



Bridge and Patricbourne CE Primary School

Pupil Premium Strategy Statement 2018-2019



Reviewed July 2018

| 1. Summary Information | | | | | |
|------------------------|---|----------------------------------|---------|--|------------|
| School | Bridge and Patricbourne CE Primary School | | | | |
| Academic year | 2018-2019 | Total PP Budget | £29,980 | Date of most recent PP strategy review | July 2018 |
| Total number of pupils | 420 | Number of pupils eligible for PP | 24 | Date of next PP strategy review | March 2019 |

| 2. 2016/17 Data outcomes | | | |
|--|----------------------|----------------------------|----------------------------|
| | School Disadvantaged | School Non – Disadvantaged | National Non-Disadvantaged |
| % achieving GLD in EYFS | N/A | 97% | 73% |
| Key Stage 1 | | | |
| % achieving expected standard in phonics in Y1 | 100% | 98% | 84% |
| % achieving expected standard in phonics in Y2 | 100% | - | 100% |
| % achieving expected standard or above in Reading | 80% | 96% | 79% |
| % achieving expected standard or above in Writing | 80% | 98% | 72% |
| % achieving expected standard or above in Maths | 60% | 96% | 79% |
| Key Stage 2 | | | |
| % achieving expected standard or above in Reading | 86% | 93% | 77% |
| % achieving expected standard or above in Writing | 71% | 96% | 81% |
| % achieving expected standard or above in Maths | 57% | 89% | 80% |
| % achieving the expected standard or above in Reading, Writing and Maths | 43% | 83% | 67% |

| Data outcomes 2017-18: Year Groups (Pupil Premium children achieving end of year expectations or above) | | | |
|---|-------|---------|---------|
| | Maths | Writing | Reading |
| Year 6 | 75% | 75% | 100% |
| Year 5 | 83% | 100% | 100% |
| Year 4 | 75% | 75% | 100% |
| Year 3 | 50% | 50% | 50% |
| Year 2 | 100% | 100% | 100% |
| Year 1 | 100% | 100% | 100% |
| Year R | 100% | 100% | 100% |

| Attendance % | | | |
|---------------|----------------------|----------------------------|-----------------------------|
| | School Disadvantaged | School NON - Disadvantaged | National NON -Disadvantaged |
| Pupil Premium | 96.23% | 97.39% | |

| 3. Barriers to future attainment (for children eligible for PP, including high attainers) | |
|--|--|
| In-school barriers (issues to be addressed at school) | |
| A | Feedback for learning may not be effective |
| B | Low confidence and self-esteem |
| C | Opportunities to extend learning |
| D | SEN needs of disadvantage pupils |
| External barriers (issues which also require action outside school, such as low attendance rates) | |
| E | Working hours impact on opportunities for home learning, lack of parental support for children to attend clubs or transport issues |
| F | Housing, bereavement, marital splits, medical issues, young parents |

To try to overcome these barriers we aim to maximise engagement in learning through supporting vulnerable children’s well-being. We will work to ensure disadvantaged children have access to an extended curriculum through enrichment activities and also through after school clubs. We aim to increase the attainment and progress of our disadvantaged through focussed support in core subjects, cross curricular learning and enrichment activities. We carefully deploy TA support for vulnerable children through targeted interventions, both inside the classroom and as part of intervention groups. We seek to improve the engagement of disadvantaged parents and families to encourage them to support their children’s learning.

