

Pupil premium strategy / self-evaluation (primary, middle) Autumn 2019

1. Summary information					
School	Bryning with Warton St Paul's CE Primary School				
Academic Year	2019/20	Total PP budget		Date of most recent PP Review	Dec 18
Total number of pupils	78 (Jul 19)	Number of pupils eligible for PP	53	Date for next internal review of this strategy	Dec 19

2. Current attainment	
	<i>Pupils eligible for PP (your school) 2019 results</i>
% achieving expected standard or above in reading, writing & maths	50%
% making expected progress in reading (as measured in the school)	70%
% making expected progress in writing (as measured in the school)	50%
% making expected progress in mathematics (as measured in the school)	70%

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Less support at home
B.	Poor and underdeveloped language and communication skills
C.	Lack of confidence in own abilities resulting in lack of resilience
D.	Higher incidence of social, emotional and behavioural difficulties
E.	Complex family issues and family structures
F.	Frequent house/ school moves resulting in high transience
G.	Lack of financial or other security
H.	Multiple issues within single families
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>	
D.	Some low attendance rates with identified families

4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	Increased resilience and motivation to aim high	More effective engagement in all lessons leading to higher attainment across the school
B.	Increased language ability and experience of high quality communication	Communication skills are more secure leading to raised standards
C.	Increased support for social and emotional issues both in school and outside school	Children will be able to demonstrate higher resilience and abilities to cope when in new and stressful situations. There will be less conflict between children and they will develop strategies to effectively resolve disagreement
D.	Increase attendance rates for identified families	Higher attendance across identified families leading to higher attainment and better engagement between home and school

5. Review of expenditure	
Previous Academic Year	2018-2019

Lunchtime nurture activities	TA 2b 6.25 hours	<ul style="list-style-type: none"> Small group craft and learning activities for children who are not coping in unstructured time 	<ul style="list-style-type: none"> Behaviour issues at lunchtime will be reduced Social isolation at lunchtime reduced Children who are struggling at lunchtime for whatever reason can have someone to one support 	<ul style="list-style-type: none"> Behaviour issues at lunchtimes have significantly reduced Children have been able to self refer as well as be referred by adults working with them Improved coping strategies for children in unstructured times Children have been able to use this as a homework club as well when they have experienced problems in completing homework at
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			This is a successful strategy which has helped a number of children experiencing difficulties at lunchtimes and will be continued	
Additional Class TAs	TA2b 16.00 hours	<ul style="list-style-type: none"> • Support learning in class • Give pastoral support • Support with homework etc • Liaison with parents re issues impacting on education 	<ul style="list-style-type: none"> • Individual support for learning will be available according to need • Liaison with parents will be completed expediently and will have an impact on learning • Pastoral support will be available for children experiencing difficulties 	<ul style="list-style-type: none"> • Support for individual children has resulted in higher achievement • Support for identified children with social and emotional problems has ensured better engagement with learning • Exclusions have been reduced and permanent exclusion prevented
			This strategy will be continued as it has proved to be successful in providing pastoral support for children in classes and will be continued as finance allows	
Intervention TA	TA2b 13 hours per week	<ul style="list-style-type: none"> • Specific English and maths interventions with identified children • Assessing progress • Liaising with class teachers re achievement • Providing information for pupil progress meetings 	<ul style="list-style-type: none"> • Children will be identified for additional support expediently • Children will be assessed individually and put on tailored programmes of study • Children will make rapid progress in basic skills • This will impact positively on achievement in class 	<ul style="list-style-type: none"> • All children included in intervention programmes run by intervention TA made accelerated progress in basic skills
			This strategy will be continued as it has proved to be successful, having a positive impact on the progress of identified children	
Booster classes particularly targeting children with Pupil Premium	Each morning in English and Maths	<ul style="list-style-type: none"> • Boosting attainment in Years 5 and 6 • Closing gaps • Identifying issues and ensuring achievement 	<ul style="list-style-type: none"> • Children will be supported and challenged at the level they need • Small groups will allow for more focussed 	<ul style="list-style-type: none"> • Increased performance in terms of attainment and progress for identified children • Increased confidence and preparation for KS2 SATs.

