



Pupil premium strategy statement Bawdsey CEVC Primary School

1. Summary information- *There is a more in-depth Pupil Premium statement within school for Governors, SEO and external monitoring which identifies cohorts of pupils. This is also why it is not published on the Ofsted Dashboard*

School	Bawdsey CEVCP School				
Academic Year	2018-2019	Total PP budget	£12,780.00	Date of most recent PP Review	Nov 2018
Total number of pupils	49 Rec>yr6	Number of pupils eligible for PP	12= 24%	Date for next internal review of this strategy	Feb 2019

2. Current attainment

Unfortunately, due to small cohorts we are unable to include attainment as it may identify individual children within the school.

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

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| A. | SEND influencing learning such as dyslexic tendencies not enabling chn to achieve working at the appropriate levels Nationally, due to the Key Performance Indicator requirements which were not in place when the pupils were assessed for their KS1 SATs or for the EYFS results. |
| B. | Identified pupils with poor basic number skills, low confidence and resilience in maths work. |
| C. | Differences from working with levels to working with assessing age expectation. Changes in expectations e.g. spelling requirement not present before. |

External barriers *(issues which also require action outside school, such as low attendance rates)*

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| D. | Poor home learning environment is an issue with some pp chn. Chn unable to access wider external learning experiences, such as visits and trips. Support to be in place in school to support this issue from home. |
| E. | Social and emotional needs due to home issues. |

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Selected chn to achieve their expected progress in each year group. Teacher assessment, non-statutory testing and moderating with local schools to ensure our assessments are triangulated and accurate. Pupil progress meetings, interventions and SMART targets to enable pupils to achieve their expected progress.	Moderation agrees age expectations given. Testing and teacher assessment triangulate the assessments given. Pupils achieve SMART targets. Pupils make expected progress. Gap between disadvantaged and non-disadvantaged minimised.

B.	Use assessments to identify any gaps and check planning is catering for this gap for the 2018 cohort.	Test papers are investigated, and then planning/ teaching shows gaps being addressed. Achieving the best results for PP pupils.
C.	Selected Chn being monitored and supported to maintain their expected progress. Support and monitoring for staff with writing expectations.	Regular monitoring of selected chn, quality first provision and supported groups/ 1:1. Staff training and support.
D.	PP Chn with poor learning environments/ opportunities at home are compensated for within school with support and with additional help. For e.g. being first on the reading lists and in targeted small group work.	Homework club, developing learning atmospheres in classes and between the chn. Extra reading opportunities within school. Financial help to access trips, music tuition in school and a wide range of free after school clubs and breakfast club to ensure food needs are met according to Maslow's hierarchy of needs. Within the Breakfast club an opportunity to have help with homework and reading also helped.
E.	Pupils encouraged and supported to build their resilience in school work.	Children have access to professional support when needed with referrals to external agencies. Children can vocalise their problems with staff and peers. Pupils trying more with work in class.

5. Planned expenditure					
Academic year	2018-2019				
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/ B/ E	To use effectively an additional member of staff with selected pupils.	Teaching and learning toolkit. Reducing class sizes. Moderate impact for a moderate cost a potential 3 month gain and gap decrease.	Monitor assessments half termly and through lesson observations. Children will be offered regular interventions in school.	KB	New financial year.
A/ B/ C/ E	To have more focused and consistent feedback and marking.	Teaching and learning toolkit. Very high impact for low cost a potential 8+ month gain.	Monitoring and book scrutinies. SEO support and moderation with local schools for books. All teachers working in line with marking policy. Feedback is specific and responded to next steps by pupils.	KB- all staff to follow.	Termly
A/ B/ C/ D/ E	Homework focused on targets from lessons.	Teaching and learning toolkit. Low impact for low cost and a potential gain of 2 months.	Homework checks in classes. Homework help given in the school day by teaching staff. Reading happening in school if home does not support this.	KB- all class teachers.	September 2019
A/ E	To increase chn's resilience with clear behaviour expectations and supportive classroom environments.	Teaching and learning toolkit. Moderate impact for moderate cost and a potential gain of 3 months.	Learning walks. SEO visits and learning walks. Class observations. Pupil perception interviews. Governor monitoring visits.	KB	September 2019
A/ C/ D	To use effectively an additional member of staff with selected EYFS pp pupils.	Teaching and Learning toolkit. Focusing support for EYFS PP pupils. Moderate impact for high cost a potential 5 month gain and gap decrease.	Monitoring of EYFS pupil assessments and progress. Learning walks. SEO visits and learning walks. Class observations. Governor monitoring visits.	KB and KS	New financial year.
Total budgeted cost					£14,220.00

