

# Bishop Bridgeman C.E. Primary School Pupil Premium Strategy

Summary information									
School	Bishop Bridgeman C.E. Primary School								
Academic Year	2019-20	Total PP budget	£180,840	Date	Sept 2019				
Total number of pupils	477	Pupils eligible for PP	139	73 Boys PP	53 %	65 Girls PP	47 %	SEN PP SEN EHCP 1	(%) 0.7%
Current attainment 2019									
			<i>Pupils eligible for PP (school)</i>			<i>Pupils not eligible for PP (national average)</i>			
% achieving expected standard or above in reading, writing & maths			77% (GDS 14%)			71% (GDS 13%)			
% making expected progress in reading			+2.23			+0.3			
% making expected progress in writing			+0.8			+0.2			
% making expected progress in mathematics			+5.65			+0.3			
Barriers to future attainment									
Academic barriers									
A.	Children's limited language and levels of oracy on entry to school.								
B.	Pupils limited aspirations								
C.	Securing basic skills in writing particularly with sentence composition and spelling.								
D.	Poor social and emotional skills								
Additional barriers <i>(issues which also require action outside school)</i>									
E.	Lack of parental engagement and support from home								
F.	Levels of skills from parents in supporting their child/ren at home e.g. reading, homework								
Intended outcomes									
A.	To maintain standards of pupil premium pupils attainment in phonics at end of Year 1.								
B.	To continue to increase the number of pupil premium children able to write at the expected standard at end of key stage one and two.								

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<b>C.</b>	Increase the number of pupil premium children able to reach the higher standards in reading at the end of key stage one and key stage two.
<b>D.</b>	To maintain overall attainment for pupil premium children at the higher standards, so that the percentage of pupils for reading, writing and maths at the higher standard is close to national expectations.

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Success Criteria				
Criteria	Evidence	Autumn evaluation	Spring Evaluation	Summer Evaluation
To maintain the percentage of disadvantaged pupils meeting expected standard in phonic screen check to be at least in line with national figures of 84% (school 2019 - 85%).	Internal data Mock phonic screens Phonic screen check IDSR/ASP/SPS Pupil progress meetings	Disadvantaged children are targeted for additional sessions based on rigorous and frequent support assessments in phonics.	72% of disadvantaged on track to pass the phonic screen test.	Due to school closures of 20.3.20, formal summer assessments did not take place. However, on the return from June 1 <sup>st</sup> 2020 leaders prioritised the teaching of phonics for the Year 1 cohort. 55% were on track to pass a phonic screen if complete at the end of the academic year.
At end of key stages, to maintain increased proportions of disadvantaged pupils to meet ARE in writing, to be at least in line with national other pupils, KS1 73%, KS2 83% (school 2019 - KS1 74%, KS2 82%).	EOKS outcomes Internal data Moderation evidence IDSR/ASP/SPS Pupil progress meetings	Writing KS1 - Disadvantaged children are targeted for additional writing intervention sessions based on rigorous and frequent assessment of writing.  20% of children on track to meet ARE or above.	KS1 – 38% of children on track to meet ARE or above.  KS2 – 70% of children on track to meet ARE or above.	End of key stage assessments did not take place. Spring term data was used for reporting of attainment during summer term.
At end of key stages increase proportions of disadvantaged pupils to meet GDS in reading, to be at least in line with national other pupils KS1 28%, KS2 31% (school 2019- KS1 13%, KS2 36%).	EOKS outcomes Internal data Moderation evidence IDSR/ASP/SPS Pupil progress meetings	Reading KS1 Disadvantaged children are targeted for additional reading intervention sessions based on rigorous and frequent assessment of reading.  KS2 20% of children on track to meet ARE or above.	KS1 0% of children on track to meet ARE or above.  20% of children on track to meet ARE or above.	End of key stage assessments did not take place. Spring term data was used for reporting of attainment during summer term.
At end of Key Stage 2 to maintain the increase of the proportion of pupils achieving the higher standard for	EOKS outcomes Internal data Moderation evidence IDSR/ASP/SPS	0% of children on track to meet ARE in combined subjects.	15% of children on track to meet ARE in combined subjects.	End of key stage assessments did not take place. Spring term data was used for reporting of attainment during summer term.

