

Pupil Premium Strategy Bishops Lydeard Church School 2019-2020

1. Summary information

School	Bishops Lydeard Church School				
Academic Year	2019-2020	Total PP budget	£33, 300	Date of most recent PP Review (external or Internal)	April 2019
Total number of pupils	167	Number of pupils eligible for PP	28	Date for next internal review of this strategy	April 2020

2. Current attainment (2018-2019)

	Pupil Premium (school)	GDS Pupil premium (school)
GLD (3 children)	33.3%	0%
Phonics (2 children)	0%	n/a
KS1 Reading (2 children)	50%	0%
KS1 Writing	50%	0%
KS1 Maths	50%	0%
KS2 Reading (5 children)	100%	20%
KS2 Writing	100%	40%
KS2 Maths	100%	0%
KS2 GPS	100%	40%
KS2 R+W+M	100%	0%

	Trends Whole School				
	End of year 2014/2015	End of year 2015/2016	End of year 2016/2017	2017/2018	2018/2019
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	PP +3.4 (19.4) Non PP + 3.6 (18.6)
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	PP +3.4 (19.1) Non PP + 3.6 (18.2)
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	PP +3.2 (19.2) Non PP + 3.5 (18.2)

KS2	progress score	overall school progress score	school attainment (%)	school GD attainment (%)
Reading	-1.49	-0.91	100	20
Writing	+4.74	+1.04	100	40
Maths	-0.44	-0.1	100	0

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, this includes high ability children.	
B.	In addition to being eligible for pupil premium funding, a few of the children have additional specific learning difficulties.	
C.	A number of children eligible for pupil premium funding do not read regularly at home or engage in book talk	
D.	Phonics in the early years and KS1 is a barrier for children eligible for the pupil premium funding.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	While the attendance for many PP students is good, we have some children who are persistently absent or below 95/90%	
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 nurture room and ELSA sessions to enable children to have a safe space and talk about their feelings.	Observations show that children are happy and more independent in their learning and are achieving their academic potential. Observations show that children are able to discuss their worries and find a way to cope with these. Children will also be able to celebrate their success.
B.	To support children through S & L sessions, OT recommendations, phonics interventions 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, conferencing with the children and data analysis. Children enjoy reading and communicating with their developing phonics skills.
C.	Children working at age related expectations or above are given opportunities to maintain or accelerate progress to greater depth through classroom differentiation, STEM visitors and HUB activities.	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 broad and balanced curriculum	During the year children show an aptitude for a new skill and show an high interest and engagement in their learning.

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 trips, swimming and school clubs.	<p>5 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>Swimming is offered with a fee- pupil premium children will 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>	£2,500	<ul style="list-style-type: none"> Finance officer Parental involvement Children are able to attend the trip and clubs Pupil voice Residential photos and feedback 	SC/AW/LH	Summer 2020
1a. Staff training on marking and feedback	<p>Children are able to move their learning on through educative marking that they can reply to (orally or written). 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. The marking for the ARE children targeted for greater depth and children are greater depth will challenge them to show their learning in different ways.</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"> 1:1 discussions with book scrutiny evidence Contributions to pupil progress meetings from teachers about marking and feedback and how it is having a impact. Observations in class Pupil voice about their feedback and what helps them but also challenges them. PDM minutes 	SC/LH	<p>January 2020</p> <p>April 2020</p>

1d Teacher conferencing with pupil premium children.	<p>Teachers will be able to meet their pupil premium children 1:1 to look at marking and feedback and discuss their next steps to close gaps in their learning.</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>	£500	<ul style="list-style-type: none"> Record of teacher/pupil conferencing Discussion of interventions with teachers at PPM Contributions from pupils during pupil voice by PP Lead. Observations in books Data Pupil premium passports 	SC/LH/all staff	<p>January 2020</p> <p>April 2020</p> <p>June 2020</p>
1a Whole staff inset on metacognition and curriculum enrichments training	<p>Teachers and TAs understand the approaches used to help pupils think about their own learning and teach specific strategies to help children plan, monitor and evaluate their own learning.</p> <p>Metacognition and self regulation +7mths</p>	£500	<ul style="list-style-type: none"> Pupil voice Book looks and pupil voice alongside these Data 	SC/LH	December 2020
Teacher to deliver specific phonics interventions in EYFS/KS1 and year 3.	<p>Intervention teacher (GS) to ensure pupil premium children who did not meet the expected standard in the phonics screening or are not predicted to meet the screening have additional interventions to close the gap.</p> <p>EEF research- phonics + 4 months</p>	£1, 500	<ul style="list-style-type: none"> Pre and post phonics data Phonics tracking Pupil voice Intervention observations Pupil passports Phonics screening results (mock and actual) PPM feedback Book scrutiny to see if the skills are being used in writing Tracking of book banding/accelerated reader 	SC/LH	December 2019
Total budgeted cost					£5,000

