

# Pupil Premium Strategy Bishops Lydeard Church School 2018-2019

## 1. Summary information

<b>School</b>	Bishops Lydeard Church School				
<b>Academic Year</b>	2018-2019	<b>Total PP budget</b>	£33, 900	<b>Date of most recent PP Review (external or Internal)</b>	April 2018
<b>Total number of pupils</b>	169	<b>Number of pupils eligible for PP</b>	28 (3 service)	<b>Date for next internal review of this strategy</b>	April 2019

## 2. Current attainment (2017-2018)

	Pupil Premium	Non Pupil Premium (National All Other Pupils)	GDS	GDS National
GLD	33.3%	93.3%	0%	
Phonics	33.3%	70.3%	n/a	n/a
KS1 Reading	100%	73%	32% (PP 0%)	24%
KS1 Writing	80%	79%	21% (PP 0%)	12%
KS1 Maths	100%	74%	21% (PP 0%)	16%
KS2 Reading	40%	76%	50% (20% PP)	28%
KS2 Writing	40%	90%	50% (20% PP)	20%
KS2 Maths	60%	81%	37% (0% PP)	24%
KS2 GPS	40%	76%	26%	34%
KS2 R+W+M	20%	67%	12%	10%

	Trends Whole School			
	End of year 2014/2015	End of year 2015/2016	End of year 2016/2017	2017/2018
Reading	PP +1.4 Non PP +2.9	PP +2.7 Non PP + 2.7	PP+3.4 Non PP +3.7	PP +3.4 Non PP +3.4
Writing	PP +2.3 Non PP +2.0	PP+2.9 Non PP +2.8	PP+3.2 Non PP +3.7	PP + 3.3 Non PP + 3.3
Maths	PP +1.7 Non PP + 1.5	PP+2.2 Non PP +3.3	PP+3.3 Non PP + 3.7	PP + 3.4 Non PP + 3.3

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 (reference BWMAT Trust Strategy Overview)

### 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?
4b Reduced cost for residential trip and school clubs.	<p>3 additional children will be able to attend the residential who otherwise may not be able to.</p> <p>All clubs are open to all children for a fee and pupil premium will also be able to attend- using the funding.</p> <p>Research finds that children that children from the most disadvantaged households benefit from significantly more spending on extra curricular activities than their peers. EEF Research: outdoor learning +4 months, outdoor adventure learning adds +5months</p>	£1, 000	<ul style="list-style-type: none"> <li>• Finance officer</li> <li>• Parental involvement</li> <li>• Children are able to attend the trip and clubs</li> <li>• Pupil voice</li> </ul>	SC/AW/TT	Summer 2019
1a. Staff training on marking and feedback	<p>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.</p> <p>This approach is supported by a body of research which has found that good teachers are especially important for pupils from disadvantaged backgrounds. EEF research: Collaborative learning +5mths Feedback +8 mths Mastery learning approach +5mths</p>	£0	<p>Monitoring and evaluating by SLT with TAs</p> <ul style="list-style-type: none"> <li>• 1:1 discussions with evidence from interventions</li> <li>• Contributions to pupil progress meetings from TAs</li> <li>• Observations in books</li> <li>• Pupil voice</li> </ul>	SC/TT	January 2019

1d Teacher conferencing and 1:1 work with individual pupil premium children during ERIC and additional sessions- gaps analysis to be completed.	<p>Teachers can identify the gaps that need closing with accelerated progress and communicate these to their pupil premium children 1:1. Precision teaching and pre and post will be used as strategies during intervention time.</p> <p>Teachers will be able to meet their pupil premium children 1:1 to look at marking and feedback. X 2 afternoons half termly</p> <p>Children will be given specific advice to help them improve and move their learning on.</p> <p>This approach is supported by a body of research which has found that good teachers are especially important for pupils from disadvantaged backgrounds. EEF research: Collaborative learning +5mths Feedback +8 mths Mastery learning approach +5mths</p>	£6,000	<ul style="list-style-type: none"> <li>• Record of teacher meetings</li> <li>• Discussion of interventions</li> <li>• Contributions from pupils during PP lead conferencing</li> <li>• Observations in books</li> <li>• Pupil voice</li> <li>• Data</li> <li>• Pupil premium passports</li> </ul>	SC/TT/all staff	January 2019
<b>Total budgeted cost</b>					£7, 000
<b>Targeted Support</b>					
<b>Area of Spend</b>	<b>Evidence and rationale for this choice including desirable outcome</b>	<b>Cost</b>	<b>How we will ensure it is implemented well</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
2b. HLTA to support children with 1:1 interventions for writing, reading, maths, handwriting and phonics	To ensure pupils reach their learning potential to ARE or GD. HLTA was highly effective last year in securing +6, +7 points progress for some children which is significantly above the +3.	£12, 600	<p>Monitoring and evaluating by SLT with TAs</p> <ul style="list-style-type: none"> <li>• 1:1 discussions with evidence from interventions</li> <li>• Contributions to pupil progress meetings from TAs</li> <li>• observations show that targeted children are receiving this provision</li> <li>• Pupil provision passports show the interventions and pre and post data is shown in HLTAs data and intervention notes.</li> </ul>	SC/LH/TT	January 2018

