

# 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)

	Number of PP Pupils in Class	Pupils eligible for PP in school		Pupils not eligible for PP in school	
% 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			
% achieving Greater depth in reading at KS2		17%			
% achieving Greater depth in writing at KS2		0			
% achieving Greater depth in maths at KS2		0			
% 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			
% achieving Greater depth in reading at KS1		0			
% achieving Greater depth in writing at KS1		0			

% achieving Greater depth in maths at KS1		0		
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%

<b>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>	Behaviours for learning.	
<b>B.</b>	Multi-disadvantage.	
<b>C.</b>	Moving from expected to exceeding in all year groups.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Funding	
<b>E.</b>	Reduction of National and Local agency provision/support.	
<b>Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	For children to be aspirational in their choices i.e. selecting higher levels of work when choosing in class tasks.	The percentage 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>B.</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.
<b>C.</b>	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.
<b>D.</b>	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.

<b>E.</b>	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**

<b>Area of Spend</b>	<b>Evidence and rationale for this choice including desirable outcome</b>	<b>Cost</b>	<b>How we will ensure it is implemented well</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>Teachers CPD (1a) (1c)</b>	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.
<b>In class TA support (1d)</b>	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.
<b>Parent partnerships (4c)</b>	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
<b>Total budgeted cost.</b>					£32,700

**2. Targeted Support**

<b>Area of Spend</b>	<b>Evidence and rationale for this choice including desirable outcome</b>	<b>Cost</b>	<b>How we will ensure it is implemented well</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>Thrive (2a) (2b) (2d)</b>	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"> <li>• X2 TA timetabled with targeted pupils – x2 afternoons a week.</li> <li>• In house Thrive training plus external refresher training for lead practitioner.</li> <li>• Liaison time with teachers and Thrive practitioners</li> </ul>	Jon (Thrive lead)	SDP review Pupil progress x3 times a year

<b>Adopt a year six scheme (4a)</b>	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
<b>Total budgeted cost</b>					£8,800
<b>3. Attendance</b>					
<b>Area of Spend</b>	<b>Evidence and rationale for this choice including desirable outcome</b>	<b>Cost</b>	<b>How we will ensure it is implemented well</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>Total budgeted cost</b>					
<b>4. Enrichment</b>					
<b>Area of Spend</b>	<b>Evidence and rationale for this choice including desirable outcome</b>	<b>Cost</b>	<b>How we will ensure it is implemented well</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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.
<b>Total budgeted cost</b>					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
<p><i>Continued and enthusiastic maintenance of existing excellent practice e.g. PP observations and specific tracking forms.</i></p> <p><i>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.</i></p> <p><i>Children are making as good or better progress than children who are not in a vulnerable group.</i></p> <p><b>Teachers continue to place PP children at the forefront of their planning, teaching and assessment. Strategies to support this were discussed as a staff, implemented and maintained by all staff (including Support staff) and monitored by the SLT. The impact shows a consistency in approach across the school. Both assistant heads carried out classroom visits to observe all PP children. Learning behaviours were discussed with staff with suggestions of how to support PP children and ensure they are given the best possible opportunities to make good or better progress.</b></p>	<p>Observations made of PP children as they learn in class proved valuable for the SLT, teachers and ultimately the PP children. Open discussions about how the children are learning, what behaviours and dispositions they demonstrate, that could impact positively or negatively on their progress. This was time consuming and we will continue to carry out these, but will do this over the year, due to one member of SLT on maternity leave.</p>	
<p><i>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.</i></p> <p><b>TA's continue to provide high quality interventions for both PP children and non-PP children. They have received in house CPD from the Thrive lead and led by the teachers in terms of intervention planning and resourcing.</b></p> <p><b>All TA's are expected to know who the PP children are in their class and what their needs are. TA's are included in the formation of individual targets and next steps.</b></p>	<p>The PP review / monitoring sheets will now include starting points and end points for any specific intervention that a child has received. TA's will be involved in ensuring that they know the starting point and through targeted tasks, support the teacher in their summative assessments to form termly assessments.</p> <p>In house CPD will continue this year, with a larger emphasis on reading across the whole school. TA's will be supported and trained to take on new initiatives such as whole class guided reading.</p>	£32,700

