teachers</p> <p>SLT</p> <p>SLT observations</p> <p>SLT</p>	<p>Termly</p> <p>Ongoing</p> <p>Autumn 2018 / Spring 2019 / Summer 2019</p> <p>Ongoing</p> <p>December 2018 / April 2019 / July 2019</p>
<b>Total budgeted cost</b>					<b>£10902.00</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>
To provide dedicated Pastoral Care and Support from a named Teaching Assistant to work with and engage individual children in	<p>Pastoral Care TA role to provide support for individual PP children throughout the school. Role to include:</p> <ul style="list-style-type: none"> <li>Meet and greet settling sessions</li> <li>Review and evaluation of</li> </ul>	<p>Children will be well supported on a daily basis and approach school well.</p> <p>Support will be built around individual children and evidenced in children's PP plans.</p> <p>Children will start each day at school</p>	<p>Timetabled use of Pastoral Care TA established and reviewed termly</p> <p>Class TA timetabled work with individuals and evidenced in PP children's file</p> <p>Individual PP plans will be in place</p>	<p>Headteacher Will oversee Class teachers direction.</p> <p>AHT will line manage</p>	<p>January 2019</p> <p>Termly</p> <p>Termly</p>

developing	approaches to school / behaviour / school day	feeling reassured and settled.	and be reviewed.	Pastoral Care TA role.	
confidence, self-esteem and well-being.	<ul style="list-style-type: none"> <li>• Time to talk, share and manage feelings and emotions</li> <li>• Build resilience</li> <li>• Provide reflection time</li> <li>• Support worries, concerns and anxieties</li> <li>• Build self-esteem</li> <li>• Provide 'check in' opportunities for reassurance</li> <li>• React to matters arising and provide 'wellbeing first aid'</li> </ul>	<p>PP children will approach school with greater self-esteem, confidence and less anxiety.</p> <p>Children will end the day able to reflect on positive achievements</p> <p>Children will be enabled to share and communicate their feelings and emotions.</p> <p>Evidence of achievements will be evidenced in Class PP files for identified children.</p> <p>Teaching time will not be interrupted or disrupted for the whole class.</p>	<p>Pupil Progress meetings will be held and share pupil voice.</p> <p>Pastoral Care role will be evaluated.</p> <p>Observations of teaching and learning.</p>		<p>January 2019 / April 2019</p> <p>Ongoing</p>

<p>To provide dedicated Pastoral Support from the Class Teaching Assistant to work with and engage individual children in developing confidence, self-esteem and well-being.</p>	<p>Class teaching assistant to support pastoral needs of identified PP children regularly within class. (focused direction from individual PP plans)</p> <ul style="list-style-type: none"> <li>• Meet and greet</li> <li>• Provide reassurance</li> <li>• Build resilience</li> <li>• Provide time to talk and share worries</li> <li>• Reinforce routines, approaches and expectations</li> <li>• Timetable regular time to reflect and 'off-load'</li> </ul>	<p>Children will be well supported on a daily basis.</p> <p>Children will start school days positively feeling reassured and settled..</p> <p>Children will finish school days positively.</p> <p>Support will be built around individual children and evidenced in children's PP plans.</p> <p>PP children will approach school with greater self-esteem, confidence and less anxiety.</p> <p>Children will be enabled to share and communicate their feelings and emotions.</p>	<p>Timetabled use of Class TA established and reviewed termly</p> <p>Class TA timetabled work with individuals and evidenced in PP children's file</p> <p>Individual PP plans will be in place and be reviewed.</p> <p>Pupil Progress meetings will be held and share pupil voice.</p> <p>Observations of teaching and learning.</p>	<p>Headteacher Will oversee Class teachers direction.</p> <p>SLT</p>	<p>September 2018</p> <p>Ongoing</p> <p>October 2018 / March 2019 / July 2019</p>
	<ul style="list-style-type: none"> <li>• Use Reflection Room</li> <li>• Pre-plan events / next steps</li> <li>• Prepare children for new experiences</li> <li>• Listen</li> </ul>	<p>Evidence of achievements will be evidenced in Class PP files for identified children.</p> <p>Teaching time will not be interrupted or disrupted for the whole class.</p>	<p>Informal discussions with individual children.</p>		
<p>To raise progress and attainment for PP children in Reading, Writing and Mathematics</p>	<p>Continue to provide teaching assistant support to work within classes to engage and target identified children within differentiated learning.</p> <ul style="list-style-type: none"> <li>• Targeted work for individuals and groups</li> <li>• Planned support within class lessons</li> </ul>	<p>Children will be well supported on a daily basis and access classroom learning well.</p> <p>Support will be planned around individual and groups of children's needs and evidenced in differentiated planning.</p> <p>Children will have confidence to engage in learning.</p>	<p>Review of lesson planning.</p> <p>Monitoring and observations of teaching and learning within class.</p> <p>Tracking of individual progress and attainment.</p> <p>Discussions with individual children at PP meetings.</p>	<p>Class teacher's direction</p> <p>SLT monitoring</p> <p>Assessment Leader</p>	<p>Ongoing</p> <p>Termly observations And Learning Walks</p> <p>Termly tracking reviews</p>

