

Pupil premium strategy statement Broadwindsor VC CE Primary School

1. Summary information					
School	Broadwindsor CE VC Primary School				
Academic Year	2019/20	Total PP budget	£ 11,129	Date of most recent PP Review	16.10.19
Total number of pupils	100	Number of pupils eligible for PP	5	Date for next internal review of this strategy	July 2020

2. Current attainment at Key Stage 1 (Summer 2019)		
	Pupils eligible for PP (2)	Pupils not eligible for PP (13)
% achieving reading standard in reading	50%	69%
% achieving expected standard in writing	0%	69%
% achieving expected standard in maths	0%	77%
Current attainment and progress at Key Stage 2 (Summer 2019)		
	<i>Pupils eligible for PP</i> 6	<i>Pupils not eligible for PP</i> 11
% achieving Expected Standard in Reading, Writing and Maths	50% +5%	45%
% making Expected Standard in Reading	67% -6%	73%
% making Expected Standard in Writing	67% +3%	64%
% making Expected Standard in Maths	67% +12%	55%
%making Expected Progress in Grammar, Punctuation and Spelling	83% +19%	64%
Average progress in Reading	-2.58	-3.13
Average progress in writing	-2.21	-2.68
Average progress in Maths	-2.38	-3.33

3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Children entering EYFS without all the necessary age-appropriate skills to fully access the curriculum and therefore at risk of not going on to achieve the Good level of development at the end of EYFS.	
B.	Some of our PP children have undeveloped literacy and numeracy skills which require accelerating through effective Quality First Teaching and more personalised learning.	
C.	Poor social and emotional development of some of our pupils which impacts on their ability to be successful learners	
C.	Children have underdeveloped language of learning required to be successful learners	
D.	Some of our children have special educational needs and require more precise small step tracking tools to monitor their progress	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Parental engagement in supporting home learning e.g. listening to children read regularly, learn spellings and times tables	
4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	Percentage of EYFS achieving the Good Level of Development in School is higher than national and Dorset levels. All PP children are targeted to make good progress in all 17 areas from their starting points and targeted to achieve the 'Good level of development.' EYFS profile will track their progress.	75% of all pupils (PP and non-PP) achieve the Good Level of Development. 100% of PP achieve Good Level of Development.
B.	<p>Improve progress of reading and writing, mathematics skills of disadvantaged pupils. Develop teacher pedagogy in reading and mathematics especially outlined in subject action plans in order that all pupils including disadvantaged make good progress.</p> <p>Out of the 4 pupils with us in 2018/2019 and still with us now: 2 out of 4 made expected progress in reading and writing and only 1 of 4 pupils reached the expected level for their year group in these areas. 1 out of 4 made expected progress in maths and only 1 of 4 pupils reached the expected level for their year group in maths. As some of these pupils have SEN we are using the Birmingham Toolkit to track their small step progress to ensure they make good progress.</p>	<p>100% of pupils making expected progress (either against year group expectations or in the case of SEN pupils against the Birmingham toolkit).</p> <p>SEN pupils will successfully meet their personal targets based on the toolkit and their books show good progress from the starting points</p>

<p>C.</p>	<p>Improve children’s social and emotional development so that disadvantaged pupils are able to be motivated and engaged learners who can manage their feelings and behaviour.</p> <p>Through internal monitoring by Headteacher and subject leaders in lessons and looking in their books. Talking to pupils</p> <p>ELSA records where appropriate will be monitored. Children will be assessed on entry and exit to ELSA support and the impact of these sessions to show progress in their social and emotional development</p>	<p>100% of disadvantaged children reach at least expected levels in PSED at end of EYFS.</p> <p>ELSA records show progress</p> <p>Lesson observations show children including PP children are engaged and motivated learners who are able to manage their feelings and behaviour.</p>
<p>D.</p>	<p>Improve children’s vocabulary and understanding of how to be a successful learner.</p> <p>Pupil interviews show disadvantaged pupils can positively talk about their strengths and weakness in their learning, know how to problem solve, be resilient and work independently. There is a whole school focus on this ‘Purple learners’ which can be articulated by all.</p> <p>Learning walks by subject leaders and SEP shows that pupils are acting upon targets within lessons and can articulate how to be success in their learning.</p>	<p>Pupil interviews show disadvantaged pupils can positively talk about their strengths and weakness in their learning, know how to problem solve, be resilient and work independently.</p>
<p>E.</p>	<p>Improved engagement in home learning by disadvantaged pupils and families in their learning especially developing their key literacy and numeracy skills.</p> <p>PP and non PP children engaging well with technology e.g. TT Rockstars, Accelerated Reader</p> <p>Read 4 times a week, update reading records, learn spellings and learn times tables.</p>	<p>100% of reading records of PP children read at least 4 times at week, spelling and times table tests show children achieving well. Where this is not being done, this is discussed with parents and where needed homework support/club is offered in morning.</p> <p>Accelerated reader and TT Rockstars records show PP children are engaged in these schemes as much as non PP children are.</p>

