

Pupil Premium Strategy Statement for Bridport primary School

1. Summary Information					
School	Bridport Primary				
Academic Year	2016/2017	Total PP budget	£75,120	Date of most recent PP Review	June 2017
Total number of pupils	399	Number of pupils eligible for PP	59	Date for next internal review of this strategy	June 2018

2. Attainment and Progress 2017				
Based on 10 pupils	Attainment of Pupils eligible for PP (our school)	Progress of Pupils eligible for PP (our school)	Attainment of Pupils not eligible for PP (N/A)	Progress of pupils not eligible for PP (national average)
Reading	60% Exp 10% GD	-1.7	77% Exp 29% GD	0.4
Writing	70% Exp 10% GD	0.1	81% Exp 21% GD	2.0
Maths	50% Exp 0% GD	-2.2	80% Exp 27% GD	-0.2
RWM	30% Exp 0% GD	-2,0	61% 47% (PP)	
<p>The attainment gap between the disadvantaged and the national average is closing rapidly at KS2 in writing (45% to 11%), Science (41% to 6%) and is narrowing in Maths (42% to 30%) and GPS (22% to 12%). There is further to go to close the gap to the non-disadvantaged.</p> <p>In terms of progress:</p> <p>Reading has moved from -2.24 to -1.7</p> <p>Writing has moved from -7.99 to +0.1</p> <p>Maths has moved from -4.61 to -2.2</p> <p>The GPS gap is positive at +4</p> <p>The R/W/M combined score has risen by 8% this year.</p> <p>We aim to achieve progress scores closer to Writing and GPs in Reading and Maths.</p>				

Pupil Premium Strategy Statement for Bridport primary School

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Early communication Language and Literacy/Speech and Language/Reading
B.	Maths progress (girls in maths particularly higher ability)
C.	Raising expectations for this group/understanding prior attainment
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Attendance between 90%-96%
E.	Parental Liaison and further improving engagement

4. Desired outcomes (desired outcomes and how they will be measured)		Success Criteria
A.	Communication Language and Literacy/Speech and Language/Reading/Phonics	A phonics result for disadvantaged pupils at above National (81%). Ensure all EYFS pupils who need additional support receive this immediately.
B.	Maths progress (girls in maths particularly higher ability)	All upper ability girls (4) in year 6 will work towards the higher standard with 50% (2) reaching GD.
C.	Raising expectations for this group/understanding prior attainment	All staff will have the knowledge and confidence to set challenging targets based on prior attainment.
D.	Attendance between 90%-96%	Reducing current 54% absence of PP students of between 90% and 96%.
E.	Parental Liaison and further improving engagement	A Disadvantaged Champion will be in post

Pupil Premium Strategy Statement for Bridport primary School

		100% of all Dis families will attend parental consultations (champion follow up to ensure this happens) and be helped to understand appropriate expectations.			
5. Planned expenditure					
Academic Year	2016/2017				
The three headings below enable the school to demonstrate how we 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?
B. Improving progress in maths for higher achieving pupils	EYFS/Yr1 – targeted maths training in Early years’ practise	Evidence of mastery approaches impacting on student outcomes and closing the gap for pupils.	MLT shared project	Sally Rowe (maths lead)	Ongoing assessments and INSET with MLT colleagues – expectation of data collection and planning scrutiny throughout.
	NCETM/Jurassic project for Years 1-6 on improving mastery teaching through improved planning and teacher knowledge	Currently our students achieve less well in maths than we would expect.	All schools signed up to and committed to 2-year programme.	Adam Gough (DHT and strategic lead for maths across school this year/NPQH focus)	

Pupil Premium Strategy Statement for Bridport primary School

	SSIF – Yr5 and 6 targeted mastery approaches (full training and development of maths lead/coaching of teachers)		Standardized tests will benchmark and support ability to track improvements over time.		
C. A greater understanding by all staff of prior attainment of Dis pupils leading to the setting of higher expectations.	Significantly greater sharing of specific data and detailed conversations based on FFT.	FFT provides us with more information than our own internal tracking system which enables us to look at coverage but has less built in data.	Through PDR setting Progress meetings and regular assessment discussions with senior staff. Access to relevant information on FFT	Adam Gough (DHT) Debbie Brown (HT)	At each PDR review point and progress meetings through the year.
Total budgeted cost					£10,357
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. Communication/speech and language issues will be addressed early in the child's time at BPS	Talk Boost delivered to all pupils and to targeted smaller groups within EYFS Speechlink assessments carried out on Dis pupils who are deemed to need	Speech and language and early talk have become an area of concern for us with reduced ability to hold conversations and engage using well	Staff in EYFS and PP champion/SEN manager trained in running the programmes and TLAs trained/well-resourced to run the smaller	Aimee Bowles (SEN manager)	Regular review alongside teachers and TLAs in EYFS. Meeting staff and pupils.

