**Pupil Premium Strategy Bathford Church School 2019 - 20**

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| **Summary information** | | | | | |
| **School Bathford Church School** | | | | | |
| **Academic Year** | 2019-2020 | **Total PP budget** | £23,380 | **Date of most recent PP Review**  ***(external or Internal)*** | September 2019 |
| **Total number of pupils** | 190 | **Number of pupils eligible for PP** | 14 | **Date for next internal review of this strategy** | July 2020 |

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| **Current attainment (2018-2019)** |

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|  | *Pupils eligible for PP in school* | *Pupils not eligible for PP in school* |
| **% achieving expected or above in reading, writing *and* maths at KS2** | 50% | 84% |
| **% achieving expected in reading at KS2** | 75% | 93% |
| **% achieving expected in writing at KS2** | 50% | 97% |
| **% achieving expected in maths at KS2** | 50% | 93% |
| **% achieving Greater depth in reading, writing and maths at KS2** | 25% | 13% |
| **% achieving Greater depth in reading at KS2** | 25% | 60% |
| **% achieving Greater depth in writing at KS2** | 25% | 27% |
| **% achieving Greater depth in maths at KS2** | 25% | 33% |
| **Reading progress score** | 0.49 | 0.06 |
| **Writing progress score** | -0.98 | -0.11 |
| **Maths progress score** | -0.88 | -0.54 |
| **% achieving expected or above in reading, writing *and* maths at KS1** | 50% | 76% |
| **% achieving expected in reading at KS1** | 50% | 80% |
| **% achieving expected in writing at KS1** | 75% | 76% |
| **% achieving expected in maths at KS1** | 50% | 84% |
| **% achieving Greater depth in reading, writing and maths at KS1** | 0% | 0% |
| **% achieving Greater depth in reading at KS1** | 0% | 20% |
| **% achieving Greater depth in writing at KS1** | 0% | 16% |
| **% achieving Greater depth in maths at KS1** | 0% | 28% |
| **Reading progress score** | -4% | -6% |
| **Writing progress score** | 1% | 0% |
| **Maths progress score** | -1% | -3% |
| **Year One Phonics** | 50% | 100% |
| **Year Two Phonics (including retakes)** | 75% | 96% |
| **EYFS Good Level of Development** | n/a | 82.1% |

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| **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)* | | | | |
|  | | Some children eligible for PP not making expected progress compared to other pupils. This slows progress in subsequent years and impacts on other subject areas. | | |
|  | | Some PP children also have additional needs. | | |
|  | | Lack of resilience and confidence has an impact on a small number of PP children, which has a detrimental effect on their academic progress. | | |
| **D.** | | Gaps in learning in reading, writing and maths in KS2 children eligible for PP are slowing their progression. | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | |
| **D.** | | Parental engagement with children’s learning at home | | |
| **E.** | | Attendance | | |
| **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | Children eligible for PP will make similar progress compared to other pupils. | | Pupils eligible for PP (and without SEN) make expected or better progress by the end of the year so there are no significant gaps between PP and non-PP. |
|  | PP children will have more self-confidence and will be able to display more resilience when they encounter new situations and learning. | | Pupils eligible for PP who may need additional Thrive support are set up with individual Thrive programmes to support their individual needs, aiming to increase their Thrive scores over the year. This in turn will increase their self-confidence and enable them to become more resilient. |
|  | Children eligible for PP will have been assessed and gaps identified. Further teaching on target areas will enable the gaps to be plugged. | | Pupils eligible for PP identified as underachieving make as much progress as ‘other’ pupils across Key Stage 2 in maths, reading and writing. |

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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?** |
| Quality First Teaching with a focus on targeting support and challenge for PP pupils will be included in teacher appraisals. | Ensuring PP pupils are high priority for staff and they have strategies to target these pupils in lessons will give the pupils the best chance of succeeding in the classroom. | Not from PP budget | Lesson observations, work scrutiny, data analysis, pupil progress meetings, pupil voice, learning walks | KS | | Termly |
| SENCO time/Thrive/Relax Kids, Thrive Arts and Forest School accessed through Bath Behaviour Panel | Evidence from previous years reflects the benefit to PP children gained from using Thrive. They exhibited greater self-confidence and resilience and this in turn led to a greater willingness to engage with learning. Thrive also benefits the whole school. | £12,480 | SLT to monitor.  Work scrutiny/assessment outcomes to identify impact  Pupil voice | JT/KS | | Termly |
| **Total budgeted cost** | | | | | | £12,480 |
| 1. **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?** |
| Weekly sessions in targeted areas for PP pupils with an experienced teacher (who has also taken on the role of PP Champion), in addition to standard lessons. | Small group and 1:1 interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. | £7,900 | Work scrutiny, pupil progress meetings, regular review of targets set, lesson observations, pupil voice | CD/KS | | Termly |
| Pupil Premium Champion will attend BWMAT and other training relevant to supporting PP in school. | CPD and greater awareness of other strategies used to support PP could lead to further improved provision. CPD filtered back to staff could also benefit PP provision. | Feedback from training attended | CD | | Termly |
| **Total budgeted cost** | | | | | | £7,900 |
| 1. **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?** |
| Closely monitor PP attendance | If children have poor attendance, they will not be able to access the learning and support provided and will, as a consequence, make poorer progress. | Not from PP budget | SLT review and monitoring | KS | | Termly |
| **Total budgeted cost** | | | | | |  |
| 1. **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?** |
| Extra-curricular clubs provided by the school or external providers will be funded by school | Social skills are developed through participation in a range of clubs.  Pupils enjoy the experience of being at school and are keen to participate in chosen activities.  Talent, skills and efforts in non-academic subjects are celebrated and this in turn develops self-confidence. | Not from PP budget | SLT review and monitoring uptake of clubs by PP children. | | CD | Termly |
| All trips funded by school, including residential trips | Learning is supported by trips that are carefully planned to enhance the school’s curriculum. Social skills, independence, perseverance and team-work are developed through participation in group activities and overnight stays on residential trips. | £3000 | SLT review | | KS | Termly |
| **Total budgeted cost** | | | | | | £3000 |

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| **Review of expenditure December 2018** | | |
| 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) | **Rag rating** |
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| 1. **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) | **Rag rating** |
| 1. **Attendance** | | |
| **Outcomes and Impact** Include impact on pupils not eligible for PP, if appropriate | **Lessons learned**  (and whether you will continue with this approach) | **Rag rating** |
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| 1. **Enrichment** | | |
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| 1. **Additional detail** |
| In this section you can annex or refer to **additional** information which you have used to inform the statement above. |

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| **Review of expenditure April 2019** | | | |
| 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) | **Rag rating** |
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| 1. **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) | | **Rag rating** |
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| 1. **Attendance** | | | |
| **Outcomes and Impact** Include impact on pupils not eligible for PP, if appropriate | | **Lessons learned**  (and whether you will continue with this approach) | **Rag rating** |
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| 1. **Enrichment** | | | |
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| **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** |
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| 1. **Targeted Support** | | |
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