

Pupil Premium Strategy Bishops Lydeard Church School 2017-2018

1. Summary information

School	Bishops Lydeard Church School				
Academic Year	2017-2018	Total PP budget	£32, 580	Date of most recent PP Review (external or Internal)	Summer 2016
Total number of pupils	175	Number of pupils eligible for PP	24 (30 from 3/18)	Date for next internal review of this strategy	April 2018

2. Current attainment (2016-2017)

	Pupil Premium	Non Pupil Premium (National All Other Pupils)	GDS	GDS National
GLD	33.3%	83.3%	0%	
Phonics	100%	68%	n/a	n/a
KS1 Reading	0%	83.3%	25%	25%
KS1 Writing	0%	72.9%	25%	16%
KS1 Maths	50%	87.5%	29.2%	21%
KS2 Reading	60%	63.2%	31%	25%
KS2 Writing	60%	81%	27%	18%
KS2 Maths	40%	80%	8%	23%
KS2 GPS	60%	80%	35%	31%
KS2 R+W+M	40%	55%	8%	31%

	Previous trends		
	End of year 2014/2015	End of year 2015/2016	End of year 2016/2017
Reading	PP +1.4 Non PP +2.9	PP +2.7 Non PP + 2.7	PP+3.4 Non PP +3.7
Writing	PP +2.3 Non PP +2.0	PP+2.9 Non PP +2.8	PP+3.2 Non PP +3.7
Maths	PP +1.7 Non PP + 1.5	PP+2.2 Non PP +3.3	PP+3.3 Non PP + 3.7

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.	A number of the children are subject to social emotional factors that could have an impact on their academic outcomes	
B.	In addition to being eligible for pupil premium funding, a few of the children have additional specific learning difficulties.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	While the average attendance for PP students is good, we have a few PP children below 95% and 90%.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To improve the resilience and confidence of targeted children to ensure that they are able to take risks in their learning within a supported environment. The use of TA individual or small group work will have a direct impact on their achievement and well-being. Use of the POD to enable children to have a safe space.	Observations show that children are happy and more independent in their learning and are achieving their academic potential.
B.	To support children through S & L sessions, OT recommendations and outside agency support helping them increase their confidence and communication skills to work with other children and accelerate their own learning.	Observations show that children are more confident to communicate and work with others. The children have made good progress based on observations and tracker points.
C.	Children working at age related expectations are given opportunities to maintain or accelerate progress to greater depth.	By the end of the academic year, children will have made accelerated progress (data evidence)
D.	All pupils will be inspired and supported by providing experiences to enrich and enhance their learning across the curriculum.	During the year children show an aptitude for a new skill.

5. Planned expenditure					
Quality First Teaching and Curriculum					
Area of Spend	Evidence and rationale for this choice including desirable outcome	Cost	How we will ensure it is implemented well	Staff lead	When will you review implementation?
Reduced cost for residential trip	5 additional children will be able to attend the residential who otherwise may not be able to/	£1,250	<ul style="list-style-type: none"> Finance officer Parental involvement Children are able to attend the trip 	SC/AW/NS	Summer 2018
Staff training on marking and feedback	Children are able to move their learning on through educative marking that they can reply to. Teachers to have a PP marking group as part of devoted improvement time. Purple polishing is clear in books, the gap is closing in English and maths.	£0	Monitoring and evaluating by SLT with TAs <ul style="list-style-type: none"> 1:1 discussions with evidence from interventions Contributions to pupil progress meetings from TAs Observations in books Pupil voice 	SC/NS	January 2018
Total budgeted cost					£1250
Targeted Support					
Area of Spend	Evidence and rationale for this choice including desirable outcome	Cost	How we will ensure it is implemented well	Staff lead	When will you review implementation?
Additional TAs to support children working in class and deliver small group intervention. 1:1 or 1:6. 1:6 daily interventions for children in years 5/6. Intervention groups include English support, Maths support, Spelling group, Phonics groups, Handwriting groups and Social Skills groups.	To ensure pupils reach their learning potential to ARE or GD Small group tuition is defined as one teacher or professional educator working with two, three, four, or five pupils. This arrangement enables the teacher to focus exclusively on a small number of learners, usually on their own in a separate classroom or working area	£12, 600	Monitoring and evaluating by SLT with TAs <ul style="list-style-type: none"> 1:1 discussions with evidence from interventions Contributions to pupil progress meetings from TAs observations show that targeted children are receiving this provision Pupil provision passports show the interventions and pre and post data. 	SC/CG/NS	January 2018

