



Pupil premium strategy statement Bawdsey CEVC Primary School

1. Summary information- *There is a more in-depth Pupil Premium statement within school for Governors, SEO and external monitoring which identifies cohorts of pupils. This is also why it is not published on the Ofsted Dashboard.*

School	Bawdsey CEVCP School				
Academic Year	2017-2018	Total PP budget	£15,875.10	Date of most recent PP Review	Nov 2017
Total number of pupils	48 Rec>yr6	Number of pupils eligible for PP	8= 19%	Date for next internal review of this strategy	Feb 2018

2. Current attainment

Unfortunately, due to small cohorts we are unable to include attainment as it may identify individual children within the school.

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	SEND influencing learning such as dyslexic tendencies not enabling chn to achieve working at the appropriate levels Nationally, due to the Key Performance Indicator requirements which were not in place when the pupils were assessed for their KS1 SATs or for the EYFS results.
B.	Identified pupils with poor basic number skills, low confidence and resilience in maths work.
C.	Differences from working with levels to working with assessing age expectation. Changes in expectations e.g. spelling requirement not present before.

External barriers *(issues which also require action outside school, such as low attendance rates)*

D.	Poor home learning environment is an issue with some pp chn. Chn unable to access wider external learning experiences, such as visits and trips. Support to be in place in school to support this issue from home.
E.	Social and emotional needs due to home issues.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Selected chn to achieve their expected progress in each year group. Teacher assessment, non-statutory testing and moderating with local schools to ensure our assessments are triangulated and accurate. Pupil progress meetings, interventions and SMART targets to enable pupils to achieve their expected progress.	Moderation agrees age expectations given. Testing and teacher assessment triangulate the assessments given. Pupils achieve SMART targets. Pupils make expected progress. Gap between disadvantaged and non-disadvantaged minimised.

B.	Use assessments to identify any gaps and check planning is catering for this gap for the 2018 cohort.	Test papers are investigated and then planning/ teaching shows gaps being addressed. Achieving the best results for PP pupils.
C.	Selected Chn being monitored and supported to maintain their expected progress. Support and monitoring for staff with writing expectations.	Regular monitoring of selected chn, quality first provision and supported groups/ 1:1. Staff training and support.
D.	PP Chn with poor learning environments/ opportunities at home are compensated for within school with support and with additional help. For e.g. being first on the reading lists and in targeted small group work.	Homework club, developing learning atmospheres in classes and between the chn. Extra reading opportunities within school. Financial help to access trips, music tuition in school and a wide range of free after school clubs.
E.	Pupils encouraged and supported to build their resilience in school work. Use of ELSA TA to support pupils to be able to talk about their feelings in a controlled way and acknowledge problems can be solved.	Children have access to professional support. Children can vocalise their problems with staff and peers. Pupils trying more with work in class.

5. Planned expenditure					
Academic year	2017-2018				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A/ B/ E	To use effectively an additional member of staff with selected pupils.	Teaching and learning toolkit. Reducing class sizes. Moderate impact for a high cost a potential 3 month gain and gap decrease.	Monitor assessments half termly and through lesson observations.	RR/ FS	New financial year.
A/ B/ C/ E	To have more focused and consistent feedback and marking.	Teaching and learning toolkit. Very high impact for low cost a potential 9-month gain.	Monitoring and book scrutinies. SEO support and moderation with local schools for books. All teachers working in line with marking policy. Feedback is specific and responded to next steps by pupils.	KB- all staff to follow.	Termly
A/ B/ C/ D/ E	Homework focused on targets from lessons.	Teaching and learning toolkit. Very high impact for low cost and a potential gain of 5 months.	Homework checks in classes. Homework help given in club. Reading happening in school if home does not support this.	KB- all class teachers.	September 2018
A/ E	To increase chn's resilience with clear behaviour expectations and supportive classroom environments.	Teaching and learning toolkit. Moderate impact for moderate cost and a potential gain of 3 months.	Learning walks. SEO visits and learning walks. Class observations. Pupil perception interviews. Governor monitoring visits.	KB	September 2018
A/ C/ D	To use effectively an additional member of staff with selected EYFS pp pupils.	Teaching and Learning toolkit. Focusing support for EYFS PP pupils. Moderate impact for high cost a potential 5 month gain and gap decrease.	Monitoring of EYFS pupil assessments and progress. Learning walks. SEO visits and learning walks. Class observations. Governor monitoring visits.	KB and KS	New financial year.
Total budgeted cost					£10,696