	<ul style="list-style-type: none"> <li>• Provide focused adult support to reinforce key learning.</li> <li>• Adults to engage and involve identified children in whole class learning, tasks and activities</li> <li>• Adults to use questioning to assess understanding in preparation for task</li> <li>• Involve identified children in small group work/ tasks</li> </ul>	<p>Children will access learning within class. Children will gain reassurance in responding to questions and demonstrate their knowledge and understanding.</p> <p>Children will make progress against their individual attainment.</p> <p>Children will learn alongside their peers.</p>			
To raise opportunities for identified PP children to extend mathematics problem solving skills to raise overall achievement	<p>Maths Problem Solving focus extended within KS2 to provide identified children with:</p> <ul style="list-style-type: none"> <li>• Specialist teacher timetabled for regular weekly targeted work to raise opportunities for developing problem solving</li> <li>• Adult led learning to teach problem solving techniques and approaches</li> <li>• Involve identified children in working within groups to use and apply mathematical knowledge and understanding</li> <li>• Explore mathematical puzzles</li> </ul>	<p>Children will experience working with other higher ability mathematicians and explore approaches to problem solving.</p> <p>Children will be taught strategies for approaching greater depth problem solving.</p> <p>Specialist teacher will focus teaching around greater depth concepts.</p> <p>Targeted planning and observations will evidence teaching intentions.</p> <p>Termly tracking of progress and attainment will demonstrate gained use and application of mathematical skills.</p>	<p>Monitoring of our KS2 Maths Problem Solving initiative.</p> <p>Observations of teaching and learning.</p> <p>Tracking of end of term data reviewing progress and attainment.</p>	<p>Maths Leader / HT</p> <p>Assessment Leader</p>	<p>Autumn 2018 / Spring 2019</p> <p>Termly</p> <p>December 2018 / April 2019 / July 2019</p>

	<ul style="list-style-type: none"> <li>Children will experience regular opportunities working at greater depth</li> <li>Children's enjoyment for maths will be enhanced.</li> </ul>				
To support and reinforce learning to close the gap in attainment and raise achievement.	<p>Provide focused intervention groups to reinforce core skills and gaps in learning.</p> <ul style="list-style-type: none"> <li>Teacher booster groups to target an area of learning in Mathematics, Reading or Writing for a half term block</li> <li>Regular additional adult support to reinforce core skills</li> <li>Additional TA support to gain confidence in approaching learning</li> <li>Additional adult support to gain reassurance in their approach to learning.</li> </ul>	<p>Children will gain reassurance and confidence in working within small focused groups.</p> <p>Children will feel able to question aspects of learning and adults engagement will support learning.</p> <p>Children's engagement in class will become stronger, with increased confidence.</p> <p>Children's attainment and achievement will improve.</p> <p>Termly tracking will demonstrate improvements.</p>	<p>Termly assessment monitoring</p> <p>PP reviews carried out.</p> <p>Observations of children's engagement in class.</p>	<p>Assessment Leader</p> <p>AHT</p> <p>SLT</p>	<p>December 2018 / April 2019 / July 2019</p> <p>Termly</p> <p>October 2018 February 2019 April 2019</p>
<b>Total budgeted cost</b>					<b>£8636.00</b>
<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>

