

Pupil Premium Strategy Statement -Bishop Lonsdale Church of England Primary School and Nursery

1. Summary information					
School	Bishop Lonsdale Church of England Primary School and Nursery				
Academic Year	2018/19	Total PP budget	£84,480.00	Date of most recent PP Review	
Total number of pupils	202	Number of pupils eligible for PP	64 (31.22%)	Date for next PP Strategy Review	April 2019

2. Current attainment -end of Key Stage SATs results				
	<i>Pupils eligible for PP (Bishop Lonsdale)</i>	<i>Pupils eligible for PP (National)</i>	<i>Pupils not eligible for PP (Bishop Lonsdale)</i>	<i>Pupils not eligible for PP (National average)</i>
KS1-29 children (9 pupil premium)				
% reaching expected standard in reading	75		72	
% reaching expected standard in writing	67		75	
% reaching expected standard in maths	50		68	
KS2-31 children (13 pupil premium)				
% reaching expected standard in reading	69		66	
% reaching expected standard in writing	54		66	
% reaching expected standard in maths	77		72	
% reaching expected standard in reading, writing and maths	38		56	
% reaching expected standard in English Grammar, Punctuation and Spelling	69		72	

Progress Data: 2018			
Year 6	Reading	Writing	Maths
All pupils: school (28 pupils)	0.02	0.70	-0.15
Pupil Premium pupils: school (12 pupils)	-0.64	-0.71	-0.51
Non-Pupil Premium pupils: school (12 pupils)	0.51	1.75	0.11
All pupils : national (all pupils)			
3. Barriers to future attainment (for pupils eligible for PP)			
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>			
A.	Children enter school with poor speaking and listening skills.		
B.	Children not making as much progress as their peers across school in maths, reading and writing		
C.	PP children with SEND not making expected progress		
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>			
D.	Attendance of some children is well below average		
E.	Not all children have access to appropriate resources at home to complete homework		
4. Outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria	
A.	Raise progress and attainment in reading, writing and maths at the end of the Key Stages	<ul style="list-style-type: none"> • Increase in number of children at expected standard • Positive press measures at end of KS2 • Greater average scaled point scores 	
B.	Raise progress and attainment in reading, writing and maths across the school	<ul style="list-style-type: none"> • Increase in children at are related expectations (ARE) • All children making at least good progress 	
C.	Improve reading and writing skills across the Key Stages	<ul style="list-style-type: none"> • Improvement in understanding reading throughout the curriculum • Writing is at a higher standard throughout the curriculum and not just in English lessons 	
D.	Improve results in phonics	<ul style="list-style-type: none"> • Results of screening test above national 	

5. Planned expenditure

Academic year

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	Cost	When will you review implementation?
Raise progress and attainment in Reading, Writing and Maths across the school.	All staff to highlight dedicated time given to Pupil Premium children working in groups during English and Maths on their timetables.	Research from Department for Education (DfE) and from Education Endowment Foundation (EEF) clearly shows that quality first teaching is the most powerful tool for ensuring at least good progress and attainment. By highlighting the Pupil Premium children the Teachers and Teaching Assistants are working with in group time, it will be easier to monitor the time given to these children. As all staff know who their Pupil Premium children are, they will be able to ensure all children of all abilities are getting the input they need.	CO'R and Head to monitor timetables and ensure that all children are being given the appropriate time. Observations of learners in lessons.	CO'R	£34,021	Regular monitoring throughout the terms. Half termly Pupil Progress meetings
Raise progress and attainment in Reading, Writing and Maths across the school.	Intervention groups to fill gaps in learning carried out by Head four times a week. Teachers will identify the needs of the Pupil Premium children as they teach and will then give the Head the names of the children and their targets.	Small group and one-to-one interventions where there is a need can accelerate learning and attainment. Some children will need extra support in order for them to be in line with the rest of the class. Evidence shows that early interventions will allow children to access the following learning without falling behind.	Head and CO'R to ensure children are being targeted for the correct interventions which allow them to be successful in their learning.		£16,069	

