

Pupil Premium Strategy Batheaston Church School 2018-2019

Summary information					
School	Batheaston Church School				
Academic Year	2018-19	Total PP budget	£41,500	Date of most recent PP Review (external or Internal)	05/09/18
Total number of pupils	196	Number of pupils eligible for PP	35	Date for next internal review of this strategy	Sept 2019

Current attainment (2017-2018)

	<i>Number of PP Pupils in Class</i>	<i>Pupils eligible for PP in school</i>		<i>Pupils not eligible for PP in school</i>	
% achieving expected or above in reading, writing <i>and</i> maths at KS2	6	3/6	50%	16/24	68%
% achieving expected in reading at KS2		5/6	83%	19/23	83%
% achieving expected in writing at KS2		3/6	50%	18/23	78%
% achieving expected in maths at KS2		5/6	83%	18/24	75%
% achieving Greater depth in reading, writing and maths at KS2		0		3/24	13%
% achieving Greater depth in reading at KS2		17%		7/24	29%
% achieving Greater depth in writing at KS2		0		4/24	17%
% achieving Greater depth in maths at KS2		0		8/24	33%
% achieving expected or above in reading, writing <i>and</i> maths at KS1	3	1/3	33%	19/26	73%
% achieving expected in reading at KS1		1/3	33%	24/26	92%
% achieving expected in writing at KS1		1/3	33%	19/26	73%
% achieving expected in maths at KS1		1/3	33%	22/26	85%
% achieving Greater depth in reading, writing and maths at KS1		0		1/26	4%
% achieving Greater depth in reading at KS1		0		2/26	8%
% achieving Greater depth in writing at KS1		0		1/26	4%

% achieving Greater depth in maths at KS1		0	2/26	8%	
Year One Phonics	3	2/3	66%	22/26	85%
Year Two Phonics (including retakes)	1	0	3/4	75%	
EYFS Good Level of Development	6	3/6	50%	16/20	80%

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.	Behaviours for learning.
B.	Multi-disadvantage.
C.	Moving from expected to exceeding in all year groups.

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

D.	Funding
E.	Reduction of National and Local agency provision/support.

Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	For children to be aspirational in their choices i.e. selecting higher levels of work when choosing in class tasks.	Increase the number of children achieving National and above in all areas. Increase percentage of children involved/volunteering for school responsibilities e.g. School Council Rep. All evidence e.g. improved contribution and aspiration. (Baseline classroom observations – September 2018)
B.	Monitoring and improving the progress of children with multi-disadvantage i.e. SEN, persistent absenteeism.	Majority of children achieved their personal targets. Attendance is above 95%. All children are fully involved in the rich curriculum and wider school opportunities alongside non-pupil premium children and those who are not in vulnerable groups.
C.	All staff continue to have high expectations for all pupils, including PP children. Teachers maintain consistent whole school strategies e.g. mark PP work first.	The percentage of children achieving National in all year groups increases. All teaching are aware of children who have been targeted to achieve at GD and in EYFS exceeding.
D.	Continue to work creatively with families to minimise issues surrounding decreased funding e.g. charity support for residential visits.	Children who need interventions receive what they need. Children are included in all extra-curricular activities e.g. fund raising for the egg project.
E.	Continue to use networks/support agencies and maintain great working relationships with those that still exist e.g. Southside and School Nurse.	Children will continue to receive targeted support e.g. play therapy. Teachers continue to receive advice and regular reviews.

		Regular reviews provide evidence that the children are making good progress.
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Planned expenditure (reference BWMAT Trust Strategy Overview)

1. Quality First Teaching and Curriculum

Area of Spend	Evidence and rationale for this choice including desirable outcome	Cost	How we will ensure it is implemented well	Staff lead	When will you review implementation?
Teachers CPD (1a) (1c)	Continued and enthusiastic maintenance of existing excellent practice e.g. PP observations and specific tracking forms. A timetable of staff CPD meetings reflect the whole school priorities and remain mindful of PP children e.g. how do we partner PP children when editing. Children are making as good or better progress than children who are not in a vulnerable group.		In house and MAT CPD opportunities, including cross school moderation.	SLT	Review termly and include Governors in SIC and LGB meetings.
In class TA support (1d)	Class teachers responsible for timetabling class TA for significant proportions of the week. TA's have a greater understanding and knowledge of the PP children in class and their specific needs.	£32,700	Intervention timetable and content monitored by SENco and SLT.	SENco SLT	Reviewed on a termly basis.
Parent partnerships (4c)	Parent partnerships are an integral to the continued progress and well-being of pupils. They feel included in decision making and are supportive of in school intervention. Any school meetings or parent workshops, teacher ensure the invitations are targeted for parents of a PP child.		SLT continue to monitor progress and are able to report to parents as and when needed.	SLT	Review yearly – September 2019
Total budgeted cost.					£32,700

2. Targeted Support

Area of Spend	Evidence and rationale for this choice including desirable outcome	Cost	How we will ensure it is implemented well	Staff lead	When will you review implementation?
Thrive (2a) (2b) (2d)	Thrive has been implemented for the past 3 years and data evidence shows that the impact of this approach is positive and beneficial for pupils, staff and parents. Thrive continues to provide support for pupils with emotional need. This targeted support provides opportunities both in class and out for pupils to develop their emotional resilience and maturity. The whole school staff has had at least basic training and feel able to engage in Thrive strategies with understanding and confidence.	£7,000	<ul style="list-style-type: none"> X2 TA timetabled with targeted pupils – x2 afternoons a week. In house Thrive training plus external refresher training for lead practitioner. Liaison time with teachers and Thrive practitioners 	Jon (Thrive lead)	SDP review Pupil progress x3 times a year

Adopt a year six scheme (4a)	Data collected over several years shows evidence that children make significant progress from Baseline term 1 year six testing to final SATS results. Children benefit from developing a relationship with another key adult in school and therefore engage readily in the targeted intervention.	£1,800	X20 weeks 1:1 TA led tutoring	Kim (Year 6 teacher)	SDP review Pupil progress x3 times a year
Total budgeted cost					£8,800
3. Attendance					
Area of Spend	Evidence and rationale for this choice including desirable outcome	Cost	How we will ensure it is implemented well	Staff lead	When will you review implementation?
Total budgeted cost					
4. Enrichment					
Area of Spend	Evidence and rationale for this choice including desirable outcome	Cost	How we will ensure it is implemented well	Staff lead	When will you review implementation?
Enrichment opportunities (4a and d)	Enrichment opportunities are provided through other funding means e.g. drama, music, martial arts for all children, funded by school or sports premium. Enrichment projects e.g. The egg include all children and are possible because of fund-raising – no PP child misses out.	0	Enrichment activities will reflect the interests of all pupils but with PP in mind for opportunities beyond their personal experiences.	All staff PE lead	Reviewed on a termly basis in line with topic plans and in class events or projects.
Total budgeted cost					0

Review of expenditure		
1. Quality First Teaching and Curriculum		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost
2. Targeted Support		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost
3. Attendance		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost
4. Enrichment		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost

1. Additional detail
In this section you can annex or refer to additional information which you have used to inform the statement above.