

# Pupil premium strategy statement (primary)

1. Summary information					
School	The Bawburgh School				
Academic Year	17-18	Total PP budget		Date of most recent PP Review	17/11/17
Total number of pupils	109	Number of pupils eligible for PP	15	Date for next internal review of this strategy	July 2018

2. Current attainment						
	Reading		Writing		Maths	
	PPG	Non PPG	PPG	Non PPG	PPG	Non PPG
% at ARE at end of KS1	50% (1/2)	100% (7/7)	50% (1/2)	100% (7/7)	50% (1/2)	100% (7/7)
% ARE at the end of KS2	75% (3/4)	90% (9/10)	75% (3/4)	100% (10/10)	75% (3/4)	70% (7/10)

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.	Learning can be negatively affected by social and emotional barriers
B.	Lack of clarity around the new maths mastery curriculum
C.	Impact of small cohort numbers (especially where PP numbers are less than or equal to 5)
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Lack of space to allow children access for break out activities

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Maths progress accelerates	Maths progress for PP children is expected or better than expected year on year
B.	Writing measures show diminishing the difference year on year	Writing progress for PP children is expected or better than expected year on year
C.	Reading measures show diminishing the difference year on year	Reading progress for PP children is expected or better than expected year on year
D.	Maths measures show diminishing the difference year on year	Maths progress for PP children is expected or better than expected year on year

<b>E.</b>	PP children are given additional opportunities and experiences that link to the school curriculum	Individual children make accelerated progress
<b>F.</b>	Behaviour for learning improves	Engagement and B4L is outstanding in all lessons. Those identified as having Social emotional and mental health needs are given tailored provision with demonstrable progress (Thrive, Cluster counsellor)

## 5. 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.

### 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?
ABC and D	To provide a performance management system and training opportunities for TAs to ensure maximum impact for pupil progress	EEF suggests that TAs have a positive impact on academic achievement. In the most positive examples it is likely that support and training will have been provided for both teachers and TAs so that they understand how to work together. There is evidence also that working with TAs can lead to improvements in pupil attitude. TA training programme will be introduced.	Survey of TAs regarding training.  Impact will be seen in half term data drops and observations.	Head and HLTA	On-going  Cost to be decided.
A and D	Reviewing and revising new schemes of work in maths to ensure consistent approaches to math mastery teaching	All research and feedback from 2 years of SATs (including materials from the Chartered College of Teaching) has shown that pupils need maths mastery to accelerate progress and also to deepen understanding and appreciation of maths mastery concepts.	Monitor teacher plans, annual maths audit , lesson observations, drop ins, interviews with pupils and work scrutiny	Colleen Sharpe	On-going  £350 for audit
B and C	Introduction of Talk for writing	The school joined the project to improve the approaches to teaching writing creatively and also to impact on the creative use of language so that pupils are using enhanced punctuation and high level language. The project is being used to improve progress in writing and to enable children to make better choices in reading texts.	Monitor teacher plans, annual maths audit , lesson observations, drop ins, interviews with pupils and work scrutiny	Craig Easterbrook	On-going  £350

<b>B</b>	<b>Change in timetable to facilitate discreet SPAG teaching in KS2.</b>	<b>Due to the changes to the KS2 writing framework teachers are fully aware of the 'exact fit' including the use of enhanced language features.</b>  <b>School is trialling No Nonsense Spelling and Grammar Hammer</b>	<b>Monitor teacher plans, annual maths audit, lesson observations, drop ins, interviews with pupils and work scrutiny.</b>  <b>Literacy lead will review impact of bespoke packages.</b>	<b>Craig Easterbrook</b>	<b>On-going</b>
<b>Total budgeted cost</b>					TBC at budget setting
<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>
<b>F</b>	<b>Develop and extend Thrive practitioner role</b>	<b>EEF research shows on average social and emotional learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school and attainment itself (four months additional progress on average).</b>  <b>Thrive was introduced 2 years ago and some tracking has taken place.</b>  <b>School to introduce Boxall Profiles.</b>	<b>Exit and entry data from Boxall Profile will show clear impact.</b>  <b>Revisit whole staff training to ensure a wider understanding of the Thrive approach and help teachers to target pupils who would benefit from the intervention.</b>	<b>Head and Thrive practitioner</b>	<b>Review on-going evidence of progress made and Boxall Profiles</b>  <b>£675</b>

