

# Bridgtown Primary School Pupil Premium 2017-2018



Pupil Premium 2017-2018 £91,080

Barriers to learning	Specific nature of investment	Rational/aims	How we will measure impact	Outcomes
<p><i>School has identified barriers to learning which may exist:</i></p>	<p><i>In 2017-18, we plan to invest in the following in order to address the barrier.</i></p>	<p><i>The aim of the intervention is:</i></p>	<p><i>We will measure the impact of the investment through:</i></p>	<p><i>What were the outcomes? What conclusions can we make? Will we repeat this support?</i></p>
<p>The gap between the disadvantaged and non-disadvantaged pupils and the progress they make.</p>	<p>£40,000 Teaching assistant support in all English/Maths lessons throughout the school and where needed in phonics, Grammar/Spelling and guided reading.</p> <p>£28,000 HLTA /Teacher booster groups, positive play, targeted English and Maths groups. Additional member of staff to support RWI in KS1.</p> <p>£1800 Purchase of PIRA, PUMA, GAPs material to use to support assessment and to provide standardised scores so progress can be tracked accurately.</p> <p>£6000 Release of teaching staff to complete quality first small group teaching focus – Guided reading – Disadvantaged children a priority.</p>	<p>Narrow the gap between the disadvantaged pupils and non-disadvantaged pupils.</p> <p>To specifically target English, Maths, Grammar, phonics and reading.</p>	<p>Termly analysis of attainment and progress in reading, writing and maths: Comparison with Dis and Non-dis children/ analysis of the gaps in points progress termly. Children to make at least expected progress, aim is to narrow the gap.</p>	<p><u>Impact of intervention.</u></p> <p>Year 1 gap minimal Year 2 PP children outperforming Non PP in Reading and writing, minimal gap in maths Year 3 gap has narrowed each term Year 4 gap has not reduced in reading or writing. Gap has narrowed in Maths and grammar Year 5 gap narrowing. Year 6 gaps have narrowed, continue with intervention group with specified children.</p> <p>Year 4 – (Year 5 September 2018) additional intervention</p> <p>Purchasing of standardised tests have made direct comparisons easier to make</p> <p>Targeted reading groups for guided reading have ensured PP children get additional targeted support</p>

<p>Less likely to read at home and have limited higher order reading skills.</p>	<p>Continue the home school reading challenge. Free books from rotary to read at home, plus £100 from school fund.</p>	<p>To develop a love of reading with increased confidence and ability, ultimately leading to an improvement in attainment and progress – particularly in KS2</p>	<p>Reading attainment and progress of children with pupil premium compared to class and national averages.</p>	<p>Year 1 disadvantaged pupils are Pupils are slightly below the non-disadvantaged – 0.1 improvement from last year. Year 2 and 3 Disadvantaged pupils outperforming non-disadvantaged children. Year 4 – all show a slight widening of the gap. Year 5 the gap remains small but steady Year 6 significant narrowing of gaps, but still remain behind</p>
	<p>Provide books to individuals £100 school fund plus free books from rotary reading for at home.</p>		<p>Analyse PIRA standardised reading score and Hodder scale.</p>	<p>The PIRA scores have been analysed termly, interventions have been adjusted accordingly.</p>
	<p>£1500 Purchase of materials for the raise in expectations of the new curriculum – key areas – Year 2 EXS and GDS, Year 5 EXS and GDS and Year 6 EXS  Books to be used in lessons to promote the love of reading.</p>		<p>Staff observations of engagement, participation in reading activities</p>	<p>Rocket to reading charts and home diaries show an increase of the amount of books read at home. Feedback from pupils shows an increased enjoyment of reading. Activity rewards have been very successful – continue this.</p>
			<p>Staff observations of engagement, participation in reading activities.  Reading attainment and progress of children with pupil premium compared to class and national averages.</p>	<p><b>Year 1</b> disadvantaged made satisfactory progress in reading July 2018 expected 4.0 actual 3.0 <b>Year 2</b> disadvantaged made good progress in reading July 2018 expected 6.0 actual 5.8 <b>Year 3</b> disadvantaged made satisfactory progress in reading July 2018 expected 6.0 actual 5.9 <b>Year 4</b> disadvantaged made satisfactory progress in reading</p>

