

Review of expenditure for Bishops Lydeard Church School 2018- 2019**1. Quality First Teaching and Curriculum**

| Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate | Lessons learned (and whether you will continue with this approach) | Cost |
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| <p>Reduced costs for residential trips and clubs for children who are PP and wanted to attend. Those children in a camp year (who were PP) were able to attend camp at a reduced rate and enjoy the enrichment opportunities available. Children who wanted to attend a club (a fee is charged) were able to participate in school clubs with their peers.</p> | <p>Children being able to attend residential trips and clubs was successful and the children enjoyed the opportunity. We will continue to offer this- there will be a higher cost to this strand in the 2019/20 strategy as the cost of the residential and swimming has risen and more clubs are being offered by the school so we are anticipating a wider range of clubs will mean an increased uptake.</p> <p>This money also contributed to the coach money for forest school.</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.</p> <p>EEF Research: outdoor learning +4 months, outdoor adventure learning adds +5months</p> | <p>£1,000</p> |

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| <p>Staff training on marking and feedback continued to be embedded this year and the PP response to marking group monitored. Through work scrutiny (school and external) it was recognised that the marking in pupil premium books was moving children on but that the focus needed to shift towards relentless picking up of basic spellings and punctuation errors.</p> <p>This approach was also successful for non PP children as they also received effective, constructive and educative feedback.</p> <p>Collaborative learning +5mths Feedback +8 mths</p> | <p>The pupil premium marking group and skilfully used educative feedback (from training, book scrutiny and moderation) was successful in some classes and moved the children on. Where practitioners used it best the children have made accelerated progress and their books show high quality work. The children were able to see and discuss the specific things they needed to do to improve.</p> <p>Monitoring when people were doing their PP marking group worked well.</p> <p>Discussing the PP marking intervention at pupil progress meetings will continue.</p> <p>Verbal and written feedback from the teacher on specific gaps the children needed to close worked well. The Sutton trust details that specific feedback from teachers can add value so we will be creating more time for teachers to work with/conference their PP children on specific gaps and what they need to do to start to close the and continue to make good progress.</p> <p>As a new marking policy is considered, we will need to ensure that the PP groups are still having their feedback group and it is effective for them.</p> | <p>£0</p> |
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| <p>Teacher conferencing and 1:1 work with individual pupil premium children during ERIC and additional sessions- gaps analysis to be completed.</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.</p> <p>EEF research: Collaborative learning +5mths Feedback +8 mths Mastery learning approach +5mths</p> | <p>After a gap analysis the decision was taken for the money to be used to employ teacher from outside the school to lead on interventions on reading and phonics. These areas posed the biggest gaps and needed consistency of approach, which class teachers were not always able to give with the changing timetables.</p> <p>Examples of progress for phonics: Child A = 2/40 to 29/40 Child B = 12/40 to 36/40 Child C= 24/40 to 38/40</p> <p>In reading 2 children out of the 4 moved to greater depth and made +5 points each. The evidence and observations collected during the interventions showed good progress between pre and post assessments.</p> <p>This teacher has a job elsewhere for September 2019 but a part time member of staff (teaching) will pick up PP phonics interventions in EYFS and KS1.</p> | £6,000 |
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2. Targeted Support

| Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate | Lessons learned (and whether you will continue with this approach) | Cost |
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| <p>Additional TAs to support children working in class and deliver small group intervention. 1:1 or 1:6 was successful. For individual children who were in interventions the average points progress was above 3 points. The pre and post assessments showed good progress and the PP children continued to make good progress and work towards closing the gap. For example, some children made +5, 6 or 7 points progress where they had specific interventions</p> | <p>Interventions need to be specific and tailored to where the gaps are in learning. Skilled staff in delivering interventions need to be the ones delivering the learning.</p> <p>Meeting with teachers to discuss the specific gaps in learning helped tailor the interventions.</p> <p>Pre and post assessments showed the good progress made so will continue</p> <p>Pupil premium passports showed the interventions children were having so we were able to track their progress and effectiveness.</p> <p>Interventions will need to continue to be specifically targeted towards closing gaps in learning and teachers need to conference their children in their specific gaps to help them understand their learning.</p> <p>We will continue with this approach but ensure we are addressing the gaps in learning during these interventions. New HLTA in September- provisional</p> | £12, 600 |