| 4. Outcomes (to overcome barriers to future attainment) | | | |
|--|--|--|--|
| | | Desired outcomes | Success criteria |
| A | Feedback for learning may not be effective | <ul style="list-style-type: none"> • Work scrutiny to support teachers to deliver effective feedback that progresses learning • TA training to support development of feedback marking and how to identify individual pupil needs • Monitoring of progress and attainment to support effective feedback marking | <ul style="list-style-type: none"> • Evidence of quality feedback in books • Disadvantaged pupils attain in line with cohort • Pupils make at least good progress across the academic year • Data shows that the difference is diminished between the attainment and progress of PP children and non-disadvantaged pupils nationally • GLD – 100% of PP children to achieve GLD |
| B | Low confidence and self-esteem | <ul style="list-style-type: none"> • Curriculum planning ensures the environment nurtures resilience and early learning behaviours • Robust transition programme which identify barriers early and enables the school to build trusting relationships with families. Improved joint working with preschools will enable sharing of information and best practice. • Carefully planned and resourced routines to enable children to develop key life skills • Leuven scales used to help identify wellbeing • Targeted support through relax kids therapy to develop individual confidence and improve self esteem | <ul style="list-style-type: none"> • Leuven scale for wellbeing shows that children are engaged and happy both in class and at break times and lunch times |
| C | Opportunities to extend learning | <ul style="list-style-type: none"> • Planning will ensure there are cross curricular opportunities to allow pupils to actively learn • Targetted feedback will provide opportunities for disadvantaged pupils to develop thinking and extend learning • Monitoring will support teachers to develop opportunities for children to show greater depth understanding | <ul style="list-style-type: none"> • Higher rates of attainment and progress are achieved across the school in English and Maths to diminish the difference between the attainment and progress of PP and non-disadvantaged pupils nationally. • Data shows that the difference is diminished between the attainment and progress of PP children and non-disadvantaged pupils nationally |

| | | | |
|----------|--|---|---|
| D | SEN needs of disadvantaged pupils | <ul style="list-style-type: none"> • Specific targeted programmes identify level of need and bespoke programmes which will ensure progress in key skills • Improved oral language skills for identified pupils Speech link, language through colour and bespoke Language programmes • Continuation and embedding of vocabulary rich curriculum and talk for writing strategies to improve quality first teaching. Embedding and development of method for teaching writing across the school. • Focus on spelling in all phases to raise the quality of pupils writing. Training delivered to staff and parents on spelling strategies. • Targeted mathematics support across all key stages and EYFS to support concept of mathematics and develop practical understanding of the subject | <ul style="list-style-type: none"> • To deliver a structured programme of targeted intervention in Literacy and Numeracy across the school for children at risk of underachieving at Key Stage 1 or Key Stage 2 • Speech link support disadvantaged pupils to ensure language skills are at the age appropriate level |
| E | Working hours impact on opportunities for home learning, lack of parental support for children to attend clubs or transport issues | <ul style="list-style-type: none"> • Targeted support books to be provided for all Year 3-6 disadvantaged pupils to support parent learning at home • Workshops in maths and English to help parent understanding of how to support pupil learning and at home. • Teachers plan and deliver educational visits that provide pupils with extra learning opportunities financed by the school • All disadvantaged pupils to represent the school at least one out of school event | <ul style="list-style-type: none"> • Parents are informed about how best to support learning at home and given age appropriate resources and strategies to do so • All disadvantaged pupils afforded the opportunity to represent the school |
| F | Attendance , historically PP children have had a higher PA rate | <ul style="list-style-type: none"> • Attendance is consistently high • Reduce the number of persistent absentees among pupils eligible for PP • Attendance for the children is in line with national at 96% • Intervention exit data shows progress being made • Termly data collection shows progress in line with peers | <ul style="list-style-type: none"> • Attendance for the PP children is in line with national at 96% • Parents are able to be supported in maintaining their children's good attendance and learning |

5. Spending

During 2018-19 we are planning to spend this pupil premium money on:

- Quality first teaching and personalised feedback
- Targeted provision delivered by class teachers and teaching assistants
- Subscription to Phonics Play website for classroom use
- Personalised and individualised targets
- Attendance monitoring
- TA support for planned interventions
- Beanstalk readers to ensure regular reading opportunities
- Relax kids sessions to develop personal confidence and well-being
- Subsidising school trips/school clubs/enrichment activities
- Providing items of school uniform
- Learning resources for use both in school and to support learning at home
- Subscriptions to language link to ensure language skills are assessed and appropriate targeted support is in place – including recommendations for parents
- My Maths and Phonics Play subscriptions to provide platforms for support at home
- Pupil Premium Champions to implement and coordinate support for all disadvantaged children
- Parental and community engagement and workshops
- Training for intervention TAs
- First Aid training for all staff
- Educational Psychologist