# \*\* Bothal Primary School:2018-2020 Pupil Premium Strategy and Self-evaluation

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| 1. **Summary information for 2018-2019**
 |
| **Total number of pupils** | 618 | **Number of pupils eligible for pupil premium funding**  | 119 (19.3% of total on roll) FSM & Ever 6= 106 Service children= Pupil Premium Plus = 3  |
| **Number of pupil premium children in each year group:** Nursery= 1 Reception= 19 Yr1= 17 Yr2= 15 Yr3= 17 Yr4= 17 Yr5= 13 Yr6= 20 (119) **Total PP budget****Date of most recent PP Review** |
| **Total pupil premium budget:** | £150,120 | **Amount per pupil:** Reception class to Year 6 =£1,320 Early Years (Nursery)= £300 Armed forces =£300 Pupil Premium Plus children = £2,300  |
| **Date of external pupil premium review:**  | **Dates of internal half termly reviews:** Green = School above the national attainment figures for other pupils (not disadvantaged). **Red** = Below |
| 1. **Key indicators summer 2019: Early Years and Phonics** PPF = Pupil premium funding
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|  | Pupils not eligible for PPF | Pupils eligible for PPF | In school gap | 2019 national averages for pupils not eligible for PP | Attainment gap when compared to national others |
| **72 % of Reception class achieving a Good Level of Development (GLD)** in cohort 5FSM 85 non-FSM | **74%** | **40%** | **34%** | 73% | **43%** |
| **% achieving expected standard in the 2018 Year 1 Phonics Check** 79 in cohort 14 PP 65 non-PP | **92%** | **64%** | 28% | 85% | **21%** |
|  **End of Key Stage 1 (Year 2) attainment data** 89 in cohort 15 PP 74 non-PP |
| **% reaching expected standard in reading % reaching a high score/working at greater depth in reading**  | **84%****41%** | 67%17% | **17%****24%** | 79%29% | 12%12% |
| **% reaching expected standard in writing****% reaching a high score/working at greater depth in writing** | **80%****23%** | 67%11% | 13%13% | 74%18% | 7%7% |
| **% reaching expected standard in maths** **% reaching a high score/working at greater depth in maths** | **80%****32%** | 67%22% | **13%****10%** | 80%25% | **13%****3%** |
|  **End of Key Stage 2 (Year 6) attainment, progress Key Stage 1 to Key Stage 2 and attendance data** Attainment gap when 74 in cohort 17 PP 57 non-PP NAO=2018 national averages for pupils not eligible for PP. Not PP PP Within school gap NAO compared to NAO  |
| **% reaching expected standard in reading, writing & maths** **% reaching a high score/working at greater depth in reading, writing & maths** | 76%6% | 65%4% | **12%****2%** | ***70%******12%******%*** | 5%8% |
| **% reaching expected or above standard in reading****% reaching a high score/working at greater depth in reading** **Progress scores** | 84%22%-0.68 | 69%13%-1.35 | 15%9%-0.67 | **80%****33%** | 11%20% |
| **% reaching expected or above standard in writing****% reaching a high score/working at greater depth in writing****Progress scores** | 79%16%-1.28 | 74%13%-0.11 | 5%3%1.17 | **83%****24%** | 9%8% |
| **% reaching expected or above standard in maths** **% reaching a high score/working at greater depth in maths****Progress scores** | 86%33%-0.02 | 70%13%-2.02 | 16%20%-2.21 | **81%****28%** | 11%15% |
| **Attendance % Reception to Year 6 The DFE have not published PP and non- PP attendance statistics this year, so the national figures for pupils not eligible for free school meals have been inserted.**  | 96.3% | 94.3% | 2% | **96.3%** | 2% |
| **Persistently absent % Reception to Year 6 (Pupils with an attendance rate of 90% or below)** | 3.64% | 12.8% | 9.16% | **5.8%** | 3.36% |

