



## Pupil Premium Strategy Statement

1. Summary information					
<b>School</b>	Brighstone Church of England (Aided) Primary School				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£38,920	<b>Date of most recent PP Review</b>	April 2019
<b>Total number of pupils</b>	112	<b>Number of pupils eligible for PP</b>	20	<b>Date for next internal review of this strategy</b>	Sept 2019

2. Current attainment (End of Summer 2018)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national)</i>
<b>Key Stage 2</b>		
<b>% working at the expected standard or above in reading, writing and maths</b>	29%	70%
<b>% working at the expected standard or above in reading</b>	71.4%	64.3%
<b>% working at the expected standard or above in writing</b>	42.9%	67.5%
<b>% working at the expected standard or above in maths</b>	42.9%	63.9%
<b>% working at the expected standard or above in grammar, punctuation &amp; spelling</b>	42.9%	67%
<b>The average scaled score in reading</b>	102	106
<b>The average scaled score in maths</b>	97	105
<b>Key Stage 1</b>		
<b>% working at the expected standard or above in reading</b>	50%	75.4%
<b>% working at the expected standard or above in writing</b>	50%	69.9%
<b>% working at the expected standard or above in maths</b>	50%	76.1%



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<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	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>B.</b>	A number of disadvantaged pupils also have SEN, 50 % of the PP children are also on the SEN register with issues that impact on their academic progress. 20% have an EHCP plan	
<b>C.</b>	Speech, communication and language – low levels of language acquisition resulting in below ARE in reading and writing	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	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.	
<b>E.</b>	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.	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	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>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	<ul style="list-style-type: none"> <li>• Pupils eligible for Pupil Premium make rapid progress to meet age related expectations in Reading and Writing by July 2019.</li> <li>• Improved outcomes for EYFS (% of children achieving GLD in reading and writing)</li> <li>• Improved outcomes for YR 1 phonics</li> <li>• Improved outcomes at the end of KS1</li> <li>• Secure foundations to ensure children access the curriculum across Key Stage 2.</li> </ul>
<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. Improved family engagement and well-being.
<b>E.</b>	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.



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### 5. Planned expenditure Academic Year 2018-2019

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?
Children continue to develop skills in reading, speaking and listening	Develop teaching of speech and language skills across the school Use of speech and language team resources, staff development and training Small class sizes	Pupils who have improved oracy are better able to communicate their spoken and written ideas. This enables them to access the curriculum in all subject areas more effectively.	Pupils progress from their starting point is assessed through a variety of key focus areas.  Moderation of English  Pupils' work, book scrutiny, meetings with staff and monitoring of QFT.	HT ML (SENCo) RL (Literacy)	Half-termly Pupil Progress Meetings End of Phase Data
Pupils engage purposefully in their learning, able to persevere with the tasks	Develop positive attitudes to learning, resilience and improve curriculum through	Research suggests that pupils whose social and emotional needs are nurtured and developed have a better attitude to learning. Embedding positive attitudes to learning into the curriculum ensures that the whole school has a collective responsibility to develop interpersonal skills	Development of curriculum Learning Behaviours lead to model teaching of key skills to staff Learning Behaviours lead to develop strategies and implement with all staff across the school.	SENCo LA (Learning Behaviours) FLO	Half-Termly Pupil Progress Meetings Termly with Learning Behaviours lead
<b>Total budgeted cost</b>					£12,500



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<b>ii. Targeted support</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>
Pupils able to use phonics to effectively segment, blend and decode texts	Continue to develop phonic skills across KS1 and support pupils in KS2 who have yet to achieve fluency in reading and/or phonics	Embedding key phonic skills has had a positive impact on reading and writing in KS1 since Read Write Inc has been rolled out across the school. Last year the phonic screening results in KS1 improved due to the focus on early phonics, reading and spelling.	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 Educational Psychology assessments Nessy	SLT /ML	Ongoing
Pupils able to use key mathematical skills when problem solving	Targeted interventions for pupils to help embed key number skills and number fluency using specialist teaching of mathematics	Gap analysis of specific needs ensures that pupils are working on the skills they lack. Embedding key skills improves pupils chances of becoming proficient and gives pupils the confidence to challenge themselves, leading to greater understanding of the subject matter.	SENCo to support and consult with staff to identify needs. Provide links to professional advice, which helps teachers to differentiate appropriately. Specialist teaching of mathematics in small groups, working on target skills Educational Psychology assessments	ML (SENCo) WW (Maths) SLT	Ongoing
<b>Total budgeted cost</b>					£6000
<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>
Pupils will have enhanced levels of engagement with school, learning and their community	Provide opportunities for pupils to engage in sport throughout the school day and after school. Give pupils access to a variety of sports to develop their skills	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.	Sports Coach	HT	Yearly



