



Pupil Premium Strategy Statement 2019 - 2022

Introduction

This policy is informed by the Department for Education's policy (18th October 2019) on the effective use of Pupil Premium funding. Elements of the policy are outlined below.

The National Foundation for Educational Research and the pupil premium guide has recommendations for school leaders on raising disadvantaged pupils' attainment. They state that using a tiered approach focusing on 3 areas of activity may be most effective in narrowing the attainment gap. This tiered approach combines:

- staff development to improve teaching targeted academic support
- wider strategies that support readiness to learn
- teaching quality

Although the main aim of the pupil premium is to raise attainment, pupil premium can be spent on:

- non-academic outcomes, such as improving pupils' mental health
- non-academic improvements, such as better attendance
- activities that will also benefit non-eligible pupils

Recommendations also include taking a longer-term approach to planning (for example, over 3 year period) and that the online statement is updated at least once a year. It is also recommended that the school bases the pupil premium strategy on your pupils' needs at the time.

For more information please go to <https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability#effective-use-of-funding>

School Overview 2019 - 2022

Metric	Data
<i>School name</i>	Bridge & Patixbourne CEP School
<i>Pupils in school</i>	420
<i>Proportion of disadvantaged pupils</i>	(4.8%) 20 pupils
<i>Pupil premium allocation this academic year</i>	£27,380
<i>Academic year or years covered by statement</i>	2019-2022
<i>Publish date</i>	November 2019
<i>Review date</i>	November 2020
<i>Statement authorised by</i>	James Tibbles
<i>Pupil premium lead</i>	Michael Taylor & Carla Long
<i>Governor lead</i>	Catherine Hellman

End of Key Stage 2 - Disadvantaged pupil progress scores for last 4 academic years

Subject	2018-19	2017-18	2016-17	2015-16
	<i>7 children</i>	<i>4 children</i>	<i>7 children</i>	<i>3 children</i>
Reading	-3.0	-4.58	4.16	3.15
Writing	-2.7	0.86	2.22	1.01
Mathematics	-4.7	-4.39	-3.93	-0.56

End of Key Stage 2 - Disadvantaged attainment overview for last 4 academic years

Subject	2018-19		2017-18		2016-17		2015-16	
	<i>7 children</i>		<i>4 children</i>		<i>7 children</i>		<i>3 children</i>	
	Expected Standard	Exceeding Standard	Expected Standard	Exceeding Standard	Expected Standard	Exceeding Standard	Expected Standard	Exceeding Standard
Reading	100%	0%	75%	50%	86%	43%	67%	33%
Writing	58%	14%	100%	50%	71%	29%	67%	0%
Mathematics	72%	0%	75%	0%	57%	0%	33%	0%
Combined	72%	0%	75%	0%	43%	0%	33%	0%

Disadvantaged Whole School Attainment 2018-19

Measure (22 children)	Reading	Writing	Mathematics
Meeting year group expectations	86%	68%	73%
Exceeding year group expectations	27%	9%	14%

Strategy Aims for Disadvantaged Pupils 2019 – 2022

Measure	Activity
Priority 1	Ensure all staff (including new staff) receive Maths training and support to enable a consistent approach to the teaching of calculations (with appropriate resources) and ensure challenge for all.
Priority 2	Ensure all staff can support with the progress of reading across Key Stage 1 and Key Stage 2 through the embedding of the accelerated reader program.
Priority 3	Support children in developing resilience skills, to improve mental health and well-being, and promote positive behaviour for learning.
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions.

Teaching priorities for current academic year (2019 – 2020)

Aim	Target	Target date
<i>Progress in Reading</i>	Achieve national average progress scores in KS2 Reading (0)	June 2020
<i>Progress in Writing</i>	Achieve national average progress scores in KS2 Writing (0)	June 2020
<i>Progress in Mathematics</i>	Achieve average national average KS2 Mathematics progress score (0)	June 2020
<i>Phonics</i>	Achieve 100% expected standard in Phonics Screening Check	June 2020
<i>Other</i>	Improve pupil resilience through effective tracking and purposeful support	September 2022

Targeted academic support for current academic year (2019 – 2020)

Measure	Activity
Priority 1	Establish small group maths interventions for disadvantaged pupils falling behind Pupil Progress expectations.
Priority 2	Buy and embed use of Accelerated Reader across all year groups to increase reading for pleasure, ensuring pupils are reading a wide-range of ability appropriate texts.
Barriers to learning these priorities address	Encouraging wider, age appropriate reading and providing appropriate resourcing and guidance for maths interventions
Projected spending	£13,000

