



## Pupil Premium Strategy Statement

1. Summary information					
<b>School</b>	Brighstone Church of England (Aided) Primary School				
<b>Academic Year</b>	2016/17	<b>Total PP budget</b>	47,940	<b>Date of most recent PP Review</b>	15/09/16
<b>Total number of pupils</b>	137	<b>Number of pupils eligible for PP</b>	31	<b>Date for next internal review of this strategy</b>	March 2017

2. Current attainment (End of Summer 2016)		
Key Stage 2	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national)</i>
<b>% working at the expected standard or above in reading, writing and maths</b>	25%	60%
<b>% working at the expected standard or above in reading</b>	50%	71%
<b>% working at the expected standard or above in writing</b>	50%	79%
<b>% working at the expected standard or above in maths</b>	50%	75%
<b>% working at the expected standard or above in grammar, punctuation &amp; spelling</b>	50%	78%
<b>Average progress score in reading, and maths</b>	-3.3	-0.6 (school)
<b>The average scaled score in reading</b>	99.7	103.8
<b>The average scaled score in maths</b>	101.4	104.1
Key Stage 1		
<b>% working at the expected standard or above in reading, writing and maths</b>	25%	82% (school)
<b>% working at the expected standard or above in reading</b>	50%	78%
<b>% working at the expected standard or above in writing</b>	50%	70%
<b>% working at the expected standard or above in maths</b>	25%	77%

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### 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*)

<b>A.</b>	Internal data for current PP pupils shows that 84% of pupils are currently below ARE in one or more curriculum areas. There is a need to ensure progress in line with their starting points. In addition support is required to help them close the gaps with their peers.
<b>B.</b>	A number of disadvantaged pupils who also have SEN, 38 % of the PP children are also on the SEN register with issues that impact on their academic progress. ?% have an EHCP plan with another 2 pending
<b>C.</b>	Speech, communication and language – low levels of language acquisition resulting in below ARE in reading and writing

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

<b>D.</b>	Pupils do not always receive academic support and guidance from home. Additional support is needed to improve their overall engagement with school.
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### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve rates of progress for all groups of PP pupils so that they compare alongside other pupils (non PP)	A greater number of PP pupils are working at ARE in line with their peers. Higher attaining PP pupils sustain levels of progress and work at 'Greater Depth' in RWM
<b>B.</b>	Progress for PP children with SEN	PP pupils identified as having SEND make the same progress as non PP with similar needs. Standardised tests (PIRA, PUMA, Salford, SWST) show and measure progress for individual pupils based on their starting points
<b>C.</b>	Improve communication and language skills for pupils eligible for pupil premium	Pupils eligible for Pupil Premium make rapid progress to meet age related expectations in Reading and Writing by July 2017.
<b>D.</b>	Increased family engagement and involvement with providing support for learning outside of school.	Raised self-esteem, confidence and aspirations. Positive attitudes to learning ensure progress in line with peers.



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### 5. Planned expenditure Academic Year 2016 -2017

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?
All groups of children reach level of attainment and make progress in line with their peers	Small class sizes. Ratio of children to staff reduced to meet the needs of the children to improve outcomes. Ongoing staff training on high expectations and challenge for all.	Target groups of children will make progress in line with their peers.	Assessment data Track specific groups of children Work Scrutiny Moderation of work for evidence of 'Greater Depth'	HT ML (SENCo) RL (Literacy) BG (Maths)	Half-termly Pupil Progress Meetings
To close identified gaps in learning.	Part time non-teaching SENCo to lead on inclusion 1:1 and group teaching to include pre and post teaching of areas identified through ongoing formative assessment	PP premium children are supported in closing the gap with their peers, to increase the number working at ARE by the end of the year.	Monitoring of Teaching and Learning	SLT	End of Phase Data Half-Termly Pupil Progress Meetings
<b>Total budgeted cost</b>					£28,000

#### 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?
Improved levels of speech, language and communication	Part time non-teaching SENCo to lead on inclusion Speech and language service Use of Blue hills tracking Intervention Support	Improved pupil vocabulary. PP children achieve ARE or above in Reading and Writing. Progress for PP children will be in line with all other pupils.	SENCo will lead and monitor all interventions, manage TA staff and liaise with outside agencies. Report to SLT and Governors.	ML	Ongoing