5. Planned expenditure

Academic year **2019-20**

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	Staff lead	When will you review implementation?
Improve reading skills as part of school focused action Plan which includes developing reading pedagogy	<p>CPD to support QFT meeting this including Read Write INC training to develop early reading skills</p> <p>Specific resources to support Read Write INC in EYFS</p> <p>Accelerated reader introduced to support older pupils especially PP children to develop a love of reading and support comprehension skills</p>	<p>Developing QFT through improving teacher pedagogy of phonics and reading as result this supports all learners to make maximum progress through using</p> <p>School is working with the Broadclyst English Hub who recommended Consistent use of Synthetic Phonics teaching approach e.g. Read Write Inc along with strategies such as</p> <p>Birmingham toolkit tracking tool.</p> <p>Accelerated reader to support all readers including PP children</p>	<p>English Hub Literacy specialist will support school with half-termly visits to monitor progress in implementing Read write inc. and impact on all learners including disadvantaged.</p> <p>Accelerated Reader data shows that PP children are actively engaged in programme and regular achieving 85%in quizzes.</p> <p>Subject leader and governor monitoring as detailed in action plan</p>	Literacy leader with support of HT	<p>July 2020</p> <p>AR 3,120</p> <p>Birmingham toolkit £900</p> <p>£800 for staffing costs and resources</p>

<p>Improve maths skills of all pupils including disadvantaged by improving teacher pedagogy</p>	<p>CPD focused around CPA and teacher decision making within lessons to aid all pupils to make maximum progress.</p> <p>Specific resources to support effective QFT.</p> <p>Pre-teaching of specific children and being part of Jurassic Maths Hub work group researching impact of strategy</p>	<p>Developing QFT through improving teacher pedagogy of mathematics so that all learners make maximum progress in maths lessons.</p> <p>Pre-teaching of targeted children including PP children</p>	<p>Maths leader to belong to Collaboration Maths Subject leader group which will monitor impact of target children</p> <p>School by joining Jurassic Maths Hub work group on pre-teaching approach to accelerate progress of groups of children.</p>	<p>Numeracy leader with support of HT</p>	<p>July 2020</p>
<p>Improve children's metacognition and language of learning</p>	<p>Continue developing this whole-school approach learning to learn (Purple Learners)</p> <p>Implementation of approaches across school including using Praise assembly as focus point for celebrating</p> <p>Display materials and reward materials</p>	<p>Continue to provide professional development to support staff to develop whole-school approach in light of new teaching staff joining this year.</p> <p>Through implementation of approaches across school including using Praise assembly as focus point for celebrating</p> <p>Display material and reward materials to support this</p> <p>Metacognition (EEF + 7 months progress)</p>	<p>Evidence from lesson observations</p> <p>Pupil voice Interview Questionnaire</p>	<p>Phil Smith</p>	<p>April 2020</p>
Total budgeted cost					<p>£4820</p>

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?
Improve key skills in reading, writing and maths	<p>Use of small group work to support improving key skills and using effective feedback.</p> <p>Key skills intervention groups including booster sessions leading up to statutory assessment.</p> <p>Pre-teaching groups in maths</p>	<p>Small group tuition aimed at supporting pupils making expectation in reading, writing and maths at the end of each Key Stage 2 year group including Year 6 SATS.</p> <p>Timely intervention -Keep up sessions for PP children to support literacy skills</p> <p>Effective feedback (EEF +7 months).</p>	<p>Pupil Progress meetings and Data tracking each half-term.</p> <p>Interventions measured</p>	<p>Phil Smith</p> <p>Class teachers</p>	<p>July 2020</p> <p>£2,000 for booster classes</p>
<p>Consolidate learning of key skills through personalised learning sequences using technology.</p> <p>To support individual pupils</p>	<p>Investing in technology to deliver personalised learning – all PP children to have access in classrooms daily to a tablet with apps that support their learning.</p> <p>Read write inc resources to support EYFS pupils</p>	<p>By having tablets for pupils to use in their classroom, they can have apps which give specific learning to practise skills they require to master.</p> <p>Digital Technology + 4 months (EEF Toolkit)</p>	<p>Pupil Progress meetings and Data tracking each half-term.</p> <p>Teachers to measure impact of apps through data they provide and their confidence within lessons</p>	<p>Phil Smith</p> <p>Class teachers</p>	<p>July 2020</p> <p>£ 1,200 +apps £100</p> <p>£50 Read, write inc.</p>
Total budgeted cost					£3350