Additional TAs to work on a 1:1 basis to deliver English/Maths/Reading support through ILI etc.	To ensure pupils reach their learning potential to ARE or GD. Closing the gap in English and Maths for specific pupils, enabling them to remain in class to access the curriculum.	£8, 468	Monitoring and evaluating by SLT with TAs <ul style="list-style-type: none"> • 1:1 discussions with evidence from interventions • Contributions to pupil progress meetings from TAs • observations show that targeted children are receiving this provision • Pupil provision passports show the interventions and pre and post data. 	SC/CG/NS	January 2018
Additional TAs to support Pupil premium children at unstructured times to support behaviour.	Improved social skills, self-esteem and behaviour for pupils. Pupils are able to interact with peers during.	£4,700	<ul style="list-style-type: none"> • 1:1 discussions with evidence from pastoral intervention • Discussions with children and parents 	SC/CG/NS	April 2018
TA to run Kindle club at lunchtimes to support reading in the school.	To ensure pupils reach their learning potential to ARE or GD. Closing the gap in reading.	£1.098	<ul style="list-style-type: none"> • 1:1 discussions with evidence from interventions • Contributions to pupil progress meetings from TAs • observations show that targeted children are receiving this provision 	SC/CG/NS	January 2018
Training; Clicker 7	Improved understanding and confidence when using IPAD , Clicker 7 software. To gain a better understanding of early number development. Closing the gap in English and Maths.	£160	Monitoring and evaluating by SLT with TAs <ul style="list-style-type: none"> • 1:1 discussions with evidence from interventions • Contributions to pupil progress meetings from TAs • observations show that targeted children are receiving this provision • Pupil provision passports show the interventions and pre and post data. 	CG	April 2018

Total budgeted cost					£27, 026
Attendance					
Area of Spend	Evidence and rationale for this choice including desirable outcome	Cost	How we will ensure it is implemented well	Staff lead	When will you review implementation?
Reminders about attendance in the newsletter for all children (PP included)	To ensure attendance is kept high profile and the rewards for attendance (extra trim trail session) are publicised as an incentive.	£0	<ul style="list-style-type: none"> Scrutiny of weekly newsletters and attendance data from each week. Teachers to remind children about the importance of attendance. 	NS/SC	January 2018
Total budgeted cost					£0
Other Areas					
Area of Spend	Evidence and rationale for this choice including desirable outcome	Cost	How we will ensure it is implemented well	Staff lead	When will you review implementation?
Purchase time from EP and PFSA support services for Pupil Premium Pupils	2 pupils who need support to receive 1:1 support to improve self-esteem and behaviour in school. Family support by PFSA and engagement in school life. To ensure children feel supported and there is an improving picture with behaviour.	£400	<ul style="list-style-type: none"> 1:1 discussions with evidence from pastoral intervention Discussions with children and parents	CG	April 2018
Jellyfish club - Life skills/social skills . Support staff to deliver a 3 x weekly life skills/socialskills session.	Improved social skills ,self-esteem and behaviour for pupils. The opportunity to work in small groups to improve their social skills/have enrichment opportunities.	£3, 136	<ul style="list-style-type: none"> 1:1 discussions with evidence from pastoral intervention Discussions with children Jellyfish club scrapbooks and evidence from sessions.	CG	January 2018
Bereavement support with Barnados	To help support a child who has suffered a bereavement. Developed understanding of how to deal with bereavement and where to find support. Better understanding and management of emotions.	£150	<ul style="list-style-type: none"> Discussions and observations with the child and family. Discussions with Barndoes and taking forward their advice	CG	Summer 2018
Total budgeted cost					£3686