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| 1. **Current attainment and progress:** PPF = Pupil premium funding
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|  | Pupils not eligible for PPF | Pupils eligible for PPF   |  In school gap | 2018 national averages for pupils not eligible for PP  | Attainment gap when compared to national others |
| **Reception class achieving a Good Level of Development (GLD)** 87 in cohort 3 PP 84 non-PP |  |  |  |  |  |
| **% on track to pass the 2019 Year 1 Phonics Check** 78 in cohort 12 PP 66 non-PP |  |  |  |  |  |
| **Year 2** 87 in cohort 11 PP 76 non-PP  **% achieving expected standard or above in reading.**   **% achieving a high score/working at greater depth in reading.** **% achieving expected standard or above in writing.**   **% achieving a high score/working at greater depth in writing.** **% achieving expected standard or above in maths.**   **% achieving a high score/working at greater depth in maths.** |  |  |  |  |  |
|  |  Pupils not eligible for PPF  | Pupils eligible for PPF   | In school gap | 2018 national averages for pupils not eligible for PP  | Attainment gap when compared to national others |
| **Year 6** 86 in cohort 20 PP 66 non-PP  **% achieving expected standard or above in reading, writing & maths**   **% achieving a high score/working at greater depth in reading, writing & maths****% achieving expected standard or above in reading.**   **% achieving a high score/working at greater depth in reading.****% achieving expected standard or above in writing**   **% achieving a high score/working at greater depth in writing** |  |  |  |  |  |
| **% achieving expected standard or above in maths**   **% achieving a high score/working at greater depth in maths** |  |  |  |  |  |
| **Years 1 to 6 % making expected progress in reading (as measured by the school) % making expected progress in writing (as measured by the school) % making expected progress in maths (as measured by the school)**  |  |  |  |  |  |

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| 1. **Barriers to future attainment for pupil eligible for pupil premium funding in 2018-2019**
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| **A.** | When they join the school, many children are below age-related expectations and have poor language, communication and social skills. |
| **B.** | High absence rates of some pupil premium children. |
| **D.** | Some of our pupil premium children experience emotional difficulties and low self-esteem, which can be barriers to learning. |
| **E** | Some parents do not support home learning well e.g. do not hear their children read. |
| **5. Intended outcomes and success criteria for summer 2020 Targets will be set after baseline assessments** | The need to further improve the quality of teaching and behaviour for learning. |
|  | **Early Years**: XX% of the cohort to achieve a GLD (Good Level of Development) and XX% of pupil premium children to achieve GLD.  |
|  | **Year 1 phonics screening**: XX% of cohort to pass the phonics test and XX% of pupil premium children. |
|  | **End of KS1(Year 2) % of pupil premium pupils to achieve expected standard:** Reading XX%, Writing XX%, Maths XX%. The gap between our disadvantaged pupils and others nationally to close significantly. |
|  | **End of KS2 (Year 6) % of pupil premium children to achieve expected standard:** Reading XX%, Writing XX%, Maths XX%.  The gap between our disadvantaged pupils and others nationally to close significantly. |
|  | **To ensure all of our high attaining pupils, including those in receipt of pupil premium funding achieve at or above the higher threshold /are working at greater depth.** **End of KS1 (Year 2): % of PP children achieving at greater depth**  **End of KS2 (Year 6): % of PP children achieving at greater depth**  Reading XX% Writing XX% Maths XX% Reading XX% Writing XX% Maths XX% |
| **6. Planned expenditure 2018-2019**  |
| 1. **Strengthen the quality of teaching and learning Total budgeted cost = £ 134,170 134,170**
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| **Intended outcomes**  | **Actions It is essential and expected that all teachers adopt these strategies in their everyday teaching.** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **Impact so far** |
| **Staff lead = SLT****1) Ensure all teachers and teaching assistants have high expectations about the progress and attainment of pupil premium children, so they stretch and challenge them appropriately.****2) Improve the quality of marking so it impacts strongly on the attainment and progress of pupil premium children.** | New curriculum planning places a sharp focus upon early reading from the very start of school, as well as the typical needs of our pupils to broaden and deepen their vocabulary, develop greater oracy skills and help them self-regulate their behaviours and emotions.Class teachers will:1. Identify PP and HA PP children on seating plans, closely track their progress and provide strong in-class support every lesson.
2. Do gap analysis on a regular basis to identify and address gaps in learning.
3. Chunk lessons and build in regular checkpoints to refocus and test understanding. group work, discussion and movement in class to vary the learning experience.
4. Model what great performance looks like in your subject and even more important that you model the process (META-COGNITION) of how to approach problems/tasks.
5. Target disadvantaged students with probing questions each lesson. Give them wait time, other strategies and let them look in their books before attempting to answer. Circle back to them to ensure they have understood.
6. Prioritise PP for booster classes, interventions and key responsibilities.
7. Ensure marking and feedback is in sufficient detail to inform planning so this impacts strongly on progress. Use live Marking’ where possible with verbal feedback (VF) during lesson. Teachers to check pupils respond to feedback prompts /VF by improving their work.
8. Make regular contact with disadvantaged pupils parents/guardians to praise and challenge.
9. Ensure planning has a clearly defined end point in mind and builds in sequential steps to that point, allowing for plenty of practise so learning becomes embedded
 | Pupil premium children need to make rapid progress to ensure PP outcomes in **all** core subjects are significantly improved by July 2019. | Book scrutinies, lesson observations & learning walks.Performance management targets linked to PP/SEND outcomes.Pupil progress meeting will discuss the progress of all PP pupils specifically. After each data collection point HoS to hold raising achievement meetings with every subject leader. Disadvantaged pupil data discussed and PP children needing catch up interventions or pre-teaching identified. | **LH****AK****LJ** |  |
| 1. **Targeted support for pupil premium children. Total budgeted cost = 161,690**
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| **Intended outcomes** | **Actions** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **Impact so far** |
| **Early Years** | 1. Quality first teaching
2. Each pupil to receive additional targeted support when working within small group work.
3. Fast phonics to be a main focus
 | Quality first teaching has the biggest impact on progress | Teaching over time | AP |  |
| **READING** | 1. Embed Read Write Inc intensive daily-streamed phonics across KS1. 30 mins every day 9am to 9.30am.
2. Focus on early reading skills across the curriculum
3. Increased focus on vocabulary acquisition and development across the curriculum
4. Time to read a class text daily has been incorporated into the timetable. This will be planned for so all opportunities for learning are maximised.
5. CPD on Fresh Start for all staff lading reading interventions in KS2
6. New robust system introduced for tracking home/school readers
7. Targeted afternoon reading support for PP children to address gaps in learning.
8. PP pupils who are not reading at home read at least 3 times each week to a member of staff.
9. Pira assessments used in KS2 to provide a baseline, to ensure a more accurate picture of progress. Assessments will be completed at regular points through the year. The results will be used to inform interventions
10. Exciting new reading displays created in corridors and new library to encourage/increase reading frequency.