<p><i>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.</i></p> <p><b>EYFS and KS1 informally invited parents to workshops provided over the year, by asking in person. The take up was reasonable across both PP and non PP. Open classroom events across the school were attended by a mix of both PP and non-PP parents. Parent interviews in October, April and July were attended by all parents (PP and non PP)</b></p>	<p>Teachers use the PP review sheets to monitor the children in their class. We have included an extra box of parental involvement, as we would like to promote a stronger parental link, ensuring attendance to meetings or workshops are targeted at PP families.</p> <p>Workshops may need to be more accessible to parents, especially those that are working. Prior and advanced warning is key and teachers need to ask specific families, that may need extra support, in person. Open classroom events will take place across all year groups, across the whole year. All families should be encouraged to engage in such events.</p> <p>A 'Parent Surgery' will be introduced on a termly basis, targeted at the PP families. The PP lead will meet any parents, who wish, to discuss their child's progress or given the opportunity, to share any issues at home.</p>	
<b>2. Targeted Support</b>		
<p><b>Outcomes and Impact</b> Include impact on pupils not eligible for PP, if appropriate</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>
<p><i>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.</i></p> <p><b>Thrive continues to provide high quality and targeted support for pupils with emotional need. We have two trained Thrive practitioners and a highly trained lead. The Lead provides in house training at least once a year. Our Thrive room continues to provide a space for the practitioners to engage with pupils who need the time and space outside of the classroom. Our Thrive programme includes PP and non-PP children. Although not quantifiable, in terms of formative or summative assessments, all pupils on the programme benefit from an approach led by trained practitioners, whose sole purpose is enabling children to engage and develop their emotional needs,</b></p>	<p>Thrive continues to be an essential programme within our school. Jon Stevenson the SEND and Thrive lead will continue to provide training and co-ordinate the programme.</p> <p>The Thrive programme also provides support to parents, this continues to be popular amongst our families.</p>	<p>£7,000</p>

<p><i>Adopt a Year Six</i>  <i>Data collected over several years shows evidence that children make significant progress from Baseline term 1 year six testing to final SATS results.</i>  <i>Children benefit from developing a relationship with another key adult in school and therefore engage readily in the targeted intervention.</i>  <b>In the past this strategy has been beneficial to the children, needing support before the SAT's tests. PP and non-PP children are included in this programme.</b></p>	<p>This was an extremely costly exercise and took up a lot of staff time after school preventing after school clubs and enrichment opportunities to take place. This year the school is offering a wider range of after school clubs which will benefit all our PP children and will help to develop skills outside of the classroom further. Adopt a year 6 will take place at lunchtimes but will be a much scaled down version and will be led by volunteers who would like to help support Year 6.</p>	<p>£1,800</p>
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### 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
<p><i>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.</i>  <b>We have continued to find ways to support all pupils in school with extra-curricular opportunities both in school and within the wider community. Creative fund raising that involves the parents has been successful, with inclusion at the forefront of such activities. Sporting events, forest school and enrichment programmes which may require a smaller cohort in attendance, has involved the careful inclusion of PP children and non-PP children who may benefit.</b></p>	<p>Some families will struggle to find the funds needed to take part in school trips and residential. Therefore, we are putting aside an enrichment fund of £1,500 to support families in need. Families will be encouraged to apply for part support of a trip etc.</p> <p>We will also continue to support families by making them aware of local charities that offer financial help, through application.</p> <p>We will continue to find creative ways to fund raise, within class groups i.e. cake sales etc.</p>	

### 1. Additional detail

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