



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>

This premium strategy statement was updated on 11.11.2020 for the academic year 2020-21.

School Overview 2019 – 2022

Metric	Data
<i>School name</i>	Bridge & Patricxbourne CEP School
<i>Pupils in school</i>	417
<i>Proportion of disadvantaged pupils</i>	(4.8%) 20 pupils
<i>Pupil premium allocation this academic year</i>	£28,520
<i>Academic year or years covered by statement</i>	2019-2022
<i>Publish date</i>	November 2020
<i>Review date</i>	November 2021
<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	2019-20	2018-19	2017-18	2016-17
	<i>5 children</i>	<i>7 children</i>	<i>4 children</i>	<i>7 children</i>
Reading	N/A	-3.0	-4.58	4.16
Writing	N/A	-2.7	0.86	2.22
Mathematics	N/A	-4.7	-4.39	-3.93

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

Subject	2019-20		2018-19		2017-18		2016-17	
	<i>5 children</i>		<i>7 children</i>		<i>4 children</i>		<i>5 children</i>	
	Expected Standard	Exceeding Standard	Expected Standard	Exceeding Standard	Expected Standard	Exceeding Standard	Expected Standard	Exceeding Standard
Reading	N/A	N/A	100%	0%	75%	50%	86%	43%
Writing	N/A	N/A	58%	14%	100%	50%	71%	29%
Mathematics	N/A	N/A	72%	0%	75%	0%	57%	0%
Combined	N/A	N/A	72%	0%	75%	0%	43%	0%

Disadvantaged Whole School Attainment (April 2020*)

Measure (20 children)	Reading		Writing		Mathematics	
	2019-20	2018-19	2019-20	2018-19	2019-20	2018-19
Meeting year group expectations	85%	86%	85%	68%	85%	73%
Exceeding year group expectations	35%	27%	25%	9%	20%	14%

*Note there was no end of year data for the academic year of 2019/20 due to COVID-19

Strategy Aims for Disadvantaged Pupils 2019 – 2022

Measure	Activity
Strategy 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.
Strategy Priority 2	Ensure all staff can support with the progress of Reading through consistent teaching on Early Reading in Key Stage 1 and the embedding of the accelerated reader program in Key Stage 2.
Strategy 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 consistently use evidence-based whole-class teaching strategies to best support pupils.

Teaching priorities for current academic year (2020 – 2021)

Aim	Target	Target date
<i>Progress in Reading</i>	Achieve at least in line with national average progress scores in KS2 Reading (0)	June 2021
<i>Progress in Writing</i>	Achieve at least in line with national average progress scores in KS2 Writing (0)	June 2021
<i>Progress in Mathematics</i>	Achieve at least in line with national average progress scores in KS2 Mathematics (0)	June 2021
<i>Phonics</i>	Achieve 100% expected standard in Phonics Screening Check	June 2021
<i>Other</i>	Improve pupil resilience through effective tracking and purposeful support.	September 2022

Targeted academic support for current academic year (2020 – 2021)

Measure	Activity
Targeted Academic Priority 1	Ensure effective implementation of the wider maths curriculum for EYFS and Key Stage 1 and 2 through high quality training and resourcing. Pupils who are not on target to achieve expected progress receive targeted support.
Targeted Academic Priority 2	Embed the use of Accelerated Reader across Key Stage 2 and consolidate the reading scheme across EYFS and Key Stage 1, ensuring all pupils have ample access to age and content appropriate books.
Barriers to learning these priorities address	Encouraging wider, age appropriate reading and providing appropriate resourcing and guidance for maths interventions
Projected spending	£12,000

Wider strategies for current academic year (2020 – 2021)

Measure	Activity
Wider Strategies Priority 1	An effective whole school resilience strategy to support pupil resilience has been trialled, reviewed and then used across the school with a focus on effective transitioning into new Key Stages.
Wider Strategies Priority 2	The librarian role is established and impacts on targeted groups of children and the Accelerated Reader system is widened into the key stage 2 curriculum.
Barriers to learning these priorities address	Helping to prepare pupils for the next step in their education. Creating a positive culture of reading throughout the school
Projected spending	£12,000

