

Pupil premium strategy statement (Badsley Primary School)

1. Summary information					
School	Badsley Primary School				
Academic Year	2019/20	Total PP budget	£400,520	Date of most recent PP Review	Planned for Aut 2 2019
Total number of pupils	584	Number of pupils eligible for PP	286	Date for next internal review of this strategy	July 2020

2. Current achievement (2019 outcomes)				
	KS2 Attainment		KS2 Progress	
	PP (43 pupils)	ALL (78 pupils)	PP	ALL
% achieving in reading, writing and maths		55.2%	--	--
% making progress in reading		62.1%		-1.3
% making progress in writing		78.2%		+0.9
% making progress in maths		71.3%		+0.2

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Limited oral language and communication skills for many of our children entering school, including pupil premium children. This impacts on Reading, Writing and Maths progress in subsequent years.
B.	Lack of parental support with Reading at home slows progress in subsequent years.
C.	The percentage of pupils achieving expected standards in reading, writing and mathematics are lower than non-PP pupils (and non-PP nationally) at KS1 and KS2
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Lower attendance and punctuality rates for pupils eligible for PP, compared to non-PP pupils. This reduces their school hours and/or prevents them accessing the start of the lessons to fall behind on average.
E.	High number of disadvantaged pupils identified as PA
F.	Lack of meaningful experiences outside of school which impact on aspiration and ambition for future educational choices.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve communication (speaking and listening skills) of pupils.	Pupils will make rapid and sustained progress in relation to their starting points. The percentage of pupils reaching GLD will increase for pupil premium pupils so that they are in line with non-pupil premium pupils.
B.	Involve parents in supporting their children's learning.	A greater involvement/ attendance to parent workshops – targeted in year group teams, phonics, reading and mathematics. Increased involvement in family learning sessions. Increased attendance at parents' evenings across the year.
C.	Improve the reading, writing and mathematics skills of pupils.	The percentage of pupils achieving the expected standard in reading, writing, and mathematics at the end of KS1 and KS2 will increase and diminish the gap between PP and ALL pupils. Progress scores in reading, writing and mathematics at the end of KS2 will improve and diminish the gap between pupil premium and all pupils.
D.	Improve attendance and punctuality (in line with the school target) and reduce the % of children identified as PA.	Increase attendance so that pupils are able to access every opportunity to make good or better progress.
E.	Provide children with first hand experiences to use as meaningful starting points for learning e.g. visits and visitors.	Pupils have a greater understanding of different contexts.

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 well?	Staff lead	When will you review implementation?
Improve the reading, writing and mathematics skills of pupils.	Develop consistency in approach to teaching of reading to improve outcomes. <ul style="list-style-type: none"> - Success for All Programme 	Reading outcomes (attainment and progress) are significantly below national expectations at the end of KS2. The teaching of reading through the Success for All (SfA) programme (EFF researched project). Further CPD and development of the programme to ensure consistency across phases/ school.	In-house and external monitoring of mathematics teaching and learning to include drop-ins, book scrutiny, pupil voice, data analysis. Regular visits from the SfA Implementation Partner (IP) and liaison with another local SfA school.	JR with English team support	Termly impact reports to SLT/ governors. Termly LA evaluation report. IP visit reports
	Develop and extend pupils' understanding and use of vocabulary. <ul style="list-style-type: none"> - Bedrock learning - Success for All Programme 	Analysis of reading assessments show that pupils lack of higher level vocabulary impacts on their ability to read and understand a text and be able to answer questions.	Improvements in reading assessments. Evidence of higher level vocabulary in pupils' writing.	JR, KF	Termly impact reports to SLT/ governors. Termly LA evaluation report. July 2019 – End of year outcomes.
	Assessment of reading skills. <ul style="list-style-type: none"> - STAR reading assessments 	A lack of consistency and accuracy of reading assessment across school. Purchase of an accurate, researched backed assessment tool to provide detailed standardised score, reading ages and analysis of areas for targeted intervention.	CPD for all teachers delivering the assessments to ensure consistency. Improvements in the reliability and accuracy of reading assessments across school.	JR	Half termly pupil progress meetings. Baseline and exit scores of SfA.

	To develop mastery mathematics across school. (<i>Assessing mastery readiness CPD from South Yorkshire Maths Hub</i>)	Maths mastery approach are identified by the EEF as having high impact on pupil outcomes	In-house and external monitoring of mathematics teaching and learning to include drop-ins, book scrutiny, pupil voice, data analysis.	TD/ VS – with maths team support	Termly impact reports to SLT/ governors. Termly LA evaluation report.
	To ensure high quality first teaching and learning during PPA/ Leadership time. Deployment of x3 part-time teachers (1.4 equivalent)	Additional high quality first teaching in all lessons. Subject knowledge and expectations are vital in ensuring good and accelerated progress is made. This is highlighted in the EEF as an effective strategy.	Monitoring of teaching and learning for all teaching staff. Drop-ins and work scrutiny in line with the monitoring schedule – consistency of marking/ feedback.	MW/JR	July 2020
Total budgeted cost					£95,919