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reading, writing and maths combined to be in line with national averages 13% (school 2019 - 14%).	Pupil progress meetings			
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Quality of teaching for all	Planned expenditure			Total budgeted cost:		£110,826.72
	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?
	<p>Additional Staffing: Increase in staffing in identified year groups - additional TA2 with SEN in Reception, Year 3 and 5, two additional x TA4's in Year 6.</p> <p>Provision includes:</p> <ul style="list-style-type: none"> <li>• Program of interventions for identified children to be delivered before and after school in all year groups.</li> <li>• Deliver English and Maths skills lessons in small differentiated groups from Years 2-5 – developing key skills and knowledge.</li> <li>• Use PIXL QLA's to track children's progress and attainment and identify gaps in learning.</li> <li>• Deliver high quality interventions enabling accelerated progress.</li> <li>• To deliver high quality 1:1 reading sessions for those needing additional support.</li> </ul> <p style="text-align: right;"><b>(£100,337.72)</b></p>	<p>To increase the number of pupil premium children able to write at the expected standard at end of key stage one and two.</p> <p>Increase the number of pupil premium children able to reach the higher standards in reading at the end of key stage one and two.</p> <p>All PP children are confident writers, readers and mathematicians who show resilience when</p>	<p>Phonic intervention gives moderate impact for very low cost, +4 months progress (EEF Toolkit)</p> <p>Reading comprehension strategies give high impact for very low cost, with extensive evidence and +6 months progress (EEF Toolkit)</p> <p>Small group tuition gives moderate impact with moderate costs, +4 months (EEF Toolkit).</p>	<p>Monitoring Staff CPD Data analysis</p>	<p>HH/ VP/ CB</p>	<p>25<sup>th</sup> November 2019</p> <p>16<sup>th</sup> March 2020</p> <p>15<sup>th</sup> June 2020</p>
	<p>Diagnostic tools: To track progress and outcomes using PiXL online tool, which enables tailored intervention programs to be developed through question level analysis and other diagnostic tools.</p>		<p>Utilising Pixl to support reading, reading comprehension strategies can give high impact +6 months, for low cost based on</p>	<p>Monitoring Staff CPD Data analysis</p>	<p>HH/OMc/CB/VP/SR</p>	

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	<b>(£2,950)</b>	working on age related content.	extensive evidence (EEF Toolkit).			
1:1 Tuition: Individual tuition for identified pupils in year 6 after school hours.	<b>(£6,175)</b>		One to one tuition gives moderate impact of +5 months for high cost, with extensive evidence (EEF Toolkit).	Data analysis	CB/HH	
Revision materials: Purchasing of new revision materials to support pupils in year 2 and year 6.	<b>(£1,364)</b>		Resources for reading interventions shows to have high impact for low cost, +6 months (EEF Toolkit)	Data analysis	CB/VP	

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Planned expenditure		Total budgeted cost:			£44,279.00
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?
<p>Additional Staff: Learning mentor.</p> <ul style="list-style-type: none"> <li>• Learning Mentor role in school to further enhance home school links.</li> <li>• Promote home school links through various events and coffee mornings. (see school calendar of events)</li> <li>• Offer a range of parent workshops throughout school.</li> <li>• Have free access to Breakfast Club.</li> <li>• Develop strategies for punctuality and attendance for vulnerable groups.</li> <li>• To support and coordinate access to free school breakfast club.</li> <li>• To develop and offer SEMH support for vulnerable pupils.</li> <li>• To embed a curriculum that includes and reflects the importance of health and well being.</li> <li>• Develop staff knowledge of SEMH issues and how they can identify and support these.</li> </ul> <p style="text-align: right;"><b>(£28,516.00)</b></p>	<p>Ensuring social and emotional needs of all children are met so that outcomes at EOKS are in line with national averages.</p>	<p>30.4% of pupils are FSM ever 6 compared to 23.5% nationally.</p> <p>Learning mentor to deliver interventions to support pupils social and emotional learning. EEF states that this has moderate impact with moderate cost, +4 months.</p> <p>EEF research shows that breakfast clubs that offer pupils a free and nutritious meal before school can boost reading, writing and maths results by the equivalent of two months' progress over the course of a year, according to the results of a randomised controlled trial.</p> <p>Increase in parental engagement can give moderate impact with moderate cost based on moderate evidence with +3 months progress (EEF toolkit)</p>	<p>Performance management Data analysis/EOKS outcomes Attendance monitoring Parent meetings</p>	<p>HH/K Breen/BI</p>	<p>25<sup>th</sup> November 2019</p> <p>16<sup>th</sup> March 2020</p> <p>15<sup>th</sup> June 2020</p>