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?
Small group work and 1:1 support to social and emotional needs of specific pupils	<p>Establishing an ELSA and Training.</p> <p>Interventions such as – TALKABOUT to be run across the school.</p> <p>Salary cost for staff to come to whole-school meeting to plan whole-school approaches for vulnerable learners</p>	<p>ELSA was going to be trained last year but once this need was established training had already taken place.</p> <p>Social and Emotional - EEF + 5 months progress</p>	<p>Pupil Interviews</p> <p>Observation of pupils</p>	SENCO	<p>June 2020</p> <p>ELSA £650</p> <p>£100</p>
Improving pupils engagement to home learning amount of reading at home	<p>Developing relationships with parents by providing individual/group to support parents with home learning</p> <p>AR books targeted at PP children.</p> <p>Reading rewards</p> <p>Homework club if required</p>	<p>Parental engagement EEF + 3 months progress</p> <p>A budget to buy books which will support PP children on accelerated reader e.g. books with less text but older years content.</p>	<p>Keep records of homework completed.</p> <p>Reading Journal analysis and accelerated reading data</p>	<p>English Subject Leader</p> <p>Class teachers</p>	<p>July 2020</p> <p>£500 for reading club</p> <p>£600 AR books</p>

Support for PP children to take an active part in whole-school life and provide wow experiences to inspire them	On individual basis provide financial support to be involved in whole-school life e.g. support to be involved in residential and extra-curricular activities. Uniform support and transport costs to ensure pupils attend regular	Past experiences of being involved in residential and other visits has developed children's confidence and these experiences develop pupils' language.	Case study on selected pupils sharing impact of support pupils receive. Attendance data as required Pupil Progress	Phil Smith Class teachers	July 2020 £1000 £50
Total budgeted cost					£2,900

6. Review of expenditure				
Previous Academic Year		2018-19		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	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

<p>Improve writing skills</p>	<p>Effective Feedback</p> <p>CPD to support QFT meeting this.</p> <p>Being part of the lesson study approach (costs associated with covering staff to take part)</p>	<p>Developing QFT which supports all learners to make maximum progress through using effective feedback strategies.</p> <p>Teachers were involved in Lesson Study groups focused on writing. Key stage 2 writing results to 65% meeting expected standard from 52% of pupils in previous year. PP children did slightly better than non-PP children.</p> <p>Writing progress improved at Key Stage 2 from previous year and was closer to Dorset levels. PP children's progress was slightly higher than non PP children this could be result of more individual teacher time to support PP children.</p>	<p>This was a successful strategy that was rolled out in the second part of the year. Post it note targets were established. Interviews of pupils showed that they were clearer about what they needed to do.</p> <p>This will be continued across the whole-school year in 2019-2020. Targeted children including PP children will have more time to discuss targets with teaching staff.</p>	<p>£15</p>
<p>Improve children's metacognition and language of learning</p>	<p>Developing whole-school approach learning to learn.</p> <p>Training to support this</p> <p>Reward resources to support approach</p>	<p>Training was carried out to support staff to develop a whole-school approach. The 'Purple Learners 'approach' was introduced in the spring term.</p> <p>Parents are now invited to assemblies each week to celebrate achievements and recognise purple learners.</p> <p>Interviewing pupils has shown that they are becoming better at talking about their learning in a clearer way.</p>	<p>Purple learners will continued in 2019-2020 and developed further e.g. in Year 5 and 6 purple learner points.</p> <p>Starting with this approach from the beginning of the year will have bigger impact.</p>	<p>£275</p>
<p>ii. Targeted support</p>				

Desired outcome	Chosen action / approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned	Cost
<p>Improve key skills including writing, math spelling and phonics</p>	<p>Use of small group work to support improving writing skills through developing effective feedback.</p> <p>Writing/grammar/spelling/ maths intervention groups to support PP children. This also included splitting Year 5 and 6 one morning a week.</p> <p>Timely intervention -Keep up sessions for PP children to support literacy and maths skills.</p>	<p>From book looks including with SEP showed that post-it targets coupled with verbal feedback saw pupils making more rapid progress. Along with Small group tuition aimed at those that require rapid progress to support pupils making expectation in reading, writing, maths at the end of Key stage 2.</p> <p>In maths Year 5 and 6 each week in the spring term were split and both groups led by a teacher. Pupil premium children were targeted with additional TA time within these sessions. This allowed more feedback and tailored teaching to occur.</p> <p>Progress data of Year 6 especially in maths shows that PP children performed better than non-PP children, narrowing the gap especially in maths.</p>	<p>Timely intervention was effective at supporting pupils writing skills especially when giving PP children additional feedback time to understand post-it note challenges. This will continue in 2019-2020.</p> <p>A greater focus is going to put on Quality first teaching at upper key stage 2 and the use of pre-teaching is going to be used especially in maths.</p> <p>Intervention groups including timely intervention will used as required as a result of discussions at pupil progress meetings.</p>	<p>£1600</p>
<p>iii. Other approaches</p>				
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

