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| 1. **Summary information** | | | | | | |
| **School** | Bridgemere CE Primary School | | | | | |
| **Academic Year** | 2018/19 | **Total Pupil Premium (PP) budget** | PP - £10,860  TOTAL: £10,860 | | **Date of most recent PP Review** | July 2018 |
| **Total number of pupils** | 86 | **Number of pupils eligible for PP** | | 8 | **Date for next internal review of this strategy** | Dec 2019 |

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| 1. **Current attainment** | | |
|  | *Pupils eligible for PP (your school)* | *PP national average* |
| **% achieving ARE or above in reading, writing and maths for end of KS2** | NA |  |
| **% achieving ARE in reading Y1-Y6 pupil premium pupils** | 67% |  |
| **% achieving ARE in writing Y1-Y6 pupil premium pupils** | 67% |  |
| **% achieving ARE in maths Y1 –Y6 pupil premium pupils** | 83% |  |

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| 1. **Barriers to future attainment (for pupils eligible for PP including high ability)** | |
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| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | |
|  | Cognition barriers |
|  | Motivation and enthusiasm for learning needs to be heightened |
| **C.** | Gaps in learning |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | |
| **D.** | Many PP children do not frequently read, practise times-tables or spellings at home. |
| **E.** | Attendance and punctuality has on occasions been an issue at certain times across the previous academic year. |
| **F** | Some low parental aspirations. |

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| 1. **Outcomes** | | |
|  | *Desired outcomes and how they will be measured* | *Success criteria* |
|  | For any children currently off track to meet at least ARE by end of KS1 or KS2.  Measured with half termly assessment profile and end of year exit data. | Baseline assessments trigger early intervention systems to allow all PP children to make accelerated progress to meet ARE expectations or beyond |
|  | All PP children are organised and independently able to access all learning tasks implemented.  Measured by an improvement in quantity and quality of tasks completed. | Children independently organise resources and undertake tasks promptly. More tasks set will be completed in the time provided and the accuracy of the tasks will be improved. |
|  | All PP children have an opportunity to read and practise times-tables and spellings at school.  Measured by improved spelling as noticed during book scrutinies, enhanced times table speeds, enhanced reading age at least compatible with chronological age. | PP children show improvements in Accelerated Reader scores, Times Table Rockstar speeds and accurate spelling in independent work. |
|  | Children are aspirational, emotionally intelligent and have a desire to succeed.  Boxall profile at end of year shows an improvement in a range of areas. | Children show an improvement in their emotional intelligence and are keen to work hard and get involved in school activities and opportunities. |