<p>Some PP children will access clubs and focused activities outside of school time which promote positive social interactions and aims to improve confidence and self-esteem.</p>	<p>To contribute to the funding of SELFA (School Extended Learning For All) to provide opportunities for children to use outside of school time, supporting provision as a member of the group of local school.  £956.00 (5% of overall PP contributed as agreed with local schools)</p> <ul style="list-style-type: none"> <li>Identified child / children to access SELFA provision to enhance opportunities and experiences.</li> </ul> <p>To fund identified children to attend a before or after school club.</p> <ul style="list-style-type: none"> <li>To develop new interests</li> <li>To enhance interests and talents</li> <li>To promote active lifestyle</li> </ul>	<p>SELFA provides purposeful, enjoyable, well planned activities to promote well-being, positive social interactions and confidence and self-esteem.</p> <p>Attendance at out of school provision</p> <p>Discussion with children</p>	<p>Referrals made to SELFA from school.</p> <p>PP parents aware of opportunities available for their children.</p> <p>Annual access SELFA report</p> <p>Pupil voice.</p>	<p>Headteacher</p> <p>SENDCo</p> <p>SENDCo</p>	<p>Termly</p> <p>Annually through access report and communication with SELFA</p> <p>Annual review</p>
	<ul style="list-style-type: none"> <li>To encourage social development with peers and other children</li> <li>To extend learning experiences</li> <li>To participate in experiences who are otherwise unable to participate in.</li> </ul>	<p>Attendance registers for before and after school clubs</p> <p>Celebration of interests and achievements in school assemblies</p> <p>Child's participation and involvement with other children and peers</p> <p>Discussion with child about enjoyment of interest.</p>	<p>Review use of club providers.</p> <p>Review attendance</p>	<p>Headteacher</p>	<p>Termly overview of attendance.</p>

	<p>To fund identified children in the pursuit or development of an interest, talent or skill.</p> <ul style="list-style-type: none"> <li>• Encourage individuals with talents</li> <li>• Provide funded music lessons to pursue an interest and aptitude</li> <li>• Provide funding for pursuit of a sport.</li> </ul>	<p>Children will develop an interest or talent that is personal to them.</p> <p>Children may share a talent e.g. play the piano in assembly</p> <p>Promote children's talents within school.</p>	Discuss progress with Music tutor	Headteacher	July 2019
To resource strategies and approaches to support the needs of individual children	<p>Designate funding to support individuals with resourcing needs for daily school.</p> <ul style="list-style-type: none"> <li>• Specialist clothing</li> <li>• Stationary</li> </ul>	<p>Child is equipped with the correct resources.</p> <p>Child feels reassured to approach activities.</p> <p>Child is seen as part of their peer group.</p>	<p>Monitor</p> <p>Log use of fund</p> <p>Informal discussion with children</p>	<p>School Office</p> <p>School Office</p> <p>Headteacher /SENDCo</p>	<p>Ongoing 2018 - 2019</p> <p>July 2019</p> <p>July 2019</p>
To fund identified children to enable them to attend extra-curricular experiences and out of bound visit.	<p>Designate funding for identified children to attend the Year 6 out of Bounds summer experience.</p> <ul style="list-style-type: none"> <li>• Water pursuits</li> <li>• Canoeing experience</li> </ul> <p>Fund individual's participation in extended experiences during the school year.</p>	<p>Child feels included with the rest of their peer group.</p> <p>Child is enabled to participate in activities.</p> <p>Child accesses opportunities to broaden their experiences.</p>	<p>Evaluation of visits and outward bounds activity days.</p> <p>PP review meetings</p> <p>Informal discussions with children</p>	<p>EVC</p> <p>SENDCo</p> <p>Headteacher</p>	<p>Summer 2019</p> <p>Termly</p> <p>Ongoing 2018-2019</p>
<b>Total budgeted cost</b>					<b>£1696.00</b>

<b>6. Additional detail</b>			
<b>Planned Expenditure:</b>	<b>Provision:</b>	<b>Details:</b>	<b>Costs:</b>
i. Quality of teaching for all	<ul style="list-style-type: none"> <li>• Additional staff hours for training</li> <li>• Teaching Assistant support hours</li> </ul>	6 hours of training x 9 staff	£400.00
		Hours in 5 x classes (20 hours in total across school)	£10502.00
		Total	<b>£10902.00</b>
ii.Targeted Support	<ul style="list-style-type: none"> <li>• Proportion of Pastoral Care TA role in school</li> <li>• Class Teaching Assistant support hours</li> <li>• Specialist Mathematics teacher hours</li> <li>• Additional adult time for booster / intervention groups</li> </ul>	9 hours a week in total	£3888.00
		4 hours a week in total	£1400.00
		1.5 hours a week in total	£1620.00
		4 hours a week in total	£1728.00
		Total	<b>£8636.00</b>

iii.Other Approaches	<ul style="list-style-type: none"> <li>• Contribution to SELFA</li> <li>• Funding of before / after school clubs</li> <li>• Funding to pursue interest / talent</li> <li>• Funding of resources / equipment</li> <li>• Funding of extra-curricular experiences and out of bounds visit</li> </ul>	Annual 5% contribution	£956.00
		5 children	£250.00
		1 child x music lessons x 30 weeks	£120.00
		8 children x visits + out of bounds visit	£220.00
		Total	<b>£1696.00</b>
		<b>Overall Total Planned Spend</b>	<b>£21234.00</b>
		<b>Underspend</b>	<b>+£86.00</b>