

Pupil premium strategy statement: Bradleys Both Community Primary School 2019 - 2020

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	2019/20	Total PP budget	£22,398.00	Date of most recent PP Review (external review 11.9.19 D Speight NYCC)	Sept 2019
Total number of pupils	133	Number of pupils eligible for PP	16 (12% of school)	Date for next internal review of this strategy	Sept 2020

2. Current attainment

ARE Attainment for: 2018-2019 (Year 6 in July 2019)	Pupils eligible for PP (five Year 6 children)	Pupils not eligible for PP (national average)	Pupils not eligible for PP School % achieved
% achieving expected standard or above in reading, writing and maths	20% (1 child)	65%	54%
% achieving expected standard or above in reading	20% (1 child)	73%	75%
% achieving expected standard or above in writing	40% (2 children)	78%	58%
% achieving expected standard or above in maths	60% (3 children)	79%	83%

3. Barriers to future attainment in school (for pupils eligible for PP, including high ability)		
In-school barriers (issues to be addressed, such as poor oral language skills)		
A.	Needs have been identified for a significant number (37.5%) 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.	Children have joined our school lacking pre- teaching of phonics and early reading skills	
C.	Low confidence and self-esteem barriers have been identified for some of our PP children (31.3%)	
D.	Some PP children have additional individual needs, including social and emotional needs and / or SEND, which requires additional support in school to support learning	
E.	Attainment of PP children in some cohorts is below non-PP children.	
External barriers (issues which also require action outside school, such as low attendance rates)		
F.	Some PP children do not receive regular support with reading, spelling and mental maths outside of school.	
G.	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.	
H.	The attendance rate of some PP children (18.75%) was below the school average attendance in previous year.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Good knowledge and understanding of PP children that staff work with and support in class will be evidenced in Class PP files to show regular additional provision in place with evidence of outcomes.. Tracking of individual PP children's progress will demonstrate clear progress of identified children.	Every Class will use an established 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. (staff accountability) Pupil judgements from other schools are looked into as starting points to measure progress against during the year. . Individual and cohort rogress of PP children is tracked termly against ARE. Tracking is analysed and provisions reviewed. Progress of PP children is tracked termly to meet ARE.
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 in writing and mathematics.	Baseline assessment upon entry to school is used to identify needs of individuals at EYFS. PP Plans developed to support areas of need in first half term. Adult support time is timetabled for identified children in each class

		<p>to support needs and areas of development.</p> <p>Progress in reading, writing and mathematics is tracked and demonstrates improved achievement.</p> <p>The reading and spelling gap of attainment is narrowed.</p> <p>PP children gain confidence with their reading and spelling.</p>
C.	<p>Pastoral support is provided to support individual children's needs in building self-esteem, confidence and resilience.</p> <p>PP children are provided with the opportunity to share their feelings and feel emotionally supported in their daily life both in and out of school.</p> <p>PP children are confident and reassured to access the full curriculum and learning opportunities offered, and participate fully within class and lessons.</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 our whole school, class, extra-curricular opportunities and through external agencies e.g. SELFA</p> <p>PP children engage with curriculum opportunities with improved confidence and interest.</p> <p>Pastoral support time is targeted and provided regularly for identified children through PP plans.</p>
D.	<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>
E.	<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>
F.	<p>Children receive additional time within school time to practise phonics, spelling and reading skills, reinforce basic mathematical skills, reinforce GPS and writing skills to gain confidence in their own abilities.</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>

		Progress with reading and mathematics will be seen through termly tracking. PP children will feel prepared and able to involve themselves and participate in learning to achieve their best.
G.	PP children access and are involved in extra-curricular opportunities and curriculum enhancements alongside their peers. PP children gain greater confidence in building friendships and develop socially with their peers.	PP children will access extra opportunities and experiences offered to non-PP children that they may otherwise not participate in. PP children will attend out of school 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, teamwork, co-operation and enjoyment.
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 to at least 90% in line with other pupils and the attendance targets of the school.