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| 1. **Planned expenditure** | | | | | | |
| **Academic year** | **2018/19** | | | | | |
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| **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?** | **Cost** |
| For children to continue to use the provision of Accelerated Reader to develop reading and comprehension skills. | To renew Accelerated Reader for the academic year. | The implementation of Accelerated Reader has proven to be beneficial to all children in the school.  Pupils enjoy reading a range of texts in which they can take a comprehension test.  By renewing the subscription the pupils will continue their reading motivation and engagement. It will also increase the amount of reading and target reading behaviours and improve comprehension of daily reading. | Subscription to be renewed in September 2018.  All pupils take a Star Reader test at least every half a term to determine their reading level.  Staff will continue to monitor reading levels of all pupils. | Caroline Middleton  Daisy Slater | December 2018  April 2019  July 2019 | £639 |
| To enhance the provision of Singapore maths sessions in mixed classes. | TA to support Class 2, 3 & 4 during Singapore Maths sessions | During the teaching of Singapore Maths which was implemented in the previous academic year, it was effective when there was extra support in the mixed aged group classes.  This proved to support the teaching and learning in each class and targeted children could be focussed on. | The qualified TA is timetabled across each class when Singapore Maths takes places.  Progress of children will be monitored each half term.  Lesson observations will be undertaken to ensure quality provision is being delivered to the children. | Caroline Middleton – liaise with Sally Hollowood | December 2018  April 2019  July 2019 | £3000 |
| **Total budgeted cost** | | | | | | £3,639 |
| **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?** | **Cost** |
| To improve the standard and enjoyment for writing through real life experiences. | A language specialist will run small group support sessions based on writing about a variety of experiences. | As a school we want to promote a love for writing which is presently limited in many PP boys. | Team teaching to help embed the teaching/recapping of non-negotiables for writing – eg: full stops and capital letters.  Observations of sessions being delivered.  Scrutiny of work completed by the children. | Caroline Middleton – liaise with Roy Brocklehurst | December 2018  April 2019  July 2019 | £2100 |
| To support reading and comprehension skills for children in KS2 | Beanstalk 1:1 sessions | This intervention gives 1-1 individual support to learners with their reading. It is an intervention that has run in previous years and it has proved to have impact on the children’s confidence in decoding and comprehending texts. Pupil voice indicates that children enjoy the sessions that they have and increases their motivation to read. | Regular assessment using Accelerated Reader will show improvements in children’s reading and comprehension of texts.  Observations of support sessions are planned. | Caroline Middleton– liaise with Beanstalk volunteer. | December 2018  April 2019  July 2019 | £642 |
| To train staff to lead inference reading sessions for targeted pupils | 1 teacher and 1 TA to attend Inference Training | For staff to be trained to roll out inference support to those children who are targeted | Staff will attend training.  Inference reading sessions to be set up after the training with targeted groups of pupils. | Caroline Middleton  Sarah Willington | December 2018  July 2019 | £220 |
| Pupils to develop their inference skills in reading | Inference sessions to take place with targeted children | Inference intervention sessions with a small group are an effective way to improve inference skills for children.  There is a need for pupils to develop their inference skills. | Inference sessions will be set up and run for 10 weeks for each targeted group.  Impact will be shown through targeted children being able to access and succeed at inference questions during their individual Accelerated Reading tests. | Caroline Middleton  Sarah Willington | April 2019  July 2019 | £535 |
| To fill the gaps in children’s mathematical knowledge. | Small group/ 1:1 targeted maths support sessions to focus on specific number needs. | Following the success of this programme in other local schools, we felt this programme would target a specific development area. | Review children’s work in record books. All work completed throughout the session will be kept and monitored.  PP lead to set targets/outcomes for each term to help measure progress and hold external provider to account.  Observations of support session are planned- see action plan. | Caroline Middleton - liaise with Sarah Lowe | December 2018  April 2019  July 2019 | £2250 |
| To improve the emotional intelligence of pupils. | EQ intervention – Resilient Classroom  Small resource spend to allow a qualified TA to deliver the intervention effectively. | Having spent some funding last year upskilling a member of staff, we have moved away from using an external provider towards using our own TA to deliver this intervention. The costs attributed are now in resourcing the intervention and continuing our program of upskilling staff to ensure the quality of the intervention and safeguarding the skills by allowing trained staff time to train other members of the team. | Children will be reassessed termly.  Sessions will be observed and children will provide feedback at the start and end of the programme. | Caroline Middleton- liaise with TA responsible for ‘Resilient Classroom’ named intervention | December 2018  April 2019  July 2019 | £800 |
| To develop the mathematical skills of Greater Depth children at KS2 | For Greater Depth children to access G&T sessions at Madeley High School. | It is important for the development of G&T pupils to access these sessions to develop their thinking further and for them also to mix with like-minded children. | Pupils will attend the sessions that are held once a month for an afternoon session.  Feedback from pupils attended will be taken.  Staff to monitor GD provision that has taken place and how this impacts on further learning. | Caroline Middleton  Daisy Slater | December 2018  April 2019  July 2019 | No cost |
| **Total budgeted cost** | | | | | | £6,347 |
| **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?** |  |
| To develop the reading provision for reluctant readers | Enhance reading materials across higher book bands in KS1 and KS2 by purchasing new reading books | Reading books in the school need to be replenished and added to.This is to encourage further reading by all pupils but particularly reluctant readers. | An audit will take place to identify reading levels that need to be replenished.  Books will be selected to add to our Accelerated Reading books for the children to access.  It will take into account the need for reluctant readers and books that they will interested in. | Caroline Middleton  Sarah Willington | December 2018  July 2019 | £800 |
| For all children to improve the knowledge, speed and enjoyment they have for multiplication tables. | Timestables Rockstars | This is a fun, interactive way to ensure that children are engaging in learning their times tables.  It can be done at school or at home. | Class teachers will monitor children’s usage, speed and achievement using the software.  Review times tables results at the end of each term to monitor improvement. | Caroline Middleton | December 2018  April 2019  July 2019 | £60.00 |
| **Total budgeted cost** | | | | | | £860 |
| **Total Spend** | | | | | | £10,846 |

