

# Pupil Premium Strategy Statement

1. Summary information			
<b>School</b>	Bishop Pursglove CE (VA) Primary School		
<b>Academic Year</b>	2018-19	<b>Total PP budget</b>	£12100
<b>Total number of pupils at Jan. '17 census</b>	115	<b>Number of pupils eligible for PP</b>	9

2. Current attainment (Summer 2018 data)	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in reading, writing and maths combined</b>	No PP children in Y6 cohort	66%
<b>% making progress in reading</b>	No PP children in Y6 cohort	72%
<b>% making progress in writing</b>	No PP children in Y6 cohort	65%
<b>% making progress in maths</b>	No PP children in Y6 cohort	71%

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>	
<b>A.</b>	Basic literacy, phonics and maths skills limiting academic ability across the curriculum.
<b>B.</b>	Social and emotional issues affecting learning; (with some families working/supported by the Multi-Agency Team [MAT]).
<b>C.</b>	Low self-esteem, anxiety and attachment issues

<b>D.</b>	Processing needs due to learning difficulties – particularly in maths and comprehension
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>E.</b>	Low levels of home literacy for some Pupil Premium (PP) pupils reduces the impact of homework, access to reading material, engagement with written communication and aides to learning. The same pupils also demonstrate poor concentration and retention of learning and skills in Mathematics and English.
<b>F.</b>	Financial pressures at home
<b>G.</b>	Parental medical needs

#### 4. Planned expenditure and Desired Outcomes

##### i. Quality of teaching for all

Desired outcome	Chosen action / approach and rationale:	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Success Criteria?
Equality of opportunities	Uniform subsidy.  Trips/extra-curricular subsidies	Office systems in place.	SW	Annually.	All PP children have an equality of access to <b>all</b> activities and opportunities (so to be the same as non-PP children in our school).
Termly Pupil Progress meetings between class teachers and the Headteacher (HT) – Release Time	Close monitoring of progress of individuals and groups.  Focused dialogues about next steps to accelerate learning for PP children.	HT will lead meetings.  HT termly report to Teaching and Learning Governing Body Committee on progress of PP children.	LK	Reviewed termly in line with School Evaluation Summary (SES) and School Improvement Plan (SIP).	Teachers have detailed knowledge of the standard of the pupils and are accountable for progress.

Replenish and increase resources to deliver high quality intervention sessions (i.e. 'Nurture', Reading intervention, <i>IDL</i> and <i>Power Math intervention</i> ).	Maintain standards of resources to ensure pupils know that intervention sessions are important.  Enables staff to deliver more effective intervention sessions.	Through daily, on-going dialogues with support staff.  Termly 'Nurture' reports and feedback to staff at staff meeting	LK	Termly	Teaching support staff feel well equipped to deliver high quality sessions with an extensive range of resources/equipment in school.
Train teaching staff (class teacher and specific support staff) on targeted training course(s).	Power maths training on Inset day	HT/PP link governor intervention observations.  HT termly report to Teaching and Learning Governing Body Committee on progress of PP children.	LK	Termly	All PP children will be making progress in core subjects.
To replenish and increase books in the reading scheme and for free readers.	Maintain standards of resources and to ensure pupils know that reading is important.	Involved in the order process. Use suppliers who have a wide selection of books which are good value for money.	LK	Termly	Disadvantaged pupils are reading as regularly and widely as their non-disadvantaged peers.
To purchase a range of learning based software licenses	Gives pupils another dimension to learning which in many cases can be assessed from home	Pupils and teachers will be accessing these regularly	LK/BT	As licence expires	Disadvantaged are increasingly meeting age related expectations.
<b>Total budgeted cost</b>					<b>£ 5139</b>

ii. Targeted support					
Desired outcome	Chosen action / approach and rationale:	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Success Criteria?
All PP children will develop high self-esteem and confidence (or have independent learning strategies in place) to access learning throughout a full school day.	3 x Weekly 'Nurture' sessions timetabled to raise self-esteem, confidence and to teach independent-learning skills.	Termly 'Nurture' reports and feedback to staff at staff meeting	LK	Termly 'Nurture +' meetings and where applicable, to discuss outcomes of Boxall profiles).	All PP who have a 'nurturing need' will receive <b>three</b> weekly nurture session.  All PP children feel emotionally, mentally and physically well to engage in learning; on a daily basis.
All PP children acquire basic literacy and maths skills, in line with their age-related expectations.	Support in core subjects; by teaching assistants (TA's)	Learning Walks/Lesson Observations carried out by: HT, Subject leaders, Local Authority Advisor (LAA)	LK	Ongoing (embedded in SIP/SES).	All PP children who are not meeting age-related expectations will receive additional support and intervention(s).
Daily interventions for English and maths.	All PP to daily access : English Reading, writing and spelling) – <i>IDL</i> Maths – <i>Power Maths</i>	On-going monitoring by HT; including termly analysis of measuring intervention progress and impact.	LK	Termly.	Data based evidence of 'narrowing the gap' in PP children's attainment and progress; and are increasingly meeting age-related outcomes.
Pupils will access general TA support during lessons	TA supported sessions during Maths, English and GAPS lessons	Dialogue with staff member	LK	Half termly provision mapping meetings with SENCO and TAs.	With aspirational targets, children will aspire to meet expected standard
Booster sessions for Y6 PP children to meet expected standard in 2019 SATs.	Three weekly booster sessions (outside of core lessons) from September - May 2019 (i.e. to focus on	PP reviews at termly Pupil Progress review meetings.  PP report to Teaching and Learning Committee.	HS	July 2019 when KS2 outcomes are published.	With aspirational targets, children will aspire to meet expected standard in Y6.

	English, maths and homework activities).	PP link governor reports.			All PP children will have made progress over KS2 in R, W and M.
Emergency before/after-school care provision.	At the discretion of the HT or School Business Officer (SBO).	A contingency only to be implemented after very careful and sensitive consideration of individual personal Circumstances.	HS FB	Annually.	PP parents/carers and children have the flexibility of a longer school day due to mitigating circumstances.
<b>Total budgeted cost</b>					<b>£14950</b>