A, B, C, D	<p>Use research based proven interventions to target individual pupils for extra support in specific subjects</p> <p>Successful interventions used 2016-17 included : Phonics Club, Maths MAST teacher delivering bespoke interventions</p> <p>Interventions planned for 2017-18 include : Phonics Club , Maths Madness Club , pre-teaching , Easter School and after school Maths Club.</p>	<p>Provision map and tracking show that most interventions had a positive impact last year but the school accepts there is a greater need for an urgency in maths. EEF research shows that teaching reading strategies can improve learning by an additional 5 months progress.</p>	<p>Rigorous pupil progress meetings to discuss each PP child and allocate suitable additional provision and provide frequent review.</p> <p>HT, upper school and lower school will meet termly to review the interventions in place</p>	<p>HT, Lower school and Upper school leads</p>	<p>Review the new interventions on a termly basis and to keep other interventions under review</p> <p>£2400 + TAs cost for Phonics to be confirmed Cost of a minibus return to school for a week – to be confirmed Contribution to HLTA salary to be decided.</p>
<b>Total budgeted cost</b>					TBC at budget setting
<b>iii. Other approaches</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?
E	Build experiences to ensure our PP children have equal access to extra-curricular activities to raise aspirations for the future	Some of our PP children are unable to afford to pay the full cost of school trips/residential and experience has shown us that the children benefit hugely from participating in adventure outdoor learning	Provide costing for pupil premium children	HT	<p>Annually</p> <p>£750 – to be reviewed at budget setting</p>
<b>Total budgeted cost</b>					£750

6. Review of expenditure																						
Previous Academic Year																						
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																		
Match or improve attainment results in KS1 and KS2	Upskilling teachers through regular staff meetings and training sessions .  Audit of Maths curriculum and teacher  Talk for Writing	Attainment results improved in Maths in KS2  Reading ARE improved  <table border="1"> <thead> <tr> <th>KS2</th> <th>2017</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>86%</td> <td>79%</td> </tr> <tr> <td>Writing</td> <td>93%</td> <td>93%</td> </tr> <tr> <td>Maths</td> <td>71%</td> <td>57%</td> </tr> <tr> <td>SPAG</td> <td>64%</td> <td>57%</td> </tr> <tr> <td>RWM</td> <td>71%</td> <td>50%</td> </tr> </tbody> </table>	KS2	2017	2016	Reading	86%	79%	Writing	93%	93%	Maths	71%	57%	SPAG	64%	57%	RWM	71%	50%	On-going CPD for staff is key to ensuring new initiatives brought into school are kept appropriate and high profile. Maths continues to be our driving focus and we will build upon what we have been learning, with the continued involvement of a Maths Consultant and participation in the SSIF Maths and Girls Project	£5800
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Maintain phonics results	After school Phonics Clubs	All pupils passed the phonics screening test	The school has seen the real benefits of this bespoke approach. Inviting pupils to attend the Club has been the most beneficial approach	£9000																		
Improve Maths attainment	Employ Maths MAST specialist to deliver bespoke programmes once per week with targeted pupils	Attainment results (ARE) increased from 55% to 71% (cohort of 14 pupils)  Progress was not sufficiently strong.	School needs to focus on progress and so there will be research into alternative approaches, including Third Space Learning and associated resources supplied by the company.	£7600																		
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Emotional and social behaviour support	Contribution to salary for Thrive practitioner, subscription and training from Thrive	Children accessed Thrive throughout the school year. Children made progress from their starting points within the Thrive assessment. Majority of children remained on the books due to gaps from 'being' stage needing to be met before progressing to ARE within Thrive. New children continue to access the support of our well trained and knowledgeable Thrive Practitioner	Need to purchase Boxall profile to enable more in-depth tracking of children before and after intervention	£4,296.00
School trips and Visits	Contribution towards costs for school visits and residentials	All pupils participated in the age-related activities and children enjoyed the activities	To be aware that the school will fund some of the costs and that this will be negotiated on an individual basis.	£1000

## 7. 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](http://www.aschool.sch.uk)