Pupil Premium Strategy Statement for Bridport primary School

<p>Improve opportunities and experiences of Disadvantaged pupils in immersion in reading.</p>	<p>more significant intervention.</p> <p>Encouraging a culture of reading – stories at lunchtime/class stories in every room. Year 5 and 6 strong readers paired with KS1 Disadvantaged pupils to share books and hear read</p>	<p>developed language patterns.</p> <p>These programmes target children early and give clear guidance on next steps/intervention required.</p> <p>We want to positively discriminate for those youngsters who have less opportunity to read and be read to.</p> <p>Immersion in great stories and examples of young people who can read/love to read.</p>	<p>intervention groups.</p> <p>Good liaison and overview from SEN Manager with responsibility for developing language and communication.</p> <p>English lead runs the project and is linked to PP Champion who oversees the pairings across the school.</p>	<p>Sophie Farmer (Eng Lead) Aimee Bowles (PP Champion)</p>	<p>Supporting assessments and monitoring outcomes at regular intervals.</p> <p>Termly review to check in with chn and assess progress/enjoyment</p>
<p>Improved Emotional and mental health through targeted support (ELSA)</p>	<p>ELSA support given to those who need it to access learning effectively.</p>	<p>Young people who are mentally healthy learn better and achieve well.</p>	<p>FSW and TLA trained termly by Educational Psychologist and given time to</p>	<p>Marian Smith Jeremy Side</p>	<p>Termly training BI-Weekly check ins and updates.</p>

Pupil Premium Strategy Statement for Bridport primary School

			implement strategies well.		
Improved mental Health and wellbeing and support for behaviour.	SEAL Sanctuary and after school clubs around family care and supporting homework	Young people who see family working with school and feel supported	FSW Resources required	Maran Smith TLA lunchtime SEN manager SENco	
Total budgeted cost					£12,540
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?
D. To reduce the number of disadvantaged pupils falling between 90%-96% attendance.	PP Champion and HT tracking and monitoring PP attendance and working with/alongside families who 'fall' into this category.	The school has an excellent Did/PA attendance percentage, so we know this works for the under 90% group. We believe the face2face and supportive strategy helps the family to make changes to their patterns of behaviour.	Office attendance lead tracks and collects data which is presented to PP champion/Family support worker/SENCo and HT and this team determine who will work alongside the family to secure the best outcomes. The DCC attendance officer is supportive of the school.	Debbie Brown (HT) Aimee Bowles (PP champion and SEN manager) Debbie Russell (SENCO)	Termly reviews of families and attendance levels.

Pupil Premium Strategy Statement for Bridport primary School

<p>E. Further improve parental engagement in the lives of their youngsters and school.</p>	<p>Family support worker runs Family art club and home learning.</p> <p>Pupil premium champion engages with families around consultations and workshops. He picks up on non-attendance and follows up.</p> <p>EYFS coffee mornings arranged to make transition smoother/less worrying</p>	<p>Families of Dis pupils like to come and be in school in relaxed/informal manner. Relationships build and grow form here.</p> <p>Dis families sometimes don't attend – we want to ensure they have an appointment as all costs.</p> <p>Initial welcome to school for all families – ensuring PP feel able to access us well.</p>	<p>FSW runs every week and engages with all families as part of her role. She and HT target PP families who we need to get alongside.</p> <p>PP champion collects information from teachers about attendance at events and calls directly PP families/arranges alternative to suit them. Planned in throughout year</p>	<p>Marian Smith (FSW)</p> <p>Aimee Bowles (PP Champion)</p> <p>Vickie Fowler (EYFS Lead) Aimee Bowles (PP Champion)</p>	<p>Week by week ...</p> <p>After each one – who attended ...calls home to see if we can offer alternative.</p>
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Pupil Premium Strategy Statement for Bridport primary School

<p>Ensuring our youngsters who are disadvantaged have a full and supported access to the usual and extended curriculum in school.</p>	<p>FSW and EYFS TLA runs Family SEAL for Reception families in term 2 to engage and support.</p> <p>THRIVE developments across school to implement more nurturing responses to behaviour/understanding needs of disadvantaged pupils.</p> <p>Mentoring of Year 6 Disadvantaged pupils by senior staff. To support and understand their wider context/needs. Look for opportunities for targeted spending/need Ensuring access to clubs/activities and enrichment. Provide the means to attend if not able to (taxi/equipment/clothing)</p>	<p>Encouraging families to come to join an early group supporting SEAL. Become part of BPS.</p> <p>Proven strategies that underpin the nurture required for our youngsters. Early development stalled or interrupted.</p> <p>We were successful last year in securing good outcomes for some of our mentored pupils. The opportunity for better grasp of individual needs. Students who can access additional opportunities and experience the arts/sports etc can thrive.</p>	<p>Regularly offered each Spring Term to Reception families</p> <p>Planned cycle of CPD for all staff across 18-month period. Monitored in classes and on learning walks carried out by the HT/senior staff.</p> <p>Each leader has been assigned to them to work with throughout the spring/summer term – written up and shared with teacher/slt PE lead Music lead Teachers and PP champion to check if Dis students are attending clubs in school</p>	<p>Marian Smith (FSW) Mel Ramsden (EYFS TLA)</p> <p>Debbie Brown (HT) Marian Smith (FSW)</p> <p>Debbie Brown Sophie Farmer Aimee Bowles Adam Gough Debbie Russell</p> <p>Aimee Bowles Bill Cox (PE) Ellis Russell (Music)</p>	<p>PP champion to look at those requesting to join and following up with PP families to see if we can encourage in... Termly check in and training/discussion opportunities.</p> <p>End of summer term when results are in – share this and evaluate impact.</p> <p>Termly checks on club lists and positive discrimination in choosing young people who sign up</p>
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Pupil Premium Strategy Statement for Bridport primary School