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A/ B/ C/ D	Intervention programs and techniques taught to enable success. E.g. Nesy, apples and pears, use of ACE dictionary.	Individualised instruction on the Teaching and learning toolkit. Moderate impact for moderate cost and a potential gain of 3 months.	During pupil progress meetings, there are SMART targets and they are being achieved.	KB all class teachers.	6 weekly reviews in PP meetings.
A/ D/ E	Pupils with difficult home environments having time with ELSA trained TA to have chance to talk and build confidence and resilience.	Oral language interventions. Teaching and learning toolkit. Moderate impact for low cost and a potential gain of 5 months.	Pupils having ELSA interventions are making expected progress.	JD/ SENDCo and KB	Termly.
A	Pupil progress meetings have Disadvantaged pupil's SMART targets in place for those not achieving expected progress.	Individualised instruction on the Teaching and learning toolkit. Moderate impact for moderate cost and a potential gain of 3 months.	During pupil progress meetings, there are SMART targets and they are being achieved.	KB and all teachers	6 weekly reviews in PP meetings.
Total budgeted cost					See above
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A/ B/ C/ D	Parental involvement.	Teaching and learning toolkit. Moderate impact for moderate cost and a potential gain of 3 months.	Teacher's to share chn's targets with parents. Parent/ guardian meetings termly and on an as needed basis. Financial help for trips in class.	KB	September 2018
A/ B	Staff inset	Staff to be trained in teaching maths scheme- which is a more practical maths strategy and may help selected pupils. Also, assessment and moderating meetings. Teaching and learning toolkit. Mastery learning. Moderate impact for low cost and a potential gain of 5 months.	Tracking selected pupils results and their resilience and opinion of maths. Teachers targeting selected pupils in raising their KPIs using meetings.	All teachers	February 2018
Total budgeted cost					£1175.00

6. Additional detail

As well as intervention programmes and additional support staff employed, the pupil premium grant is used to support pupil premium children attending extra-curricular activities like specialised music tuition, breakfast club, after school clubs, school trips and medical/ unexpected family costs needing financial assistance for the child to be in line with school expectations (e.g. uniform). This supports the families and the pupils' emotional, behavioural and academic and wider learning.

Additional resources:

Specialist music tuition weekly £1,776

County Wider opportunities music tuition Brass- weekly £435

School trips based on each child having £10 a term- £300

Breakfast club -£855.60

After school activity clubs e.g. art -£462

Medical and professional diagnostic costs e.g. colour spectrum testing and glasses £210

Total of additional resources: £4,038.60

Summary of expenditure:

Total of additional resources: £4,038.60

Total for tuition groups/ additional TA and intervention time recorded above in 'Quality of teaching for all', 'Targeted support' and 'Additional support: £11,871

Total spend at Bawdsey: £15,909.60

Pupil Premium grant given to Bawdsey: £15,875.10

7. Review of expenditure

Previous Academic Year 2016-2017

Unfortunately, due to small cohorts we are unable to include attainment as it may identify individual children within the school. It is also not published on the Ofsted Dashboard.

One to One provision/ tutoring: £1000
Tuition groups/ additional teaching: £9500
Reading Recovery: £1600
Intervention Support: £2850
School visits: £540
Breakfast club: £350

Total: £15,840

22% eligible pupils

Total Pupil premium received: £15,840