

Bridstow Primary School Pupil Premium Strategy 2016-17

Amount of Pupil Premium funding received 2016-17

Number of pupils eligible	23 (including 1 x LAC 2 x adopted)
TOTAL PP received	£32,100

Identified barriers to educational achievement

BPS has identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

- Core literacy skills – especially early phonics/reading and writing skills.
- Access to extra-curricular activities - educational experiences such as trips, music lessons and participation in physical activities.
- Attendance – ensuring attendance is kept high.
- Parental engagement with school - especially regarding attendance at information and workshop evenings and completion of homework.
- The number of pupils who are in receipt of Pupil Premium and also on the SEN register for cognition and learning.
- Behaviour – pupils with specific social and emotional needs which affect their learning.

Key expenditure – how the allocation will be spent

Area of spend	Focus	Total allocation
Additional TA support in classes and for focused interventions	English and Maths	£27,000
Funding for extra-curricular music lessons/clubs	Personal and social	£1600
Additional learning resources (Kindles, spell-checkers, iPads)	English and Maths	£2000
Funding for school trips and residential trips	Personal and social	£1000
Funding for breakfast club/ELSA/FEIPS supervision	Personal and social	£1000

Area of spend	Intended outcomes – why these approaches were taken	Actions
TA support in classes and for focused interventions	<ul style="list-style-type: none"> ☑ 1:1 and/or small group interventions planned to cater for individual needs (i.e. spelling, reading, handwriting) ☑ Support within lessons to improve understanding of learning in reading, writing and maths ☑ Consolidation of learning completed in classes – time for practise and application of skills ☑ Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points to learning. Pre-teaching to include pre-reading of texts in English, research for writing units, key vocabulary, concepts in SPAG and maths calculation strategies and terminology ☑ Careful tracking of homework to include reading journals – ensure regular reading takes place ☑ Priority reading with TAs if pupils are unable to read at home ☑ Granular tracking of pupils who are also on SEN register – teaching tailored to needs of pupils in specific domains ☑ Pupils who are on SEN register and in receipt of PP have their individual targets reviewed regularly and aspirational targets are set for their progress 	<ul style="list-style-type: none"> ☑ Weekly TA meetings with SENCO – review of interventions, re-shaping of groupings and focuses, sharing of ideas and resources ☑ Teacher and SENCO review – careful planning of interventions to be completed each half term/phase ☑ TAs complete impact statements to provide evidence of outcomes and plan for next steps ☑ SENCO observe interventions and provide feedback regarding strategies, next steps, resources ☑ Clear communication between teachers and TAs – expectations within lessons ☑ TA timetables carefully planned – making best use of morning work, registration and afternoon intervention time for pre- teaching and consolidation of learning ☑ Close communication between TAs, teachers and HT to track pupils with concerning attendance and/or punctuality. HT to address concerns with parents and develop action plan as necessary ☑ Teachers and TAs liaise with PP tutor closely and regularly update granular tracking for pupils with SEN
Funding for extra- curricular music lessons/clubs	<ul style="list-style-type: none"> ☑ Social skills are developed through participation in a range of clubs provided by the school or external providers ☑ Pupils enjoy the experience of being at school and are keen to come before/stay later to participate in chosen activities ☑ Talent, skills and efforts in non-academic subjects are celebrated and develop self-confidence 	<ul style="list-style-type: none"> ☑ Annual analysis of number of pupils who have taken part in clubs ☑ Staff to talk to children/parents about possible interests and available clubs ☑ SB to arrange funding (as appropriate) for clubs and resources required (i.e. musical instruments, sports clothing)
Additional learning resources (Kindles, spell-checkers, iPads)	<ul style="list-style-type: none"> ☑ Pupils are fully supported by learning resources being made available to them ☑ Pupils enjoy using resources such as iPads to complete games/tasks that consolidate learning ☑ A range of learning styles can be catered for 	<ul style="list-style-type: none"> ☑ Pupils regularly asked for ideas about how to spend funding – School Council ☑ Teachers and TAs made aware of apps available to support different areas of need (i.e. spelling, memory, times tables)
Funding for school trips and residential	<ul style="list-style-type: none"> ☑ Pupils are able to participate fully in school trips and 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 over-night stays on residential 	<ul style="list-style-type: none"> ☑ Initial letters to include information for parents about available funding ☑ KL to liaise with parents and HT regarding specific requests for funding ☑ Teachers made aware of funding available – can approach parents if appropriate

Funding for breakfast club	<ul style="list-style-type: none"> ☐ Early Bird Club – to promote good attendance and punctuality ☐ Pupils have time to complete homework tasks if unable to do at home ☐ Pupils enjoy spending time with peers prior to lessons beginning (helps them become read for learning) 	<ul style="list-style-type: none"> ☐ Inform parents of PP pupils that early bird club available at no cost (encourage pupils to attend) ☐ Liaise with class teachers so TAs aware of homework that requires completion – if appropriate ☐ Purchase range of games/activities to support early bird club ☐ KD run homework club x2 per week – support in completion of tasks set and preparation for teaching/consolidation of learning
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How will the school measure the impact of the Pupil Premium?

To monitor progress on attainment, new measures have been included in the performance tables that will capture the achievement of pupils covered by the Pupil Premium. At Bridstow Primary School, the usual cycle of data collection and the monitoring and tracking of the cohort's attainment will be used to inform pupil progress and enable the early identification of need, support and appropriate intervention. Review meetings will take place half termly and will include a member of Senior Management, the class teacher and the SEND Coordinator.

At each review point, the school will review the impact of actions taken and will plan for how the funding will be specifically allocated over the next phase. When selecting pupils for Pupil Premium target groups, the school will look at all pupils across the school. There are some pupils who are not eligible for PP who will benefit from these groups if their needs are similar and we believe progress can be made towards individual targets.

Pupil Premium Funding and the impact of this is a regular item on the Full Governing Body and the Standards committee.

Designated staff member in charge: Mr Dan Brearey

Nominated governor: Steve Bailey