11. Continue to provide with age/ability appropriate reading books. 12. Promote a love of reading through dedicated time on the timetable for class texts to be read daily to pupils. These will be planned for to allow maximum impact.13. Increased focus on book corners which will revamped for maximum appeal 14. Bottom 20% of PP readers to be targeted with additional 1:1 reading15. Bottom 20% slowest progress readers to be assessed and targeted for RWI or Fresh Start phonic intervention |  | Lesson observations and learning walks.Pupil voiceReading Champion to train TA’s so they provide high quality reading supportTermly meeting with DH(PP) to discuss progress of all PP pupilsPupil progress meetings will discuss PP pupils and their progress specifically  | LH |  |
| **WRITING** | 1. In- class support from qualified teachers to help less able PP children improve their writing skills.
2. Increase and track extended writing opportunities across the curriculum and in English.
3. Use writing walls to evidence and celebrate progress over time of every pupil in each class. Also, display examples of work that models expected and greater depth writing standards.
4. Handwriting schemes PenPal World for KS1 and Continuous Cursive for KS2 used to further improve writing and presentation skills.
5. Weekly SPAG boosters for all abilities for KS2.
6. Detailed medium term planning provided for teachers by subject leader to ensure consistency and coverage.
7. Curriculum intent made clear to all staff and cross curricular links planned for

9. Targeted interventions in place with qualified teacher.10. Termly handwriting workshops to raise parents’ expectations and help them to support writing at home. |  | English lead to quality assure for maximum impact.All teachers made accountable for raising attainment in writing. | LH |  |
| **MATHS** | 1. White Rose programme introduced across all year groups

Maths pupil progress meetings take place where staff are asked to talk about the progress of their PP children and what they are doing to address gaps in learning.1. INSET by Maths Leader on stretch/challenge, problem solving and reasoning.  Robust coaching for NQT’s.
2. Lunchtime and after school numeracy clubs (Mathletics) for Years 1 to 6