Monitoring and Implementation

Area	Priority/Aim	Challenge	Mitigating action
Teaching	Progress in Reading	Ensuring all teaching staff have up to date phonics training and understand the Accelerated Reader and EYFS/Key Stage 1 reading scheme.	Use of staff meetings and additional cover provided by senior leaders.
	Progress in Writing	Allowing targeted support for pupils who have not made progress with moderation showing expected 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 wider maths curriculum 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 teaching of 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 and tracking of resilience.	Use of staff meetings and additional cover provided by senior leaders.
Targeted Academic support	Priority 1 – Maths	Ensuring enough effective time is in place for teachers to support small groups and for maths leaders to monitor, resource and help provide provision.	Maths lead given time to support and monitor small group teaching
	Priority 2 – Reading	Ensure accelerated reader and phonics training is delivered to all members of staff and it is consistently used across the school.	Use of staff meetings and additional cover provided by senior leaders.
Wider strategies	Priority 1 – Well being	Ensuring enough time and resources are in place to enable teachers to implement Jigsaw REST alongside the development of resilience across the school. Those pupils who require additional emotional support are able to access appropriate help.	Use of staff meetings and additional cover provided by senior leaders.
	Priority 2 - Library	Librarian helps monitor Accelerated Reader Program to ensure a wide range of appropriate texts are available across the school.	Support in place help develop the effective use of the school library and widen the impact of AR across the school.

Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading and Writing	No end of Key Stage results due to COVID-19. Previous years' dip in results means that embedding accelerated reader and focussing on Key Stage 1 reading scheme will continue to be the focus for the next academic year.
Progress in Mathematics	No data due to COVID-19 but the new calculation policy has been introduced with this academic year focussing on the teaching and resourcing of the wider mathematics curriculum
Phonics	No data due to COVID-19. A Phonics leader has been appointed although specific training for all staff was cancelled due to the pandemic. Internal training will take place early in the next academic year with the aim of 100% of disadvantaged pupils meeting national expectations in 2020.

Pupil Premium Projected Spending Plan 2020-21

Budget £28,520

Item	Impact	Cost	Review
Targeted Academic Priority 1 - Maths			
Mathematics training for staff	Maths Subject Leader is up to date with current policies and staff are supported through internal and external CPD to deliver the wider mathematics curriculum.	£1000	
Mathematics resources	Teachers can teach using mathematics resources appropriate to calculation strategy.	£2000	
Targeted Academic Priority 2 – Reading			
Accelerated Reader	Widen the use of accelerated reader to include year 2 to support KS1 to KS2 transition and ensure challenge for all. Including high interest low ability texts.	£3000	
Speech & Language	Targeted support is in place early for children who require Speech and Language provision which will help as many children as possible access learning	£4000	
Early reading training and resources	Training in phonics and early reading allows pupils to make at least good progress and pupils have a wide selection of books available to support them.	£2000	
Beanstalk readers	3 children a term have designated reading support to help meet expected progress expectations	£1000	
Wider Strategies Priority 1 – Well being			
JIGSAW REST	Time is given for curriculum group leaders to fully implement the program.	£500	
ELSA role	Designated member of staff is trained as an Emotional Literacy Support Assistant (ELSA) and provides support for children.	£2000	
Relax Kids	Four one to one sessions Two group/ paired sessions	£2000	
Residential Visits School year 2019-20	Budget for ½ the cost of residential trips, with additional contingency for a possible increase in pupils eligible. Year 5 Residential Year 6 Residential	£2000	
Wider Strategies Priority 2 – Library			
Librarian	The librarian role raises the profile of reading with the accelerated reader programme extended across the school allowing all children to have multiple opportunities to develop their reading.	£5000	
Total Expected Cost		£28,500	