

Pupil premium strategy statement Broadwindsor VC CE Primary School

1. Summary information					
School	Broadwindsor CE VC Primary School				
Academic Year	2018/19	Total PP budget	£18,780	Date of most recent PP Review	23.11.18
Total number of pupils	102	Number of pupils eligible for PP	15	Date for next internal review of this strategy	4.11.19

2. Current attainment		
	<i>Pupils eligible for PP</i> 1	<i>Pupils not eligible for PP</i> <i>(Dorset average)</i>
% achieving Expected Standard in Reading, Writing and Maths	100%	64%
% making Expected Standard in Reading	100%	78%
% making Expected Standard in Writing	100%	79%
% making Expected Standard in Maths	100%	72%

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.	Learning readiness of Key stage 1 pupils to access Key stage 1 curriculum especially those early literacy and numeracy key skills.
B.	Undeveloped learning behaviours of pupils and language of learning required to be independent resilient learners.
C.	Poor social and emotional development of pupils which impact on their ability 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 regular

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)	Success criteria
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A.	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 was at 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.	100% of pupils making expected progress. 53% of pupils making accelerated progress
B.	Improve children's social and emotional development so that disadvantaged pupils have positive learning attitudes	Social and emotional development is improved and observed at lesson observations. It is also reported to have improved at meetings involving these pupils.
C.	Learning behaviours of disadvantaged pupils and the ability to articulate about their learning improves.	Pupil interviews demonstrate that disadvantaged pupils can positively talk about their strengths and weakness in their learning and lesson observations show improvements in their learning behaviour. Disadvantaged pupil's outcomes narrow to non-disadvantaged pupils
D.	Improved engagement in home learning initiatives by disadvantaged pupils and families - reading 5 times a week at home. Records of pupils reading kept and analysed.	Rates of disadvantaged pupils reading target amount of times is similar to none disadvantaged pupils

5. Planned expenditure	
Academic year	2018-19
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?
Improve writing skills	Effective Feedback CPD to support QFT meeting this. Being part of the lesson study approach	Developing QFT which supports all learners to make maximum progress through using effective feedback strategies EEF + 8 months progress (effective strategies)	Book monitoring of pupils Pupil interviews	Phil Smith	July 2019
Improve children's metacognition and language of learning	Developing whole-school approach learning to learn	Training/CPD to support staff to develop whole-school approach Through implementation of approaches across school Display material and reward materials to support this	Evidence from lesson observations Pupil interviews	Phil Smith	July 201
Total budgeted cost					£1,500
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 including writing, spelling and phonics	Use of small group work to support improving writing skills through developing effective feedback. Writing intervention groups to	Small group tuition aimed at those that require rapid progress to support pupils making expectation in reading, writing at the end of Key stage 1 and 2. EEF + 4 months progress Timely intervention -Keep up sessions for PP children to support literacy skills (effective feedback EEF +7 months).	Pupil Progress meetings and Data tracking each half-term. Intervention measured	Phil Smith	July 2019
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Total budgeted cost £ 5,000

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?
Small group work and 1:1 support to social and emotional needs of specific pupils	Establishing an ELSA and Training. Interventions such as –TALKABOUT to be run across the school. Whole-school planning meetings to support Vulnerable learners. Salary cost for staff to come to whole-school meeting to	Social and Emotional - EEF + 5 months progress	Pupil Interviews Observation of pupils	SENCO	July 19

Improving amount of reading at home	Developing relationships with parents by providing individual/group to support parents with home learning Reading rewards Homework club if required	Parental engagement EEF + 3 months	Keep records of reading at home. Reading Journal analysis	Sue Hammersley	July 2019
Support for disadvantaged pupils including pupil premium to fully learning including extra-curricular activities, residential visits and music tuition	Widen learning opportunities for disadvantaged pupils by providing financial support to be involved in a range of learning opportunities. Resources required for learning opportunities	Digital technology EEF + 4 Months Outdoor adventure Learning EEF + 4 Months Sports Participation EEF + 4 Months	Records of support provided. Case study reports of selected pupils	Phil Smith with Support of Sally Dawson	July 2019
Total budgeted cost					£2,500

6. Review of expenditure	
Previous Academic Year	2017-18
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	
Improve writing skills	Use of small group work	Use of pupil premium study shows most beneficial if use money for small teaching group	Year 6 pupil data showed that this pupil made expected standard and made accelerated progress. However, progress rates for the all disadvantaged pupils are low (1 of 9 pupils making expected progress). By supporting teachers with improving Quality first teaching for all pupils in writing including around approaches to engage boys in writing, and feedback to pupils	Mr Arnold	Janu
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	Cost	
Improve writing skills	Use of small group work	Use of pupil premium study shows most beneficial if use money for small teaching group	See above. Small group work more targeted feedback to improve writing skills rapidly that is accessible to the different needs of pupils.	Mr Arnold	Janu
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	

7. Additional detail

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