



Pupil Premium Strategy Statement

1. Summary information					
School	Brighstone Church of England (Aided) Primary School				
Academic Year	2017/18	Total PP budget	43,400	Date of most recent PP Review	Sept 2017
Total number of pupils	137	Number of pupils eligible for PP	32	Date for next internal review of this strategy	April 2018

2. Current attainment (End of Summer 2017)		
Key Stage 2	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national)</i>
% working at the expected standard or above in reading, writing and maths	50%	61%
% working at the expected standard or above in reading	75%	73%
% working at the expected standard or above in writing	62.5%	77%
% working at the expected standard or above in maths	50%	76%
% working at the expected standard or above in grammar, punctuation & spelling	37.5%	78%
Average progress score in reading, and maths	-3.2	-0.6 (school)
The average scaled score in reading	103	105
The average scaled score in maths	100	105
Key Stage 1		
% working at the expected standard or above in reading	43%	76%
% working at the expected standard or above in writing	29%	68%
% working at the expected standard or above in maths	29%	75%



Pupil Premium Strategy Statement

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.	Internal data for current PP pupils shows that pupils have a weakness in one or more of the curriculum areas. There is a need to ensure progress in line with their starting points to achieve ARE for RWM combined.. In addition support is required to help diminish the difference for PP children.
B.	A number of disadvantaged pupils also have SEN, 45 % of the PP children are also on the SEN register with issues that impact on their academic progress. 14% have an EHCP plan
C.	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)*

D.	Pupils do not always receive academic support and guidance from home. Additional support is needed to improve self-esteem and their overall engagement with school.
E.	Fewer life experiences and opportunities means some Pupil Premium children struggle with self-confidence and emotional resilience resulting in a lack of engagement with learning that impacts on their attainment and progress.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Weaknesses in curriculum areas are addressed to ensure attainment in RWM combined. 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 for RWM combined. Consistent outcomes and the difference is diminished compared to national. Higher attaining PP pupils sustain levels of progress and work at 'Greater Depth' in RWM
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
C.	Improve communication and language skills for pupils eligible for pupil premium	<ul style="list-style-type: none"> • Pupils eligible for Pupil Premium make rapid progress to meet age related expectations in Reading and Writing by July 2018. • Improved outcomes for EYFS (% of children achieving GLD in reading and writing) • Improved outcomes for YR 1 phonics • Improved outcomes at the end of KS1 • Secure foundations to ensure children access the curriculum across Key Stage 2.
D.	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. Improved family engagement and well-being.
E.	Pupils eligible for Pupil Premium will have increased life experiences and opportunities enabling them to engage with learning and therefore achieve increased levels of attainment and progress.	Pupils will have positive attitudes to learning, have improved self-esteem and self-confidence and will be able to persevere when learning is more challenging.



Pupil Premium Strategy Statement

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?
Ensure that the quality of support and challenge enables all groups of children to reach accelerated levels of attainment from their starting point 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. Opportunities for Quality First Teaching improved by ensuring children are taught in individual rather than combined year groups.	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 £18,400 £3,000
To continue 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.	SENCo to support and consult with staff to identify needs. Provide links to professional advice, which helps teachers to differentiate appropriately.	SLT SENCo	End of Phase Data Half-Termly Pupil Progress Meetings £2,500
Total budgeted cost					



Pupil Premium Strategy Statement

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. ELKLAN training Use of Blue hills tracking Intervention Support Implementation of Read, Write, Inc Phonics programme.	Improved pupil vocabulary. Improved % of children achieve GLD in EYFS (Reading and Writing) Improved phonics outcomes in YR1. PP children achieve ARE or above in Reading and Writing across all year groups 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. Assistant Headteacher will lead on Read Write Inc implementation across EYFS and KS1	SLT /ML	Ongoing £4,000
Targeted PP children with SEND pupils make accelerated progress to close the attainment gap and diminish the difference.	Bridges 4 Learning (Educational Psychology Service) Referrals for EHCP to secure additional support where needed. Support staff trained to deliver specific interventions and 1:1 support where it has been identified to benefit children	Intervention support has shown increased steps in progress for those children who are also identified as having special educational needs or who have gaps in their learning.	Pre – teaching and over learning for identified gaps in learning and subject knowledge. Advice provided is used to shape programs of support – tracked through Bluehills.	ML	Ongoing £3,000
Total budgeted cost					£7,000
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?
Ensure all pupils have access to school visits to enrich their curriculum Pupils engage in extended school's activities	Provide financial support for enrichment activities. School trips(incl 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 £2,000