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| <p>Additional TAs to support Pupil premium children at unstructured times to support behaviour. Some TAs as 1:1 support.</p> <p>Additional TAs to support Pupil premium children at unstructured times to support behaviour was successful and reduced incidents of negative behaviour. It also provided certain children the opportunity to learn how to play with their peers and deal with any conflict. Observations showed that the children were happier and were able to play with their peers. It also benefitted non PP children as they were able to play with their peers.</p> | <p>Improved social skills, self-esteem and behaviour for pupils. Pupils are able to interact with peers during unstructured times and have a snack.</p> <p>Each individual child who needed support at an unstructured time needed a specific approach which could be provided by someone who had built up a relationship with that child.</p> <p>We will continue to support pupil premium children in unstructured times where there is a need. We will ensure we choose adults who have positive relationships with the children who need specific support. We will also continue with toast club during unstructured times so children have fuel for the day.</p> | £5,000 |
| Purchase kindle books for the kindles for pupil premium reading club | Children can now enjoy reading in a different way. This needs to be promoted next year. | £500 |
| Beanstalk reading programme | <p>Beanstalk was used to ensure that children in years 5 and 6 reached their learning potential for ARE or GD. Closing the gap in reading and promoting the enjoyment of reading was also a large features of Beanstalk. Each reader was also trained in supporting developing comprehension- this was seen during observations.</p> <p>In September each beanstalk reader will go with their children to the next year group and the year 6 reader will have a mixture of years 3 and 4.</p> <p>Year 5 below ARE pupil has made accelerated progress. All Y6 PP readers are now at ARE or above.</p> | £600 |
| Purchase 1 IPAD for pupil premium children and blue paper books | We purchased two iPads within the budget and these have supported PP children with dyslexia, motor skill challenges and spelling weaknesses. The blue paper books have supported PP learners who also have dyslexia. | £1,200 |

| <p>Jellyfish club - Life skills/social skills . Support staff to deliver a 3 x weekly life skills/social skills session/ELSA</p> | <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>A second adult will attend ELSA training in September and be able to support PP children with their social and emotional learning. PP budget for next year will fund this training and support the purchasing of the TA time for ELSA for PP.</p> | <p>£3,000</p> |
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| <p>3. Attendance</p> | | |
| <p>Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate</p> | <p>Lessons learned (and whether you will continue with this approach)</p> | <p>Cost</p> |
| <p>Reminders about attendance in the newsletter for all children (PP included) were used weekly and the end of year attendance was near national.</p> | <p>To continue to promote attendance for all children and look at how we report on attendance and the in school celebrations we offer.</p> | <p>£0</p> |
| <p>Purchase time/PFSA support services for Pupil Premium Pupils</p> | <p>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. PFSA then supported with attendance in the summer term the attendance of certain pupils increased.</p> <p>Additional hours have been purchased for next year so the PFSA will be able to continue with more families to improve attendance and relationships.</p> <p>PP attendance is not yet good due to changing circumstances in the year so an attendance focus will be important in the new academic year.</p> | <p>£500</p> |
| <p>Additional support with transport before and after school hours.</p> | <p>This was included in the strategy in the summer term to support with attendance and arrival at school after periods of prolonged absence.</p> | <p>£300</p> |

| 4. Enrichment | | |
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| Bereavement support with a trained counsellor for one of our pupils | The teacher who has training was able to support this child. This case has been closed and transferred to PFSA support for September. | £150 |
| Out of school enrichment- Forest school for Reception and KS1. | The children were able to develop their learning in an outdoor environment and develop their team building skills. Tailored sessions were able to build resilience and promote the school's Growth Mindset work for EYFS/KS1. Coop funding has been applied for to develop the forest school area in school so we will provide this on site in the future. | £2,400 |

| 1. Additional detail |
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| <p>In this section you can annex or refer to additional information which you have used to inform the statement above.</p> <p>Ofsted judged PP children to be making good progress during their inspection visit in October 2018.</p> <p>The PFSA was not originally in the attendance section but she has been working with families to ensure the children are in school. The out of hours transport was added to encourage children to attend school.</p> <p>An additional Beanstalk reader was added in the summer term and we now have 3 readers at x 2 a week. This will contribute into the 19/20 strategy</p> |

| | Trends Whole School | | | | |
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| | 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) |

- EYFS: 33% ELG
- KS1 – 50% ARE (previous year of 100% ARE)
- KS2-100% ARE achieved for RWM. GD writing at 40%, GD SPaG 40%, GD reading 20%. (Previous year of 20% ARE)
- Phonics screening in year 1- 0% PP achieved the standard (2 children) (previous year of 50% pass rate)
- Year 2 phonics retake- only one PP retake- did not meet the expected standard