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Improved self-esteem, resilience and better developed learning behaviours	Enable pupils to have regular access to a supportive adult throughout the school day Provide parents with support of trusted adult within the school who can facilitate, signpost and provide strategies .	Pupils who feel supported and nurtured have improved attitudes to learning and better engagement with the learning environment	Extend the role of the FLO to help vulnerable pupils and their families FLO to lead on emotional literacy, social skills and development of interpersonal skills  Boxall Profiling  Pupil Voice	ML & MJ	Ongoing
Improved family engagement in pupil learning	Part time FLO to support pupils and their families with concerns that affect their learning and build extended family links.	Families who feel supported are better able to support and care for their children Research indicates that family involvement in schools contributes to overall improved access to education for pupils.	FLO to liaise and develop family links Continue to develop Tot Time and early parental engagement Continue to liaise with pre-school, health professionals and other in the local community	ML & MJ	Ongoing
Extend pupils' learning and embed curriculum learning through access to the wider community	Family learning sessions. Breakfast Club Support for extra-curricular activities Support for school trips Support for music tuition	Provide access for pupils to extended services to enable them to take part in activities which will contribute to their wellbeing and personal development 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.	SLT SENCo FLO	Termly
<b>Total budgeted cost</b>					£21,000
<b>Total Planned Expenditure</b>					£39,500



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6. Review of expenditure				
Previous Academic Year		2017-2018 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
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.	Last year internal data showed that 43% of PP pupils were working below the national standard. In 2017-2018 the number making progress is 60% 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.	Raised expectations by all staff has been a constant focus during the past academic year. Highlighting target areas of the curriculum through staff meetings, moderation with others in the cluster group of school and specific training on a range of learning needs has helped staff to improve their teaching for all pupils.	£21,400
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	Pupil Premium children have identified targets which are reviewed on a regular basis. Through Pupil Progress meetings and ongoing assessment, pupils receive interventions which meet their needs.	Teachers and TAs have continued to work with the SENCo and other specialists such as OT and Speech and Language therapists to identify the needs of pupils. This has led to increased awareness of pupils' specific needs.	£2,500
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



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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 literacy skills throughout the school with improved phonic assessment in KS1. RWI embedded across the school and used as an intervention for pupils with additional needs and PP children in KS2. TAs have taken ownership of interventions and with the support of the Speech and Language Team as well as the ELKLAN training for the SENCo staff have confidence in delivering additional support.	Staff across the school continue to have high expectations for pupils, leading to a positive learning environment. Pupils beginning to use their phonic skills confidently when tackling new work. Teachers are working proactively with each other and other members of staff to identify pupil needs and then work together to support each other in meeting those needs.	£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	Early identification of pupils with additional needs and the support of the educational psychology service has led to improved outcomes for children. Ongoing dialogue between all members of staff, teachers, TAs, FLO and support staff have helped to give children and their families new ways to approach learning. Direct training through the educational psychology provider and working with the Speech and Language team have developed staff skills.	Throughout the year on analysis of pupil and family needs has led to a restructuring of the Inclusion department. Supporting families and helping pupils with emotional and mental health needs has been identified as a positive way to support PP children. Working with parents to support home learning has been identified as an additional need.	£3,000
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
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).	The school employed a full time sports coach to lead PE and additional sporting opportunities within the school. There has been good response across the school, to the offer of additional sporting clubs as extracurricular activities are available daily. Music lessons across the school have also been well supported with PP children continuing to enjoy access to music lessons at a reduced rate. School trips continue to be funded for PP children.	The activities offered for both curricular and extracurricular sessions have helped to improve pupils' self-esteem and helped to improve their attitude to learning.	£2,000



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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.	Pupils and their families have been supported by the FLO throughout the year. The FLO has worked to enable pupils to attend school who might otherwise have become school refusers. Parents have been supported and through the work of the FLO parents have had access to a range of services on offer by the Local Authority. The number of parents accessing Tot Time is limited. Getting the engagement of the community is taking longer than anticipated.	Needs within the school indicated that the Inclusion team needed restructuring. The FLO support offered was oversubscribed and more FLO hours were needed.  The FLO has completed an ELSA course and is now a qualified ELSA offering further support to vulnerable children in the school.  Family engagement is still a focus area for the school. The precise mechanism is still under review.	£8,000
Raised self-esteem and self-confidence	Intervention programmes to improve behaviour and self-esteem. Family learning sessions.	Targeted pupils have continued to have support of the FLO to enable them to attend school. The number of persistent absentees has been reduced. Use of Boxall Profiling helped to identify specific areas of need.	The FLO will continue to work with pupils and their families to enable vulnerable children to access the full curriculum. Boxall Profiling to continue. The profiling gives a clear direction for interventions and helps to identify both strengths and weaknesses.	£2,000
Ensure all pupils have access to school visits to enrich their curriculum Pupils engage in extended school's	Provide financial support for enrichment activities. School trips(incl residential) Music Lessons (50% cost reduction)	Improved pupil engagement in their learning		£500
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.	The number of PP children accessing Homework Club was very limited. Breakfast Booster sessions were successful and oversubscribed. Discussions with parents and meetings with parents using a	<b>Total Cost</b>	£43,400