Pupil Premium Strategy Statement

Improve family engagement with learning	Part time FLO to support pupils and their families with concerns that affect their learning and build extended family links.	Research suggests that an effective way to engage parents and pupils in learning is to offer families early access to the school environment. Story time with our FLO will help to create early literacy links between school and home.	FLO - to lead Toddler Time Feedback from SENCo Feedback from FLO Engage with families who are encountering emotional, financial and domestic challenges to develop confidence in parenting and improve outcomes for their children, including support in attendance for children and self-help skills to impact parenting skills.	ML & MJ	Ongoing £8,000
Raised self-esteem and self-confidence	Intervention programmes to improve behaviour and self-esteem. Family learning sessions.	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.	ELSA – training for FLO Use of BOXALL profiling to identify and track emotional needs and progress.	ML & MJ	Ongoing £2,000
Pupils have an improved engagement and attitude to learning outside of school.	Homework Club Breakfast Booster Sessions Use of support staff to follow through home learning and reading where home is unable to support for varied reasons.	Provide opportunities for pupils to develop and embed skills which they have learned through the curriculum. Improved pupil engagement in their learning	Engage with families who are encountering emotional, financial and domestic challenges to develop confidence in parenting and improve outcomes for their children, including support in attendance for children and self-help skills to impact parenting skills. Pupil Voice	All Teachers	Half Termly £500
Total budgeted cost					£12,500
Total Planned Expenditure					£43,400



Pupil Premium Strategy Statement

6. Review of expenditure				
Previous Academic Year		2016 – 2017 Pupil Premium Funding		
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
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.	Last year internal data showed that 84% of PP pupils we were working below the national standard. In 2016 / 17 the number has fallen to 57%. Raised expectations across the school have ensured that PP pupils have been the focus of attention and pupils are beginning to respond to this challenge.	Quality first teaching, raising expectations, structuring the school curriculum and targeting small groups of pupils for focused work has improved pupil outcomes. This strategy will continue to be implemented. Staff have moderated with other schools, worked with Maths and Literacy consultants, leading to better awareness of curriculum expectations. This continues to be a priority for the school and will be an ongoing strategy.	£26,808
				£2,236
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.	Working with the SENCo, teachers have been able to target pupils who need additional support and target interventions to the pupil's needs. Ongoing assessment, tracking and dialogue between colleagues has helped to foster a supportive environment, which encourages dynamic provision mapping and approaches to intervention. Analysis of areas of need and vulnerability means that this needs to be an ongoing approach.	£2,378
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



Pupil Premium Strategy Statement

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. Improved reading outcomes in KS 2 The SENCo has termly meetings with the Speech and Language Service. In addition she is undertaking training in the ELKLAN programme, which has helped her to develop systems and structures to enable those with speech and language needs to be supported. TAs now track interventions. All tracking information is shared with Headteacher, SENCo, class teacher, TA and ultimately parents through review meetings.	The tracking of interventions has improved the focus of adults working with pupils in small groups. They take ownership of the pupil's progress and have high expectations of outcomes for pupils. Regular feedback and discussion with SENCo means that systems can be updated and adapted flexibly. Next steps for the school need to focus on GLD in EYFS for Communication and Language. Reading and Writing. Improvement in outcomes for phonics in year 1 is also a focus along with the children in year 2 who did not achieve expected standard in phonics.	£3,415
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. The SENCo working with professionals has helped to develop an effective provision map. Pupils with SEND and those who have additional needs have benefited from specific programmes of work. Across the school pupils in need of additional support through EHC Plans have been identified and support for their learning put in place.	There is now ongoing dialogue between teachers, TAs and the SENCo. This means that pupils who are falling behind are identified in a timely manner and interventions or support strategies are put in place. The SENCo and FLO meet regularly with parents to support them. This leads to families working with the school to identify needs in a timely way. There is now a clear analysis of areas of need and vulnerability in place, which will help to inform future strategies.	£2,985
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
All pupils have access to a wide range of extra-curricular activities.	School trips (incl 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 highlights the engagement, enjoyment and learning these occasions provide.	Take up with music lessons continues to be good. Pupils have also been supported to do after school activities e.g sport and French. Other pupils access the after-school club which gives parents respite – this is funded by the school for pupils with identified need. Engaging activities continue to develop pupil self-esteem and confidence. This is a strategy that needs to be continued and developed further.	£2,068



Pupil Premium Strategy Statement

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	The FLO has helped to support pupils and their families. Families in need of Universal Support and Early Help are identified. Families are supported through regular meetings and catch up sessions. Early identification of needs has benefited pupils, particularly in KS1. The role of the FLO needs to be increased due to the number of children with SEMH.	£8,380
Improve attendance and punctuality.	PP pupils identified as at risk of lateness to be offered paid for access to Breakfast Club.	This has ensured that targeted pupils attend on time and are provided with a healthy breakfast to support their learning with a positive start to the school day.	This worked for targeted pupils. There is now a need to develop a strategy to work alongside the families where persistent absence remains to be a problem.	£700
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	Pupils are more engaged with their work and are beginning to engage with their home-work. This is an area that remains underdeveloped. Next steps to introduce Homework Club and Booster sessions.	
			Total Cost	£48,970