Targeted support

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<p>Additional Staffing in Breakfast Club: Additional staff in breakfast club of 2 TA1's.</p> <p style="text-align: right;"><b>(£4,169)</b></p>	<p>Support given to vulnerable families to ensure a positive start to the school day, to increase the number of children achieving outcomes at EOKS which are in line with national averages.</p>	<p>EEF research shows that breakfast clubs that offer pupils a free and nutritious meal before school can boost reading, writing and maths results by the equivalent of two months' progress over the course of a year, according to the results of a randomised controlled trial.</p>	<p>Timetabling Identified children and families have access to staff support during breakfast club</p>	<p>HH/KB BI/SW/TMc</p>	
<p>Behaviour support: Support for identified pupils to develop social skills and interaction. Aspire to support in school 1 day per week and deliver CPD to staff.</p> <p style="text-align: right;"><b>(£6,594)</b></p>	<p>Support given to children with social, emotional and behavioural difficulties and offer staff and children strategies to overcome any barriers to learning.</p>	<p>Behaviour interventions can give moderate impact with moderate costs with +3 months progress (EEF Toolkit).</p>	<p>Early Help records Personal Plans CPOMS records</p>	<p>HH/KB</p>	
<p>Education Psychologist: Expert advice to support pupils and teachers in meeting diverse needs.</p> <p style="text-align: right;"><b>(£5,000)</b></p>	<p>Specialist assessments undertaken to support and advise in the implementation of strategies to overcome any barriers to learning.</p>	<p>Behaviour interventions can give moderate impact with moderate costs with +3 months progress (EEF Toolkit).</p> <p>Support given focusing on social and emotional learning can give moderate impact with moderate costs with +4 months progress (EEF Toolkit).</p>	<p>Early Help records Personal Plans CPOMS records</p>	<p>HH/KB</p>	

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Planned expenditure		Total budgeted cost:			£25,734.28
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?
Enrichment to raise aspirations: <ul style="list-style-type: none"> <li>• Increase opportunities for outdoor learning through ECO days.</li> <li>• Enhance outdoor provision and school grounds to enhance learning outdoors.</li> <li>• Fund residential events and trips.</li> <li>• Fund opportunities from the school bucket list “100 things...”</li> <li>• Develop school Super Learning Weeks and Super Learning Days (e.g. Developing Aspirations “Little People, Big Dreams” Design and Technology, Performing Arts, Eid, Diwali, Poetry, Sports and STEM days).</li> <li>• Increase links with wider community, including charities, agencies, and clubs.</li> </ul> <p style="text-align: right;"><b>(£3,641.52)</b></p>	Extended and enriched experiences given to children to support academic achievement and social interaction.	EEF toolkit states that outdoor adventure learning is moderate cost with moderate impact of +4 months.	Curriculum enrichment records	HH	25 <sup>th</sup> November 2019  16 <sup>th</sup> March 2020  15 <sup>th</sup> June 2020
Extra-curricular clubs: <ul style="list-style-type: none"> <li>Gossip Club</li> <li>Debating Club</li> <li>Cookery Club</li> <li>Homework Club</li> <li>Eco Club</li> <li>Ethos club</li> <li>Junior Leadership Team</li> <li>Radio Club</li> <li>Cheerleading Club</li> <li>Reading Club</li> <li>Keep Fit</li> <li>Netball</li> <li>Football</li> <li>Yoga and Mindfulness</li> </ul> <p style="text-align: right;"><b>(£1820,76)</b></p>	Extended and enriched experiences given to children to support academic achievement and social interaction  Pupils have a happy and settled experience during their time at school. They will develop their social communication, play skills and develop positive relationships.	Increased opportunity to develop levels of oracy. Evidence from EEF toolkit shows that there is moderate impact for very low cost, +5 months (EEF Toolkit).	Timetabling Feedback from pupils	HH	

Other approaches



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	<p>Commando Joes, Instructor led program, whole school</p> <p>This is a character learning journey, which encourages children to think critically, develop resilience, work as part of a team, perform challenges, and take on leadership roles.</p> <p style="text-align: right;"><b>(£12,500)</b></p>	<p>To develop skills such as team work, leadership, communication, problem solving and resilience. To transfer skills into other aspects of their life and across other subjects.</p>	<p>A study conducted by academics at Swansea University found that Commando Joes as a whole strategy enhances educational and behavioural outcomes. The report, published in Archives of Exercise in Health and Disease, says that, compared to schools without intervention, pupils in schools employing Commando Joe’s instructors showed these improvements after just three months: higher Maths and English scores, greater improvements in positive behaviour, greater reductions in hyperactive and irritable behaviour. After six months, results showed improved attendance.</p>	<p>Attainment for identified groups</p>	<p>HH/CF</p>	
	<p>Specialist music teaching: Specialist teaching of music in KS1, Year 3 and 4 alongside class teacher.</p> <p style="text-align: right;"><b>(£7,772)</b></p>	<p>Extended and enriched experiences given to children to support academic achievement across a range of subjects.</p>	<p>Arts participation can give up to 2 months progress for low cost based on moderate evidence (EEF Toolkit)</p>	<p>Timetabling Performance records Data analysis</p>	<p>HH/LL</p>	