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Specific barriers to learning and needs of PP children with SEND are clearly identified.	Bridges 4 Learning (Educational Psychology Service) Referrals for EHCP to secure additional support where needed.	Ensure that PP children with additional needs / SEND are assessed in a timely way and their needs are identified with appropriate support and provision in place.	Advice provided is used to shape programs of support – tracked through Bluehills.	ML	Ongoing
<b>Total budgeted cost</b>					£19,536
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
All pupils have access to a wide range of extra-curricular activities.	School trips (including residential) Music Lessons (50% cost reduction) After school clubs (no charge to PP children).	Extended school activities raise both attendance levels and self-esteem for pupils. Provide enhanced opportunities for social experiences. Feedback from pupils will consistently highlight the engagement, enjoyment and learning these occasions provide.	Admin staff will be aware of PP children and ensure costs are applied appropriately for Clubs and Music Lessons. Admin staff highlight to HT when they are aware of financial difficulties. All requests for funding will be viewed on a case by case basis.	HT	Half Termly
Improve family engagement with learning	Part time FLO to support pupils and their families with concerns that affect their learning.	Pupils with emotional and social needs will benefit from a better response and attitude towards their learning. Evidence that stronger families benefit children in their well-being	Feedback from SENCo Feedback from FLO Improved family engagement and well-being.	ML & MJ	Ongoing
Improve attendance and punctuality.	PP pupils identified as at risk of lateness to be offered paid for access to Breakfast Club.	Previous use of this strategy improved lateness from 5.5% to 0.5% for identified children. Ensures pupils attend on time and are provided with a healthy breakfast to support their learning with a positive start to the school day.	Use of SIMS and meeting with EWO, attendance reports will indicate higher attendance.	HT & MJ	Half Termly
Pupils have an improved engagement and attitude to learning outside of school.	Use of support staff to follow through home learning and reading where home is unable to support for varied reasons.	Improved pupil engagement in their learning	Pupil Voice	All Teachers	Half Termly
<b>Total budgeted cost</b>					£4,350
<b>Total Planned Expenditure</b>					£51,886

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6. Review of expenditure				
Previous Academic Year		2015 – 2016 Pupil Premium Funding £51,995		
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
To maximise accelerated progress in Maths	Higher Ability Maths programme	Challenge maths group will be offered to gifted mathematicians in years 5 & 6	Overall outcomes for Maths in KS 2 interim assessment were positive (71% ARE) 2 x most able PP children made accelerated progress (25% of PP). The impact was not at the same level for YR 5 (current YR 6 cohort 2016-17)	£14,375
Improved engagement in learning and accelerated approach	Small class sizes Support from interim SENCo	Support for vulnerable groups of pupils and targeted interventions will help to maximise the progress for all groups of children. Improved outcomes for Pupil Premium children with SEN	This was not as effective as it could have been due to instability of staffing. An ongoing aim to maintain small class sizes with continuity of staff is in the school's Getting to Good Plan.	£16,063
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
Targeted pupils make accelerated progress to close the attainment gap.	Maintain teaching assistant provision. Small Group Support Booster Support 1:1 Support from interim SENCo and Ed Psych	Pupils will be able to access the required support and they will catch-up with their peers to meet ARE.	When used consistently this had clear impact on some groups of pupils e.g.: Year 4. Lack of continuity and regularity diminished the way in which it was managed and therefore valued by the pupils, staff and parents. This approach will need to be adapted and managed in order to improve its effectiveness.	£12,134
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 appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Ensure all pupils have access to school visits to enrich their curriculum	Provide financial support for enrichment activities.	Increase opportunities of first-hand experience of range of activities	Benefits to the developing of self-confidence, self-esteem. Increased engagement and enjoyment of school. This will be developed further in 2016-17 as there is an ongoing need to raise confidence and levels of aspiration for children.	£1,000



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Raised self-esteem and self-confidence.	Intervention programmes to improve behaviour and self-esteem. Family Learning sessions.	Support for families will be in place along with targeted emotional literacy support.  Lack of continuity due to staff absence reduced the effectiveness of this strategy.	There have been a number of changes in staff – this has enabled the school to employ a part time SENCo and Family Liaison worker. This will help to ensure that CAF processes are set up and followed through to meet the needs of the whole child and their family.	£8398
Improve attendance and punctuality	Financially supported access to breakfast club.	Ensures pupils attend on time and are provided with a healthy breakfast to support their learning with a positive start to the school day.	This reduced the lateness for one child from 5.5% to 0.5%. This will be continued as it was very effective – the school will explore expanding this to all groups of pupils to tackle attendance issues linked to lateness.	£250

### 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)