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 communication (speaking and listening) of pupils.	Employ a speech and language therapist (x1 day a week).	Targeted support for identified children following SEND/ Speech Therapist referrals. Children previously missed external appointments and therefore lack of progress. Waiting lists too long and therefore takes longer to attend.	Timetabled sessions. SENDCo to oversee S&L referrals/ action plans. Analysis of entry and exit data will show development and improved communication.	KM/AH	Termly impact reports.
Improve the reading (including phonics), writing and mathematics skills of pupils.	Deploy x7 L3 teaching assistants to work across school to support teachers in enhancing teaching and learning – including bespoke/ fluid interventions and opportunities for pre-teaching.	Bespoke intervention provides additional opportunities for pupils to consolidate their understanding. It also enables misconceptions to be addressed and understanding deepened. This is highlighted in the EEF as an effective strategy.	Ensure that timetables intervention is in place across all year groups. TAs are given time to prepare for the sessions. Impact will be measured in half termly Pupil Progress Meetings (PPM) and monitored as part of the school's monitoring and evaluation cycle.	Phase leaders: RG, JR, TD, KF	Half termly pupil progress meetings.
	Deploy a HLTA (F/T equivalent) to deliver 'Roots' – teaching of phonics/ reading to groups of identified children (Success for All programme).	Reading outcomes (attainment and progress) are significantly below national expectations at the end of KS2. Deployment of HLTA to allow for small group intervention for LAP children (mixed year groups). This is highlighted in the EEF as an effective strategy.	Ensure that the HLTA delivering the sessions are given time to plans and prepare for the lessons. Impact will be measured in half termly Pupil Progress Meetings (PPM) and monitored as part of the school's monitoring and evaluation cycle. SfA progress checks/ reading assessments to take place at the end of each SfA block.	JR	Half termly pupil progress meetings. Baseline and exit results of Roots assessments.

	Deploy x2 Pastoral/ Safeguarding Assistants to support learning behaviours and pastoral for identified pupils/ groups of pupils.	Behaviour for learning is key to pupil progress. Following the successful implementation of the Badsley behaviour system, proactive and targeted support has been identified for vulnerable pupils/ groups of pupils.	Monitoring from learning walks, drop ins. Evidence from pupil progress meetings.	KW	Half termly pupil progress meetings. Evaluation visits.
	To provide extensive supports for parents in supporting home learning.	Release time for leaders to deliver parent workshops across the year based on English, Maths & phonic skills.	Parent feedback from the sessions. Increase in support from home learning tasks.	MW/ JR	Overall impact reviewed - July 2020
Total budgeted cost					£198,578

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?
To reduce pressure of affording school visits, ensure that children attend on visit days/ residential and access experiences which will enhance their cultural knowledge.	<p>Pupils, who are eligible for PP, access relevant experiences to support their learning and enrich their education.</p> <p>All children have the opportunity to attend all school visits The curriculum is enhanced (see yearly plans) and aspirations are raised.</p>	<p>Financial constraints in the community often limit pupil first hand experiences. It is very important for all children, irrelevant of deprivation to participate in experiences offered.</p> <p>Pupils have equal opportunity to access visits beyond school hours (residential visits).</p>	Communication with parents/ carers to provide them with the opportunity to ask questions and seek re-assurance.	MW	July 2020
To improve communication with parents – informing/ promoting parent engagement in supporting learning.	Renew School App and school texting service to ensure effective and efficient communication with parents/carers.	The EEF suggest that developing parental involvement can benefit pupils’ social and emotional development as well academic progress.	Termly parent/ carer questionnaires – with responses to feedback.	MW	July 2020
To provide opportunities for pupils to access/ engage with high quality materials for home reading.	Purchase of high quality reading materials.	Lack of parental support with Reading at home slows progress in subsequent years. Current material does not provide the level of reading challenge.	School library loans. New home/school communication diaries show increased participation/ opportunities for reading. Monitoring of new reading incentives.	JR	July 2020
	Subscription to Bug Club – online learning	Pupils are enthused by online learning and has been used positively over the past academic year.	Pupil voice/ questionnaires. Analysis of use.	JR	July 2020
To provide parents with resources in order to support learning at home.	Purchase of CGP/ Achieve Revision Books & Test question booklets to be purchased for relevant year groups.	Financial constraints often mean that revision material to support Y6 children in preparing for their SATs tests are not always available.	Pupil voice/ questionnaires.	KF	May/June 2020

To provide enrichment activities.	Forest School provision to support SEMH and spoken language.	Evidence suggests that this approach has a positive impact on SEMH of pupils.	Ensure that dedicated time (timetables) is given to Forest School. Measure entry/ exit data and review if necessary.	JW	Termly impact report and action plan.
	School Music Service for whole class music tuition.	Pupils have equal opportunities to access experiences that financial constraints may prevent them from doing ordinarily.	Pupil/ parent voice feedback. Monitoring/ drop ins. <i>Have pupils benefited from learning an instrument?</i>	AB	Termly – informal discussions with class teachers and pupils
	School library service	Pupils to access quality learning materials relevant to current learning projects and supplement loans for fiction reading.	Pupil voice feedback. Monitoring/ observation of use in classrooms/ library use <i>Have pupils benefited from accessing additional reading materials?</i>	JR	July 2020
Improve attendance and punctuality.	Employ an Attendance Officer to offer pastoral support to identified children/ families.	Attendance has a 3 year increasing trend. PA has significantly reduced last academic year from 15%, 8.9% to 9.4%, with a reduction in PP pupils since the introduction of this role.	Monitor number and attendance of pupils on a weekly basis (attendance team meetings).	MW	Half termly monitoring/ review of attendance.
	Weekly attendance team meetings to identify/ focus on PP pupil causing cause for concern (attendance and punctuality).	As above	As above	MW	Half termly monitoring/ review of attendance.
Total budgeted cost					£110,640