

Pupil premium strategy statement (Primary)

1. Summary information						
School	The Bawburgh School					
Academic Year	18-19	Total PP budget	£12860	Date of most recent PP Review	25/09/18	
Total number of pupils	105	Number of pupils eligible for PP	9	Date for next internal review of this strategy	February	

2. Current attainment						
	Reading		Writing		Maths	
	PPG	Non PPG	PPG	Non PPG	PPG	Non PPG
% at ARE at end of KS1	75% (3/4)	87% (13/15)	100% (4/4)	87% (13/15)	100% (4/4)	87% (13/15)
% ARE at the end of KS2	100% (2/2)	100% (10/10)	100% (2/2)	100% (10/10)	50% (1/2)	100% (10/10)

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.	Learning can be negatively affected by social and emotional barriers
B.	Lack of clarity around the new maths mastery curriculum due to new members of staff and returners from maternity leave
C.	Impact of small cohort numbers (especially where PP numbers are less than or equal to 5)
External barriers (<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

		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
E.	PP children are given additional opportunities and experiences that link to the school curriculum	Individual children make accelerated progress
F.	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, School counsellor)

5. Planned expenditure					
Academic year	2018-19				
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?
A and D	Consolidating and Embedding new scheme of work in maths to ensure consistent approaches to math mastery teaching. Quality CPD from a Maths Consultant	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 £175 supply costs
B	Introduction of RWInc Spelling for Yrs 2-6	The school purchased the resources to improve the approaches to teaching spelling and punctuation so that pupils are using enhanced punctuation, accurate spellings to help them write cohesive texts. The project is being used to improve outcomes in SPAG as outcomes in Writing are already high.	Monitor teacher plans, lesson observations, drop ins, interviews with pupils and work scrutiny	Emma Maudlin	On-going £1050 for 6 days supply
F	Quality CPD refresher on the Whole School approach to Thrive School Counsellor whole school CPD on child psychology and effective strategies	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).	Exit and entry data from Boxall Profile will show clear impact from both interventions Staff able to apply knowledge and skills learnt, signs are recognised and dealt with in a timely fashion, children given the support they need, when they need it.	HT	£400 cost of School Counsellor CPD £175 for Teacher supply costs £100 additional time for TAs to attend courses
Total budgeted cost					£2250

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?
F	Accurate baseline and end assessments of SME interventions	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). Thrive was introduced 3 years ago, more accurate tracking took place in 17-18 with the use of Boxall Profiles this needs to be rolled out to all staff so that we are all familiar with the tool and able to interpret the data produced	Exit and entry data from Boxall Profile will show clear impact. SENDco to monitor impact of interventions by interpreting data produced - termly SENDCo will lead a staff meeting on its use and all staff will be given a login to complete profiles.	SENDCo Thrive practitioner	Review on-going evidence of progress made and Boxall Profiles Boxall Profile £150 Annual subscription to Thrive £400
A, B, C, D	Use research based proven interventions to target individual pupils for extra support in specific subjects Successful interventions used 2017-18 included : Phonics Club, Maths MAST teacher delivering bespoke interventions, Reading strategies in KS2, PIVATs Interventions planned for 2018-19 include : Phonics Club , Maths MAST teacher delivering bespoke interventions, stretch and fix maths daily, PIVATs, Timestoo Timestables	Provision map and tracking show that most interventions had a positive impact last year but the school accepts there is a greater need for maths.	Rigorous pupil progress meetings to discuss each PP child and allocate suitable additional provision and provide frequent review. HT, Senior teacher and SENDCo will meet termly to review the interventions in place	HT, Senior Teacher and SENDCo	Review the new interventions on a termly basis and to keep other interventions under review £400 contribution to two TA salaries after school club phonics £4105 contribution to TA salaries for maths mastery teaching approx. 10hrs/week £4500 Consultant fees £300 supply costs
Total budgeted cost					£9855

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?
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	Annually £750
Total budgeted cost					£750
All costs are approximate and will be confirmed at each review.				Grand Total	£12855