2b. Additional TAs to support Pupil premium children at unstructured times to support behaviour and offer toast club.	Improved social skills, self-esteem and behaviour for pupils. Pupils are able to interact with peers during unstructured times and have a snack.	£5,000	<ul style="list-style-type: none"> <li>• 1:1 discussions with evidence from pastoral intervention</li> <li>• Discussions with children and parents</li> </ul>	SC/LH/TT	April 2019
4a. Purchase kindle books for the kindles for pupil premium reading club	To ensure pupils reach their learning potential to ARE or GD. Closing the gap in reading and promoting the enjoyment of reading	£500	<ul style="list-style-type: none"> <li>• 1:1 discussions with evidence from interventions</li> <li>• Contributions to pupil progress meetings from TAs</li> <li>• observations show that targeted children are receiving this provision</li> </ul>	SC/TF/SB	January 2019
2b. Beanstalk reading programme	To ensure pupils in years 5 and 6 reach their learning potential to ARE or GD. Closing the gap in reading and promoting the enjoyment of reading. Also addressing comprehension skills.	£600	<ul style="list-style-type: none"> <li>• 1:1 discussions with evidence from Beanstalk reader (using the beanstalk recording book)</li> <li>• Contributions to pupil progress meetings from teachers after discussions with Beanstalk provider.</li> <li>• observations show that targeted children are receiving this provision</li> <li>• Pupil voice</li> <li>• Pre and post data</li> <li>• Pupil premium passport</li> </ul>	SC/TT/TF/Beanstalk	January 2019
1d/4a/4d Purchase 1 IPAD for pupil premium children and blue paper books	Children who are pupil premium and have additional SEN can access ICT to support their writing and phonics development and have the tools they need to	£2,000	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Pupil voice</li> <li>• Discussion with parents</li> <li>• SENCO observations</li> </ul>	SC/TF/LH/T T	November 2019

**Total budgeted cost** £19, 600

**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"> <li>Scrutiny of weekly newsletters and attendance data from each week.</li> <li>Teachers to remind children about the importance of attendance.</li> </ul>	NS/SC	January 2019
<b>Total budgeted cost</b>					£0
<b>Other Areas</b>					
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?
4c Purchase time PFSA support services for Pupil Premium Pupils	3 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.	£500	<ul style="list-style-type: none"> <li>1:1 discussions with evidence from pastoral intervention</li> </ul> Discussions with children and parents	SC/TT/LH	April 2019
2d. Jellyfish club - Life skills/social skills . Support staff to deliver a 3 x weekly life skills/social skills session/ELSA	<p>Improved social skills ,self-esteem and behaviour for pupils. The opportunity to work in small groups to improve their social skills/have enrichment opportunities.</p> <p>Children have the time with a trained adult to listen to them and support them with individual strategies to cope with anger management, social skills, building relationships with peers, building relationships with adults in their lives at school and at home</p> <p>EEF Research: Social and emotional interventions +4 months</p>	£3,000	<ul style="list-style-type: none"> <li>1:1 discussions with evidence from pastoral intervention</li> <li>Discussions with children</li> </ul> Jellyfish club scrapbooks and evidence from sessions.	LH	January 2019

2d/4b Out of school enrichment.	To develop the children's learning in an outdoor environment and develop their team building skills. Tailored sessions to build resilience and promote the school's Growth Mindset work.	£2,400	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Photos</li> <li>• Pupil voice</li> </ul>	SC/TT	January 2019
1d/4d Picture of the Month	To introduce the children to music and art around the world and broaden their experiences.	£0	<ul style="list-style-type: none"> <li>• Observations of art and music lessons</li> <li>• Examples of picture of the month displayed around school.</li> <li>• Pupil voice</li> </ul>	LP/SC	January 2019
2b. Additional support with transport before and after school hours.	To support a smooth start and end to the school and ensure pupils are on time.	£300	<ul style="list-style-type: none"> <li>• Pupil voice</li> <li>• Parent voice</li> <li>• Observations of a smoother transition into school and at the end of the day.</li> </ul>	SC/TF/AB	November 2018
<b>Total budgeted cost</b>					£5,800