			<ul style="list-style-type: none"> individual support Increased tracking will inform planning and future teaching There will be a positive impact on achievement 	<ul style="list-style-type: none"> Tracking demonstrates accelerated progress for identified children in both English and Maths
			<p>This strategy will be continued and where possible put in place from the beginning of the year in order to maximise both attainment and progress</p>	
Additional support in Reception class	TA3 15 hours per week	<ul style="list-style-type: none"> Enable good induction Identify and facilitate early support Liaise with parents Home visits with class teacher 	<ul style="list-style-type: none"> Good relationships will be built with all parents There will be early identification of issues which can be supported easily Gaps in learning will be identified and can be planned for within teaching and learning There will be additional role modelling for all children, with a particular focus on modelling learning behaviour for disadvantaged children who have not had this modelled for them prior to being at school There will be a positive impact on achievement at the end of Reception class 	<ul style="list-style-type: none"> The strategy provided for some consistency across the whole week Children had an additional person who was a constant adult within their learning Induction of new staff was enabled due to the high quality of TA within the class Children were able to make steady progress throughout the year Home visits ensured that additional information about children and their learning was gained and good relationships were made with parents from the start.
			<p>This strategy was useful and will be planned in again.</p>	

Additional enrichment activities at lunchtimes	Streetwise activities	<ul style="list-style-type: none"> • Additional activities provided at lunchtimes to widen opportunities for children – Dance, drama, archery, sports etc • Provides links with the community and a way in to community activities out of school • Concentrates on social issues between children and developing strategies to manage issues 	<ul style="list-style-type: none"> • Good relationships with community partners • Increased resilience for the children • Increased awareness of strategies to manage social interaction • Wider opportunities for children 	<ul style="list-style-type: none"> • This was a popular strategy which reached out to a wider circle of children than previously • Very good relationships were built between school and local community groups providing consistency in approach both within and outside school • Children who had not previously engaged with additional activities had become involved • Uptake has increased over the year
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6. Planned expenditure

Academic year

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
High teacher pupil ratio within classes	Raised attainment and progress	Children will get more individual support	Monitoring of teaching, learning, progress and attainment	HT	July 2020
Lunchtime nurture activities	Improved behaviour/ concerns at	Children have often referred themselves to the group as a known strategy	Monitoring of issues at lunchtimes	HT	July 2020

	lunchtimes				
Total budgeted cost					£38,000
ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Booster classes particularly targeting children with Pupil Premium	Raised attainment and progress	Data comparison between pupil premium children and non pupil premium children	Monitoring of teaching, learning, attainment and progress through tracking and pupil progress meetings	HT	July 2020
Intervention TA	Support for children falling behind in basic skills	Some children are falling behind due to barriers to learning	Monitoring of teaching, learning, attainment and progress through tracking and pupil progress meetings	HT	July 2020
Total budgeted cost					£11,000
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Additional support in Reception class	Raised attainment in EYFS and KS1	Children arrive in school with levels of attainment well below what would be expected for their age	Monitoring of teaching, learning, attainment and progress through tracking and pupil progress meetings	HT	July 2020
Additional enrichment activities at lunchtimes	Access to enrichment activities	Pupils tell us they do not have access to such kinds of enrichment often due to financial reasons	Monitoring of the range of activities and the take up especially for the hard to reach children/ families	HT	July 2020
Provision of milk to pupil premium children	Boost nutrition for children	Many of our pupils are in low income families who struggle to provide consistently nutritious	Monitoring of take up for milk scheme throughout the school	HT/ Bursar	July 2020

		meals			
Subsidising of additional activities/ uniform and equipment	All children have the correct uniform and equipment and have access to all activities	Pupils sometimes arrive in school with inappropriate uniform or equipment and parents sometimes explain they struggle to pay for additional items	Monitored on an individual basis according to need	HT	July 2020
				Total budgeted cost	£18,500