5. Planned expenditure					
Academic year		2019 / 2020			
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 to sustain the profile and importance of children's mental health and wellbeing	Members of staff are guided and supported in fulfilling our school's approach to supporting children's Mental Health and Wellbeing	Whole staff team share and review approaches within school together and are consistent in sharing knowledge, understanding and strategies for supporting children.	<ul style="list-style-type: none"> Staff meeting agenda / minutes discussed and shared with all members of staff New staff to have performance management target focused on developing knowledge, understanding and practise. 	Headteacher Headteacher	January 2020 November 2019 and end of cycle in October 2020

	<p>School to continue to work collaboratively with Compass Buzz.</p> <p>Staff to sustain profile of mental health and wellbeing within school in everyday approach within class / school.</p>	<p>Consult and utilise support structure of Compass Buzz charity in supporting needs within our school.</p> <p>Celebrate national mental health and wellbeing day, raising profile with children and</p>	<ul style="list-style-type: none"> • Share Compass Buzz newsletters and referral processes within staff team. • Utilise referral process as required and gain support for individuals as needed • Recognition of national mental health day in school and with the wider community 	<p>Headteacher</p> <p>School staff</p> <p>School staff</p>	<p>Termly 2019-20</p> <p>Ongoing as required</p> <p>October 2019</p>
<p>Upskill additional staff are in their knowledge, understanding and ability to support children's wellbeing.</p>	<p>An additional TA extends their Level 2 training to complete Level 3 training with Compass Buzz.</p> <p>New staff access Level 1 & 2 training opportunities through Compass Buzz.</p>	<p>Develop use of additional TA in using their gained training in supporting and delivering support to individuals.</p> <p>Whole school approach is sustained and valued.</p> <p>Staff training logs provide evidence.</p> <p>New school staff gain the relevant knowledge to use in their interactions and support with PP children.</p>	<ul style="list-style-type: none"> • Arrange quality training from Compass Buzz • Evaluation of external training • Review of provision in place • Whole school approach to support is sustained and includes agreed expectations, approaches and strategies. 	<p>Headteacher</p> <p>Headteacher</p> <p>Whole Staff team</p>	<p>November 2019</p> <p>January 2020</p> <p>January 2020</p> <p>January 2020</p>
<p>Improve progress and achievement for all of our PP children.</p>	<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>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>	<ul style="list-style-type: none"> • PP plans will identify how additional adults will work and support identified children • Class PP files will evidence achievements of children • Lesson plans will evidence how additional adults are being used within teaching and learning 	<p>Class Teachers</p> <p>Class Teachers</p> <p>SLT</p>	<p>Termly</p> <p>Ongoing</p> <p>Autumn 2019 Spring 2020 Summer 2020 (end of year July 2020)</p>

	<p>Targeted learning provision is planned into intervention timetables and lessons to support the improvement of individual PP children</p> <p>Support, engage and target identified PP children within whole class differentiated learning.</p>	<p>Intervention timetables evidence planned support, reinforcement and closing the gap focused work.</p> <p>Individual PP plans recognise individual provision to support improvement.</p> <p>PP children engage with the rest of their peers and learn within class.</p>	<ul style="list-style-type: none"> Monitoring of intervention work and PP plans will be carried out during the school year. PP review carried out in Summer 2020. PP children will access the learning in the classroom Staff costs Progress will be seen in termly tracking 	<p>SLT observations</p> <p>SLT</p> <p>SLT</p> <p>SLT</p>	<p>Ongoing</p> <p>July 2020</p> <p>Ongoing</p> <p>Ongoing</p> <p>December 2019 April 2020 July 2020</p>
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Total budgeted cost

£8286.54

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?
To raise progress and attainment for individual PP children in Reading, Writing and Mathematics, improving % of PP meeting ARE	<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"> Targeted work for individuals and groups Planned support within class lessons Provide focused adult support to reinforce key 	<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>Children will access learning within class.</p> <p>Children will gain reassurance in</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 termly and identifying next steps for individuals.</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>

	<p>learning.</p> <ul style="list-style-type: none"> Adults to engage and involve identified children in whole class learning, tasks and activities Adults to use questioning to assess understanding in preparation for task Involve identified children in small group work/ tasks 	<p>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>			
<p>To raise opportunities for identified PP children to extend mathematics problem solving skills to raise overall achievement</p>	<p>Maths Problem Solving focus extended within KS2 to provide identified children with:</p> <ul style="list-style-type: none"> Specialist teacher timetabled for regular weekly targeted work to raise opportunities for developing problem solving Adult led learning to teach problem solving techniques and approaches Involve identified children in working within groups to use and apply mathematical knowledge and understanding Explore mathematical puzzles Children will experience regular opportunities working at greater depth 	<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 2019 Spring 2020</p> <p>Termly</p> <p>December 2019 April 2020 July 2020</p>