				<p>July 2018 expected 6.0 actual 5.9</p> <p><b>Year 5</b> disadvantaged made good progress in reading July 2018 expected 6.0 actual 6.4</p> <p><b>Year 6</b> disadvantaged made good progress in reading July 2018 expected 6.0 actual 6.9</p>
	Rotarians to read with disadvantaged children on a weekly basis. Y2 –Y5		Pupil voice.	Children respond positive to the 1:1 time given. This is resulting in a more positive approach to reading within the classroom.
	FFT intervention		Assessed at the start and end of programme. Reading attainment and progress.	Due to staff long term sick this intervention did not take place.
<p>Lack of opportunities to enhance and practice their phonetic knowledge and understanding.</p> <p>Year 1 phonics results – 2017 57%</p>	<p>RML reading programme additional TAs for smaller group intervention (costing within the £40,000 TA support allocated)</p> <p>English manager to complete termly assessments of all KS1 and EYFS staff – phonics £1200</p> <p>RML phonic session every day for 45 minutes focusing on the reading and phonics. Additional staff member to reduce the staff pupil ratio.</p>	To improve the phonics pass rate for Year 1 and the rate for Year 2 retests.	Phonics progress, measured half termly.	<p>Phonics in Key stage 1 and EYFS was closely monitored termly. Groups were reviewed and changed termly. Improved Year 1 phonic screening in 2018 to 73%</p> <p>Continue to fund additional staff for RML groups</p>

More likely to have limited vocabulary and have delayed language skills.	Targeted support in class and targeted intervention groups for specific difficulties.	To improve use of vocabulary in both oral and written communications		Positive TA feedback from speech and language programmes.
	Speech and Language support. Dedicated TA to deliver all Sp & L programmes – every morning.		Reports detailing progress of specific individuals – Julie Colley, Lucie Busst	Feedback from JC (Speech therapist) reports children have been discharged from intervention programmes due to the progress made. Dedicated TA delivered consistent programmes on a regular basis – continue next year.
	Teacher training – Strategies to enhance speaking and listening within the classroom.		September 2017/February 2018 – observations show strategies being implemented.	Lesson observations have shown that skills are being embedded.
May have increased emotional support needs.	PSHE – Jigsaw programme	To improve emotional wellbeing so that, with increased self-esteem they achieve more.	Lesson observations. Pupil voice.	Feedback from pupils in Pupil voice very positive.
	Positive play			Parents have commented on positive impact for play and bereavement aspects.
	Forest schools			Lesson observations show good and outstanding practise. Feedback from pupils very positive. Next year additional training for staff member
	£1500 Fund Pupil premium visit to Ingestre Hall. Children to take part in music, dance and art activities to improve self-esteem and well-being. Fund some of the residential visit to Whitemoor Lakes for		Pupil feedback/discussion with centre staff, teacher observations	Feedback form pupils/parents/staff were very positive. Photos, twitter comments show positive outcomes for pupils. New skills, confidence, self-esteem developed for all children across the 3 days.

	Year 6 for the identified pupil premium children			Funding for PP children to continue
May exhibit behaviour problems.	PHSE - Jigsaw Programme/Assertive mentoring	To sustain good behaviour and for the small minority improve attitudes to learning, so that they are ready to learn in the classroom.	Lesson observations to focus on learning behaviour, reduced amount of incidents in the care book. Monitor individuals and groups. Progression through school reward system.	Care books show a reduction in incidents. Positive feedback from visitors Feedback from behaviour support services is positive about strategies we use in school for challenging children. All systems have become electronic recording. To be collated termly by DHT.
May show lack of aspiration and self-belief.	£400 Gifted and talented workshops for identified individuals.	To provide time to reflect and discuss learning experiences and be fully aware of what they are aiming for and what they are capable of.	Pupil voice and TA feedback	Pupil voice - Feedback form both pupils and TAs is very positive about the experiences the pupils had. Continue provision.
Parental aspirations may be low and parents/carers may feel unable to support learning or participate in school life.	Three whole school inspire sessions to engage parents to work alongside their children in the classroom.	Engage parents and carers in the learning experience.	Comments and feedback from parents.	Inspire feedback sheets are all positive. Parents asked for more workshops. Numbers of parents supporting the sessions continues to improve.
Poor or irregular attendance by some of the Disadvantaged children.	£10,000 Staffing for an attendance officer.	To improve attendance of the focus group. To eradicate persistence absence.	The percentage attendance figure will rise for the focus group. The gap between the National attendance figure and schools Disadvantaged pupils narrows.	Very positive feedback from parents/children.  Meeting with PP parents to be established to find out barriers. DHT