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| **6. Review of expenditure** | | | | |
| **Current Academic Year**  **2018-19** | | | | |
| **Quality of teaching for all** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact: Include impact on pupils not eligible for PP, if appropriate.** | **Considerations for future spending** | **Cost** |
| For children to continue to use the provision of Accelerated Reader to develop reading and comprehension skills. | To renew Accelerated Reader for the academic year. | All children were keen to use the Accelerated Reader programme again. Comprehension skills tests for KS2 indicated Class 3 advanced by at least 6 months and Class 4 - 7 months progress. | Accelerated reader will continue. | £639 |
| To enhance the provision of Singapore maths sessions in mixed classes. | TA to support Class 2, 3 & 4 during Singapore Maths sessions.  New staff to be trained also. | All new staff were trained by qualified Singapore Maths consultants. Observations of sessions at a recognised flagship school also took place. Staff said they felt their confidence was heightened to deliver these sessions.  The progress made by the relevant children in Year 6 was 100. It was clear that reasoning and problem-solving skills improved throughout the year as evidenced in the children’s books.  However this was inconsistent across other year groups. A large focus for the school moving forward is the delivery of different objectives for different year groups in the same class. | Singapore Maths has been delivered to mixed year groups for the past 2 years. The structure of the sessions is effective and pupil voice is very strong. However the school is not seeing the consistent progress in each year group.  The school has approached the Maths Hub to lead on a project to address these issues with other schools experiencing the same challenges.  Further funding will be spent on addressing this next year. | £3500 |
| **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.** | **Considerations for future spending** | **Cost** |
| To improve the standard and enjoyment for writing through real life experiences. | A language specialist will run small group support sessions based on writing about a variety of experiences. | The children thoroughly enjoyed these sessions with a focus on enthusiasm to write and sentence structure. Children’s work demonstrated progress in structure and ideas. 60% of the group made progress. | Consider a writing scheme to bridge emergent gaps in writing across the school. Money will be spent on a scheme for the next academic year. | £1085 |
| To support reading and comprehension skills for children in KS2 | Beanstalk 1:1 sessions | The 3 children selected to access these sessions informed us they enjoyed the sessions and were keen to take part. They enjoyed the 1:1 time so they could ask questions without their friends hearing. Progress was made by all children and 1 child has accelerated progress and met the age related expectation. | This intervention is highly valuable and will be continued next year. | £642 |
| To train staff to lead inference reading sessions for targeted pupils  Pupils to develop their inference skills in reading | 1 teacher and 1 TA to attend Inference Training  Inference sessions to take place with targeted children. | Training attended in order to facilitate the intervention sessions.  TA working with a number of groups (small groups of 6 or less) across KS2 has been delivering the inference sessions. The impact of these sessions has been monitored closely by comparing an initial assessment with a subsequent follow-up assessment. The majority of children have made an improvement to their general inference skills and to their reading test scores.  100% of children accessing this programme made progress. | As the staff are currently skilled and in place for this intervention, the on-going cost is taken from their time only. This intervention will continue if deemed necessary. | £315  £535 |
| To fill the gaps in children’s mathematical knowledge. | Small group/ 1:1 targeted maths support sessions to focus on specific number needs. | The children that accessed these sessions have closed some of their existent gaps in their learning.  Children told us they value the opportunity to work in a smaller group and it helps them. | Consideration of when the intervention takes place must be addressed so children are not missing other aspects of the curriculum. This may be difficult to address moving forward so the intervention may cease. | £1900 |
| To improve the emotional intelligence of pupils. | EQ intervention – Resilient Classroom  Small resource spend to allow a qualified TA to deliver the intervention effectively. | This activity worked successfully again this year. 100% of children who accessed the provision felt they had benefitted from the sessions in terms of: “increased confidence” or “having a go at things” or “will now ask for help”. This session will continue next time. | Consider other children to attend next year. | £800 |
| To develop the mathematical skills of Greater Depth children at KS2 | For Greater Depth children to access G&T sessions at Madeley High School. | The sessions have been thoroughly enjoyed and the children said they liked the opportunity to compete against other strong mathematicians. The children involved secured greater depth in their mathematics work. | Unfortunately these sessions will not be running again in the High School. SLT with establish whether anything similar is running in the local area. | Free |
| **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.** | **Considerations for future spending** | **Cost** |
| To develop the reading provision for reluctant readers | Enhance reading materials across higher book bands in KS1 and KS2 by purchasing new reading books | Books were purchased and the children have a greater selection to access. It was difficult to ascertain impact on reading progress and attainment, however children did show an increase in material read recorded in their reading logs. | One off cost not required next year. | £639 |
| For all children to improve the knowledge, speed and enjoyment they have for multiplication tables. | Timestables Rockstars | The children from KS2 continue to report an increase in confidence with regards to quick-fire multiplication recall. The competitive aspect of TT Rockstars.has further encouraged some children.  Staff report enhanced knowledge of times tables. | Renew licence | £87 |
| IDL programme | IDL Programme was purchased to close gaps in spelling across the school | All children that accessed the programme made progress on their starting and exit scores. The children enjoy the programme and it does not take lots of time to complete. | Purchase next year | £398 |