	<ul style="list-style-type: none"> Children's enjoyment for maths will be enhanced. 				
To target teaching and learning to support closing the gap in attainment and raise achievement of individual PP children.	<p>Provide focused intervention groups to reinforce core skills and gaps in learning.</p> <ul style="list-style-type: none"> Teacher booster groups to target an area of learning in Mathematics, Reading or Writing for a half term block Regular additional adult support to reinforce core skills Additional TA support to gain confidence in approaching learning Additional adult support to gain reassurance in their approach to learning. 	<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 2019 April 2020 July 2020</p> <p>Termly</p> <p>October 2019 February 2020 April 2020</p>
To provide dedicated Pastoral Care and Support from a named Teaching Assistant to work with and engage individual children in developing confidence, self-esteem and well-being.	<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"> Meet and greet settling sessions Review and evaluation of approaches to school / behaviour / school da Time to talk, share and manage feelings and emotions Build resilience Provide reflection time Support worries, 	<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 feeling reassured and settled.</p> <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>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 and be reviewed.</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</p>	<p>Headteacher will oversee Class teachers direction.</p> <p>AHT will line manage Pastoral Care TA role.</p>	<p>January 2020</p> <p>Termly</p> <p>Termly</p> <p>January 2020 April 2020 Ongoing</p>

	<p>concerns and anxieties</p> <ul style="list-style-type: none"> • Build self-esteem • Provide 'check in' opportunities for reassurance • React to matters arising and provide 'wellbeing first aid' 	<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>learning.</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"> • Meet and greet • Provide reassurance • Resilience building • Provide time to talk and share worries • Reinforce routines, approaches and expectations • Timetable regular time to reflect and 'off-load' • Use Reflection Room • Pre-plan events / next steps • Prepare children for new experiences • Listening 	<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>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>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>Informal discussions with individual children.</p>	<p>Headteacher Will oversee Class teachers direction.</p> <p>SLT</p>	<p>September 2019</p> <p>Ongoing</p> <p>October 2019</p> <p>March 2020</p> <p>July 2020</p>

Total budgeted cost					£11,190.00
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?
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>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.</p> <p>£1237.00 (5% of overall PP contributed as agreed with local schools)</p> <ul style="list-style-type: none"> Identified child / children to access SELFA provision to enhance opportunities and experiences. 	<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>	Headteacher	Termly
	<p>To fund identified children to attend a before or after school club.</p> <ul style="list-style-type: none"> To develop new interests To enhance interests and talents To promote active lifestyle 			SENDCo	Annually through access report and communication with SELFA
				SENDCo	Annual review

	<ul style="list-style-type: none"> To encourage social development with peers and other children To extend learning experiences To participate in experiences who are otherwise unable to participate in. 	<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>	Headteacher	Termly overview of attendance.
	<p>To fund identified children in the pursuit or development of an interest, talent or skill.</p> <ul style="list-style-type: none"> Encourage individuals with talents Provide funded music lessons to pursue an interest and aptitude Provide funding for pursuit of a sport. 	<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 2020
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"> Specialist clothing Stationary 	<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 2019 - 2020</p> <p>July 2020</p> <p>July 2020</p>

<p>To fund identified children to enable them to attend extra-curricular experiences and out of bound visit.</p>	<p>Designate funding for identified children to attend the Year 6 out of Bounds residential experience as a member pf the Year 5 and Year 6 cohort.</p> <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 2020</p> <p>Termly</p> <p>Ongoing 2019-2020</p>
Total budgeted cost					£2311.00

6. Additional detail			
Planned Expenditure:	Provision:	Details:	Costs:
i. Quality of teaching for all	<ul style="list-style-type: none"> Additional staff hours for training Teaching Assistant support hours across whole school to support PP children in four classes Resources to support individuals and develop staff 	6 hours of training x 1 staff	£100.00
		Hours in 5 x classes (15 hours in total across school)	£8186.54
		Resourcing	£600.00
		Total	£8886.54
ii.Targeted Support	<ul style="list-style-type: none"> Proportion of Pastoral Care TA role in school Class Teaching Assistant support hours Specialist Mathematics teacher hours Additional adult time for booster / intervention groups 	7 hours a week in total	£3820.00
		6 hours a week in total	£3275.00
		1.5 hours a week in total	£1755.00
		4 hours a week in total	£2340.00
		Total	£11,190.00
iii.Other Approaches	<ul style="list-style-type: none"> Contribution to SELFA Funding to pursue interest / talent Funding of resources / equipment Funding of extra-curricular experiences and out of bounds visit 	Annual 5% contribution	£1237.00
		2 child x music lessons x 30 weeks	£150.00
		4 children x residential visit @£171.00 each	£240.00
			£684.00
		Total	£2311.00
		Overall Total Planned Spend	£22,387.54
		Underspend	+£10.46