	Providing additional clubs if an interest arises (Parkour)				
Total budgeted cost					£30,162
6. Review of expenditure					
Previous Academic Year					
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate	Lessons Learned (and whether you will continue with this approach)	Cost	
Improved outcomes for PP children	It became clear in January 2017 that a number of PP children would underperform in maths without further intervention. We chose to adjust our spending plan to give them additional GPS and maths input with qualified teachers. These sessions were targeted directly at those in need of greatest input and funded through PP money.	The improved outcomes in GPS and progress in both GPS and Maths can be directly attributed to this intervention as targeted pupils made greater progress at this time and reached higher standards than anticipated.	This worked very well for this year group but that was a very specific issue and not transferrable to current year 6? A similar assessment of need will take place this year to determine any specific intervention required.	£6000	
		There was also a positive impact on a number of SEN pupils who joined the intervention groups.	Booster classes have been planned around more able PP girls already and funded accordingly.	£1,620	

Pupil Premium Strategy Statement for Bridport primary School

Additional quality first teaching in year 6 through the year.	Deputy head taught in here 3 times a week - Year group needed to be broken down into more manageable and more discreet groups to enable high quality teaching due to challenges of the cohort.	Pupils results in GPS and writing improved significantly and PP pupils achieved higher than expected through targeted work.	DHT this year will target groups in Spring and is teaching in yr5 and yr6 twice a week through the year.	£21.000
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate	Lessons Learned (and whether you will continue with this approach)	Cost
To improve the support for behaviour and offer appropriate intervention for most vulnerable.	THRIVE approaches – staff trained and CPD designed/planned for whole staff	Immediate impact on trained staff and key children – Yr6 pupils who achieved expected standards through intense support 1:1 through year.	CPD needs to be rolled out carefully and in measured doses to ensure all staff are aware of and able to utilise strategies across school	£3,110.25
Improved provision for SEAL for all PP children. Ongoing emotional and family support.	Family Support Worker employed full time to engage with families and set up family interventions/activities to encourage engagement. Also working on ELSA/1:1 support around any family issues/learning needs.	Impact on all PP and additional SEN/JAM families huge. 16 Receptions families in SEAL group. Family Art and Home learning club full and including mostly PP	Continue without reservation. Marian’s impact is huge and we have much greater family links/improved relationships due to her work.	£23,825.88

Pupil Premium Strategy Statement for Bridport primary School

		families who feel 'safe' and welcomed.		
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if app	Lessons Learned (and whether you will continue with this approach)	Cost
To ensure YP are in school and ready to learn attendance improved	Breakfast club for targeted families	Children attending are in school early, well fed and ready to start the day. Improved impact on learning – a number of these pupils are making better progress.	Yes – this approach has positively impacted on the attendance of key families and their progress over time.	£7,507
To ensure the best possible chance of accessing Yr4 maths lessons during the school day	We supported Yr4 pupils to attend early morning maths lessons last year. Pre-teaching and gap filling.	Children were taught key elements that they were missing. Taxis were funded to get them to school as families could not negotiate school runs with other family members.	This approach contributed to improved progress.	£60
To encourage and support participation and enable access to 'extra-curricular' opportunities that promote successful outcomes.	Funding access to clubs/putting on clubs to enable youngsters to be/feel successful and engage in activities they would not otherwise access.	Youngsters gained confidence and themselves and wanted to come in to attend these classes. Leadership was developed in one class.	Excellent use of funds to encourage aspiration and interest outside of normal range and promote a 'Yes I can' attitude. We will continue to seek out these opportunities.	£300

Pupil Premium Strategy Statement for Bridport primary School

		Access to the Arts was encouraged and promoted.		
Enabling youngsters to feel well fed and well dressed, be able to go on school trips because they will feel better about themselves each day.	To clothe in school uniform To fund residentials To support hot food costs	Impact is about feeling good about themselves and not missing out on 'normal range of activities' and access to food and clothing.	This approach will continue as part of the improvement of mental health and wellbeing for some of the most vulnerable youngsters.	£3572
Improving access to IT to support learning.	To enable youngsters to access IT equip needed to access learning	Impact on ability to use resources required and allow successful opportunities in learning.	Funding IT equip will continue based on need this coming year and assessing whether any further resourcing is required.	£4,270
7. Additional detail				
<p>In this section annex or refer to additional information which the school has used to support the sections above.</p> <p>The school has been subject to significant cuts in SEN funding this year this has the potential to impact significantly on pupils with both SEN and PP status. If we do not use our PP funds to continue to support these youngsters where SEN funding would have previously they would show a decline in their overall achievement.</p>				