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?
A/ B/ C/ D	Intervention programs and techniques taught to enable success. E.g. Nesy, apples and pears, use of ACE dictionary.	Individualised instruction on the Teaching and learning toolkit. Moderate impact for low cost and a potential gain of 3 months.	During pupil progress meetings, there are SMART targets and they are being achieved. The interventions will be offered before school time,	KB all class teachers.	6 weekly reviews in PP meetings.
A/ D/ E	Pupils encouraged and supported to build their resilience in school work.	Oral language interventions. Teaching and learning toolkit. Moderate impact for low cost and a potential gain of 5 months.	Pupils having buddies in school to help and a key adult to talk to.	SENDCo and KB	Termly.
A	Pupil progress meetings have Disadvantaged pupil's SMART targets in place for those not achieving expected progress.	Individualised instruction on the Teaching and learning toolkit. Moderate impact for moderate cost and a potential gain of 3 months.	During pupil progress meetings, there are SMART targets and they are being achieved.	KB and all teachers	6 weekly reviews in PP meetings.
Total budgeted cost					320.00
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?
A/ B/ C/ D	Parental involvement.	Teaching and learning toolkit. Moderate impact for moderate cost and a potential gain of 3 months.	Teacher's to share chn's targets with parents. Parent/ guardian meetings termly and on an as needed basis. Financial help for trips in class.	KB	September 2019
A/ B	Staff inset	New Staff to be trained in teaching maths scheme- which is a more practical maths strategy and may help selected pupils. Also, assessment and moderating meetings. Teaching and learning toolkit. Mastery learning. Moderate impact for low cost and a potential gain of 5 months.	Tracking selected pupils results and their resilience and opinion of maths. Teachers targeting selected pupils in raising their KPIs using meetings.	All teachers	February 2019
Total budgeted cost					£800.00

6. Additional detail

As well as intervention programmes and additional support staff employed, the pupil premium grant is used to support pupil premium children attending extra-curricular activities like specialised music tuition, breakfast club, after school clubs, school trips and medical/ unexpected family costs needing financial assistance for the child to be in line with school expectations (e.g. uniform). This supports the families and the pupils' emotional, behavioural and academic and wider learning.

Additional resources:

Specialist music tuition weekly £715.29

County Wider opportunities music tuition Brass and additional swimming for a term for PP children- weekly £645.61

School trips based on each child having £10 a term- £480

Breakfast club -£427.50

After school activity clubs e.g. art -£100

Professional diagnostic costs e.g. dyslexia testing- £400

Total of additional resources: £3,568.40

Summary of expenditure:

Total of additional resources: £3,568.40

Total for tuition groups/ additional TA and intervention time recorded above in 'Quality of teaching for all', 'Targeted support' and 'Additional support: £14,540.00

Total spend at Bawdsey: £18,108.40

Pupil Premium grant given to Bawdsey: £12,780.00

7. Review of expenditure

Previous Academic Year 2017-2018

Income: 15,875.10 Expenditure: £15,909.60

Again, we cannot print the details of the SATs due to the small cohort sizes and possibility of the pupils being identified, which is also why it is not published on the Ofsted Dashboard.

The % for yr 2 and yr 6 does not show how many children this includes in both year groups, so we got 100% passes in all SATs in July 2018 for disadvantaged pupils. **Money well spent.**

Additional resources:

Specialist music tuition weekly £1,776.00

County Wider opportunities music tuition Brass- weekly £435

School trips based on each child having £10 a term- £300

Breakfast club -£855.60

Training for staff with PP children- £1175.00

After school activity clubs e.g. art -£462

Medical and professional diagnostic costs e.g. colour spectrum testing and glasses £210

Total of additional resources: £5,213.60

Summary of expenditure:

Total of additional resources: £5,213.60

Total for tuition groups/ additional TA and intervention time recorded above in 'Quality of teaching for all', 'Targeted support' and 'Additional support: £10,696.00

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Income: £12,780.00 Expenditure: £18,108.40

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The % for yr 6 pupils are very weighted due to minute numbers. So, the % is not indicative of their achievements or representative of a trend in the school. There were no Yr 2 PP chn this year.

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