7. Half termly maths assessments to demonstrate progress over time.  Pre/post unit tests with progress boxes on the post-test papers.8. Maths workshops for parents on how to support their children’s maths homework.9. All Year 2 and Year 6 PP children to receive free revision guides and test papers to help them prepare for their SAT’s exams.10. Maths Easter School organised to help our Year 2 and Year 6 children prepare for their SAT’s tests.11. Rapid intervention carried out in KS2 daily during afternoon sessions to address gaps in learning as they arise12.TA deployed in KS1to give targeted support for PP pupils 13. Targeted interventions in KS2 to be delivered by 3 highly qualified maths teachers14. Times Table Rock stars used during registration to increase maths fluency | Pupil premium maths outcomes are too low at KS1 and KS2 and well below the national benchmark for non-PP.Regular CPD for staff to improve their subject knowledge. | Challenging performance management targets, learning walks and book scrutinies.All teachers and TA’s made accountable for raising PP outcomes via pupil progress meetings.Maths leaders to QA stretch & challenge for all abilities.  | AK/LJ |  |
| **HIGH ATTAINING PUPILS** | 1. Close monitoring of progress/attainment of high attaining PP children.
2. Reading teaching assistant is working with Year 2 and 6 HA PP children to develop high order comprehensive skills.
3. Planned intervention sessions in maths and writing for Years 2 and 6 HA PP children from January 2019.
4. CPD on differentiation for all teachers to help them improve stretch/challenge for most able in lessons.
 | High attaining PP children do not achieve as well as their peers and others nationally. | Book scrutinies, learning walks and lesson observations.Termly HT reports to governors. | KM/LJ/AK/EP |  |

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| 1. **Other approaches to raise the attainment and progress of pupil premium children. Total budgeted cost = £38,195**
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| **Intended outcomes** | **Actions** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **Impact so far** |
| **ATTENDANCE** | * 1. Half-termly prizes if the attendance target of 96% is reached.
	2. PA pupils to be categorized into red, amber and green. EWO will target red families
	3. Thrive to engage with ‘amber’ families
	4. Penalty notices will be requested for parents who take unauthorised leave of absence during term time
	5. Termly rewards for whole school if attendance target is reached
 | Poor attendance negatively impacts on attainment and progress |  | SA |  |
| **Developing Mental Health and Emotional Wellbeing** | 1. Monthly welfare meetings to monitor behaviour records, identify vulnerable pupils and create a personalised behaviour plan to support them
2. Employ external company to set up and train staff in development of a Thrive unit to deliver bespoke counselling/nurture programmes to carefully identified pupils and their families.
3. Thrive staff to assess and support the emotional and social development of our vulnerable children.
4. Outside provider to broaden life skills of target pupils at beach school
5. Implement key recommendations from the Poverty Proofing audit.
6. Support for children who wish to play a musical instrument
 | Good emotional health and wellbeing has appositive benefit on pupils ability to learn |  | JC |  |

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| **7. Review of expenditure for previous academic year 2018-2019 (**114,840) |
| 80% of all teaching over time will be judged as at least good with at least 20% able to share wider | Deploy coaches to work with individual teachers on areas for development as identified through teaching over time policyRigorous CPD for all staff on use of Collaborative learning including Mastery learning. Developing reading comprehension across the curriculumDeveloping teamwork |  | Coaching will continue next year as this was successful in raising the quality of teaching and learning as identified by teaching over time. |  |
| **Early Years**: 75% of the cohort to achieve a GLD (Good Level of Development) and 33% of pupil premium children to achieve GLD.  | * + - 1. Quality first teaching
			2. Additional personalised targeted learning for PP pupils
 | The in school target was met as 33% of the FSM Reception cohort met meet GLD (this figure reflects a small group size of 3). The national average for FSM pupils achieving GLD was 56%; however, given the school’s small FSM cohort size it is difficult to draw any meaningful conclusions. | This strategy will continue next year  |  |
| **Year 1 phonics screening**: 85% of cohort to pass the phonics test and 67% of pupil premium children. | Precision teaching, | The target for Y1 phonics was met. 81.3% of Y1 pp pupils passed the Y1 phonics test. However the gap with national others is 11%.Year 1 attainment figure of 87% is above the 2017 national figure of 81% maintaining standards seen in previous years. Given ELG outcomes in reading of 75% in reading, this demonstrates continuous improvement from starting points. Disadvantaged pupils at 81% are below their within school peers but comparable to the national average for all but not above the NPP score of 84%.  | This strategy is being expanded next year. |  |

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| Attendance | National 2018 | school |
| ALL | 95.8% | 96.05% |
| PP (14) | 94.3% | 94.69% |
| NPP | 96.3% | 96.37% |