<p>Small group work and 1:1 support to social and emotional needs of specific pupils</p>	<p>Establishing an ELSA and Training.</p> <p>Interventions such as – TALKABOUT to be run across the school.</p> <p>Salary cost for staff to come to whole-school meeting to plan whole-school approaches for vulnerable learners.</p> <p>Additional lunchtime support for specific pupils</p>	<p>The need for an ELSA continues and one of our Tas is currently being trained (autumn 2019)</p> <p>Additional lunchtime support resulted in less incidents at lunchtime and disadvantaged pupils with SEND have felt happier at unstructured time.</p> <p>Staff have a greater understanding of the approached to take especially at unstructured times such as lunchtime. Less incidents at break and lunchtime.</p> <p>Questionnaires show that pupils feel happy and safe at school.</p>	<p>ELSA was going to be trained last year but once this need was established training run by LA had already taken place.</p> <p>Pupil questionnaires of PP children to be separated out from non-PP children to support evidence gathering.</p> <p>‘Talkabout’ intervention still to used fully.</p>	<p>£120</p> <p>£2200</p>
<p>Improving amount of reading at home</p>	<p>Developing relationships with parents by providing individual/group to support parents with home learning</p> <p>Reading rewards</p> <p>Homework if required</p>	<p>School staff arranged a workshops in reading which was well received.</p> <p>Staff made good relationships with PP parents especially those with additional needs.</p> <p>Reading club was established in the spring term as result children from PP families met target of 5 times a week reading.</p>	<p>Reading club to continue for those that need to consolidate their reading, spellings and etc (homework completed at school).</p>	<p>1,368</p> <p>£500</p>

Support for PP children to take an active part in whole-school life and provide wow experiences to inspire them	On individual basis provide financial support to be involved in whole-school life e.g. support to be involved in residential and extra-curricular activities. Uniform support and transport costs to ensure pupils attend regular	Past experiences of being involved in residential and other visits has developed children's confidence and these experiences develop pupils' language. See case studies. By providing support with transport for PP children. Attendance for PP children in 2018/19 was	This use of money will be continued in 2019/2010 depending on the individual factors of the children.	£1200
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Progress on Barriers identified in 2018-2019 (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
D.	Children entering KS1 without necessary skills to fully access the national curriculum, especially in writing.
E.	Poor social and emotional development of pupils which impacts on their ability to be successful learners
C.	Children have underdeveloped language of learning required to be successful learners
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Parental engagement in supporting home learning e.g. listening to children read regularly, learn spellings and time tables
7. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)	
	Improve progress of writing skills of disadvantaged pupils. 2017/2018: 6 out of 9 made expected progress in writing and only 1 of 9 pupils reached the expected level. Therefore disadvantaged pupils are going to need make accelerated progress in 2018/2019. This will be tracked at pupil progress meetings and targets set around % of pupils making expected and better than expected progress.
Success criteria	
	100% of pupils making expected progress and 53% making better than expected progress. 9 out 11 (82%) made expected progress with 55% making accelerated progress in 2018-19.

<p>F.</p>	<p>Improve children's social and emotional development so that disadvantaged pupils are able to be motivated and engaged learners who can manage their feelings and behaviour.</p>	<p>100% of disadvantaged children reach at least expected levels in PSED at end of reception. No PP children in EYFS in 2018-19.</p> <p>Children will be assessed on entry and exit to ELSA support to show progress. ELSA programme to be established in 2019-20</p> <p>Lesson observations show children are engaged and motivated learners who are able to manage their feelings and behaviour.</p>
<p>G.</p>	<p>Improve children's vocabulary and understanding of how to be a successful learner.</p>	<p>Pupil interviews show disadvantaged pupils can positively talk about their strengths and weakness in their learning, know how to problem solve, be resilient and work independently. There is a whole school focus on this which can be articulated by all.</p> <p>Progress has been made but this still needs to a focus in 2019-20.</p>
<p>H.</p>	<p>Improved engagement in home learning by disadvantaged pupils and families - agreement to:</p> <p>Read 5 times a week, update reading records, learn spellings, learn times tables.</p>	<p>100% of PP reading records show children regularly read 5 times in Y5/6 and Y1/2.</p> <p>Progress has been made in this area but it is hoped the introduction of Read Write Inc in early years will support better reading attainment and progress data in 2019-20.</p>

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