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?
2b. HLTA to support children with 1:1 or group interventions for writing, reading, maths, handwriting and phonics	<p>To ensure pupils reach their learning potential to ARE or GD. HLTA was highly effective last year in securing +6, +7 points progress for children they worked with, which is significantly above the +3. Phonics focus for EYFS, KS1 and children who did not pass the check in KS1.</p> <p>EEF research- reading comprehension + 6 months EEF research- phonics + 4 months EEF- small group tuition + 4 months</p>	£13,000	<p>Monitoring and evaluating by SLT with TAs</p> <ul style="list-style-type: none"> • 1:1 discussions with evidence from interventions • Contributions to pupil progress meetings from TAs • Observations of interventions • Pupil provision passports show the interventions and pre and post data is shown in HLTAs data and intervention notes- monitored every half term with PP lead. 	SC/LH/LH	Half termly
<p>2b. Additional TA to support Pupil premium children with SEMH need identified through ELSA provision.</p> <p>Developing metacognition and self- regulation</p>	<p>Improved social skills, self-esteem and behaviour for pupils.</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. Metacognition and self-regulation +7 months</p>	£5,000	<ul style="list-style-type: none"> • Pupil voice • ELSA observations • ELSA provision notes • Discussions with children and parents • Teacher voice and observations of SEMH for specific children having ELSA. • ELSA TA and PP lead meeting half termly to discuss the provision and its impact • Pre and post ELSA sheets • Pupil premium provision passport evidence. 	SC/LH	April 2020

2b. TA to deliver specific phonics interventions in EYFs/KS1 and year 3 alongside the intervention teacher (CPD opportunity)	To ensure pupil premium children who did not meet the expected standard in the phonics screening or are not predicted to meet the screening have additional interventions to close the gap. EEF research- phonics + 4 months	£1700	<ul style="list-style-type: none"> • Pre and post phonics data • Phonics tracking • Pupil voice • Intervention observations • Pupil passports • Phonics screening results (mock and actual) • PPM feedback • Book scrutiny to see if the skills are being used in writing • Tracking of book banding/accelerated reader 	SC/LH/LH	Half termly
2d. OT/Speech and language and talk boost program	Improved social skills ,self-esteem and behaviour for pupils. The opportunity to work in small groups to improve their social skills/have enrichment opportunities. EEF Research: Social and emotional interventions +4 months	£3,000	<ul style="list-style-type: none"> • 1:1 discussions with evidence from pastoral intervention • Observations and discussions from OT and S and L interventions • Pre and post data • Discussions with children • Jellyfish club scrapbooks and evidence from sessions. 	SC/LH/LH	January 2020 June 2020
Total budgeted cost					22,500
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. 	AB/SC	January 2019

4c Purchase time PFSA support services for Pupil Premium children to support raising attendance and family support	<p>To provide 1:1 support for pupils and families. PFSA family support to raise attendance and engagement in school life. To ensure children feel supported and there is an improving picture with behaviour and attendance.</p> <p>EEF research- parental engagement +3 months</p>	£1, 200	<ul style="list-style-type: none"> • 1:1 discussions with evidence from pastoral intervention- PFSA meeting half termly • Discussions with children and parents about PFSA involvement • Attendance monitored • Teacher feedback regarding SEMH of pupils. • PFSA reports (pre and post) support 	SC/LH/LH	Half termly at PFSA meetings
4c Additional attendance officer hours for pupil premium attendance	To track attendance of PP children and follow school attendance policy of letter home and organising a meeting with PP lead and Head Teacher for those children who go below 95% or are persistent absentees.	£200	<ul style="list-style-type: none"> • Attendance data • Attendance review with officer and PP lead documented • Attendance discussion at PPM • Record of letters and meetings with parents 	AB/SC/LH	Half termly
Total budgeted cost					£1400

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?
2b. Purchase training package for TA to deliver ELSA to pupil premium children.	<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>	£1, 000	<ul style="list-style-type: none"> • TA is booked on the training • Evidence from their attendance is seen • The training is being used to support pupil premium children through ELSA provision 	SC/LH/LH	October 2019
1d/4d Picture of the Month	<p>To introduce the children to music and art around the world and broaden their experiences.</p> <p>EEF research- arts participation + 2 months</p>	£0	<ul style="list-style-type: none"> • Observations of art and music lessons • Examples of picture of the month displayed around school. • Pupil voice 	LP/SC	Half termly
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"> • 1:1 discussions with evidence from interventions • Contributions to pupil progress meetings from TAs • observations show that targeted children are receiving this provision 	SC/LH/TF	January 2020 June 2020

2d. STEM workshops for GD children and targeted GD children- delivered by STEM link scientist from Exeter university.	To use the STEM link to engage pupil premium and other interested learners in the sciences and maths. STEM scientist to work with the children on projects and challenges to continue to develop their problem solving skills	£0	<ul style="list-style-type: none"> pupil voice observations photos feedback 	SC	December 2019 April 2020
2b. Beanstalk reading programme	<p>To ensure pupils in years 3, 4 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 and strategies to use.</p> <p>EEF research- reading comprehension + 6 months</p>	£2,100	<ul style="list-style-type: none"> 1:1 discussions with evidence from Beanstalk reader (using the beanstalk recording book) Contributions to pupil progress meetings from teachers after discussions with Beanstalk provider. observations show that targeted children are receiving this provision Pupil voice Pre and post data Termly meetings with Beanstalk readers Pupil premium passport 	SC/LH/TF/Beanstalk	December 2019 April 2020 July 2020
2d. MAT/Hub events for PP children. Transport and staff support.	To enable PP children to take part in cross school events and develop their confidence and enjoyment of certain subjects/areas of learning.	£300	<ul style="list-style-type: none"> Pupil voice Staff feedback from the events Photos from the events Children using their learning back in school. 	SC	April 2020
Total budgeted cost					£3.900