Wider strategies for current academic year (2019 – 2020)

Measure	Activity
Priority 1	Research and implement an effective whole school resilience strategy to support pupil resilience, with a focus on effective transitioning into new Key Stages.
Priority 2	Establishing a librarian to ensure that the new library continues to be a purposeful, inspirational reading environment.
Barriers to learning these priorities address	Helping to prepare pupils for the next step in their education. Creating a positive culture of reading
Projected spending	£9,000

Monitoring and Implementation

Area	Priority/Aim	Challenge	Mitigating action
Teaching	Progress in Reading	Ensuring all teaching staff have up to date phonics training and understanding of accelerated reader programme to best support pupils.	Use of staff meetings and additional cover provided by senior leaders.
	Progress in Writing	Writing feedback and moderation is effective and supports pupil progress	Use of staff meetings and additional cover provided by senior leaders.
	Progress in Mathematics	All teaching staff are confident (and have the resources) to teach the calculation policy and are able to effectively use this knowledge to support pupil progress.	Use of staff meetings and additional cover provided by senior leaders.
	Phonics	Effective training and monitoring leads to consistent support for Phonics and early reading.	Use of staff meetings and additional cover provided by senior leaders.
	Other	Staff provide consistent quality programmes to support the development of resilience.	Use of staff meetings and additional cover provided by senior leaders.
Targeted support	Priority 1 – Maths	Ensuring enough effective time is in place for teachers to support small groups and for maths lead to monitor and help provide provision.	Maths lead given time to support and monitor small group teaching
	Priority 2 – Reading	Ensure accelerated reader training is delivered to all members of staff to and consistently used across the school.	Use of staff meetings and additional cover provided by senior leaders.
Wider strategies	Priority 1 – Resilience	Ensuring enough time and resources have been put in place to enable teachers to effectively implement Jigsaw and Jigsaw REST alongside the development of resilience across the school.	Use of staff meetings and additional cover provided by senior leaders.
	Priority 2 - Library	Librarian recruited and trained to understand Accelerated Reader Program to ensure a wide range of appropriate texts.	Support is in place to develop librarian (once recruited) to help develop the effective use of the school library.

Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading and Writing	Dip in results last year. As a result, accelerated reader will be introduced to KS2 to support pupil reading development.
Progress in Mathematics	Worsening of results since last year. As a result, a new calculation policy will be introduced and targeted support put in place for pupils.
Phonics	Exceeded disadvantaged national average however a dip in results from previous years. As a result a specific Phonics leader has been introduced and all staff will receive Phonics training with the aim of 100% of disadvantaged pupils meeting national expectations in 2020.

Pupil Premium Projected Spending Plan 2019-20

Budget £27,380

Spending Area	Impact	Cost
Accelerated Reader	Accelerated reader is implemented across key stage with children reading ability appropriate books and teachers able to monitor pupil's reading progress.	3 year subscription £7000
Accelerated Reader Training and support	Staff have received appropriate training and are able to deliver effective reading support.	£2000
Librarian	Librarian is in place to support with implementation of library and help to ensure library continues to be a place where a love of reading is promoted.	£2000
Phonics training for all staff	New phonics leader ensures all teaching staff have up to date phonics training and understanding of accelerated reader programme to best support pupils.	£1000
Beanstalk readers	3 children a term have designated reading support to help meet expected progress expectations	£1000
Mathematics Resources	Teachers can teach using mathematics resources appropriate to calculation strategy	£2000
Mathematics Training for staff	Maths Subject Leader is up to date with current policies and targeted staff are supported through internal and external CPD.	£1000
JIGSAW REST	Resilience support material is purchased, staff are trained and pupils in Year 2 and Year 6 have a clearer understanding of their own level of resilience.	£1000
ELSA Training and role	Designated member of staff is trained as an Emotional Literacy Support Assistant (ELSA) and provides support for children.	£3000
Relax Kids	Four one to one sessions Two group/ paired sessions	£2000
Residential Visits School year 2018-19	Budget for ½ the cost of residential trips Year 5 Residential Year 6 Residential	£1000
Contingency	Training Resources – e.g. library books, mathematics resources Staff time to monitor effectiveness of strategies implemented.	£4380
		£27,380