Raise progress and attainment in maths	CO'R and KQ to be part of East Midlands Maths Hub Teaching for Mastery work group. This will ensure Mastery of maths is embedded across school.	EEF Toolkit explains how mastery of a subject can lead to greater progress over the school year than traditional approaches. Attainment at the end of Y6 has improved each year, especially for Pupil Premium children. Results at schools where the methodology has been put in place is usually at least in line with the national average or above. This initiative will train two teachers with the support of a Mastery Specialist Teacher and provide opportunities for staff training in staff meetings. The project is funded on RAG rating system and three will be the opportunity to have match funding of up to £2,000 to buy text books.	Visits from Mastery Specialist Teacher as well as teachers meeting out of school. Feedback on how the project is progressing will be delivered to the SLT half termly.	KQ	£1000	Regularly throughout the term through children's work and teachers' planning as well as at staff meetings. Half termly Pupil Progress meetings
Improve listening and speaking skills in EYFS	Teaching assistant time in EYFS	Low language levels on entry results in the children requiring additional support. Additional TA in EY Unit will ensure at least good progress is made by the children. Pupil Premium children will be grouped for story time, allowing them the opportunity to hear more structured language, discuss the books and improve concentration.	Assistant Head will regularly assess the needs of the children and progress	SB	£16,678	Half termly Pupil Progress meetings
Pupil Premium strategy monitored thoroughly so all Pupil Premium children	Release time for Pupil Premium Champion	Time available to monitor Pupil Premium children across school through observations, work scrutiny and learning walks as well as analysing data. Pupil Progress Meetings to continue have greater focus on Pupil Premium children. this has proved invaluable for ensuring the gap between Pupil Premium children and Non-Pupil Premium children diminishes.	Reports fed back to Head, SLT and Governors	CO'R	£1500	Pupil Progress Meetings Monitoring weeks
Total					£69,268	

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	Cost	When will you review implementation?
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Accelerated progress in maths	Third Space Learning One to One tuition	The (EEF) shows that one to one tuition provides moderate impact for high cost. However, the cost of Third Space Learning has worked cheaper than employing a teacher to deliver 12 one hour sessions to a group. The sessions are personalised for each child. Five out of the six children who were completed Third Space Learning were 'At Standard' at the end of KS2. The child who did not get the expected standard still made good progress and became far more confident in class.	Sessions must take place on the specified dates and times as teaching is via the internet with tutors in India. Head to monitor group in his room and be available if any technical problems occur.	Head	£1000	End of intervention period (12 weeks).
Improve phonics attainment, reading and writing	Phonics target intervention Disadvantaged children given 'Phonics Learning Pack' pack.	Teaching assistant to work with identified pupils in small groups. TA chosen has vast experience of successfully delivering phonics. Last year, the children who accessed the intervention all made at least good progress with 9/14 Y1 children passed (64%) and the others narrowly missing the pass mark. Phonics packs will encourage parents to practise phonics with their children at home. Parents will be invited into school to watch a session before picking up the pack.	SB to highlight children for intervention. Timetable put in place. Monitored by SB	SB-Phonics Lead	£7558 £100	Half-termly
Total					£8,658	
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	Cost	When will you review implementation?

<p>Improve punctuality and attendance.</p> <p>Improve concentration levels</p>	<p>Free toast one morning a week</p>	<p>Some children regularly arrive late and sometimes without having breakfast. Those who are in school on time will be able to have toast on arrival.</p> <p>More incidents of low level disruption at break time. In KS2, children do not have free fruit as in EYFS and KS1. This means that some children might not have had anything to eat since the evening meal the night before. Wholemeal bread provides a healthy option for them before lunch.</p>	<p>Monitored by Head.</p> <p>Monitoring of incidents of low level disruption have shown a decline in incidents. Pupils are offered bread daily.</p>	<p>Head</p>	<p>£4000</p>	<p>Half-termly</p>
<p>Improve punctuality and attendance</p>	<p>Children who attend for a whole week and on time, will have their names written on a raffle ticket and entered into a draw for a £50 voucher for a shop of their choice.</p> <p>Children who have 100% attendance at the end of the year receive £10 gift voucher</p>	<p>Attendance has improved in other schools who have similar approach. The raffle will be held every half term rather than termly. This gives all children the opportunity to buy something they may not otherwise afford. Last year the raffle was drawn six times and four of those children were Pupil Premium children.</p>	<p>Class teachers will put the raffle tickets into the drum after the afternoon register every Friday.</p>	<p>Head</p>	<p>£650</p>	<p>End of each half term.</p>

<p>Make as many cultural experiences available to the children as possible</p>	<p>Subsidise all school trips and performances.</p> <p>Subsidise Residential trip</p>	<p>Many disadvantage children have not had similar cultural experiences as non-disadvantaged. By subsidising all school trips this makes it more affordable for all children. More Y6 children now take part in the residential visit than before. On occasions, a year group may prefer to have a visitor in for the day (eg Wildlife man who brought in Meerkats and other creatures) which will be paid for.</p> <p>Last year, the school booked a touring theatre company to perform 'The Nutcracker' in the hall on the last day of the Autumn Term. This was free to all children.</p> <p>An additional £25 per pupil is put towards the cost of the residential visit for all Pupil Premium children, in addition to the money subsidising the visit from the School Sports Fund. This makes the total cost of the visit for Pupil Premium children £75 for the weekend.</p>	<p>All teachers to inform head and School Business manager of trips and costs.</p>		<p>£4500</p> <p>£250</p> <p>£250</p>	
<p>Children complete homework to a high standard</p>	<p>Disadvantaged children given 'Learn at Home' pack.</p> <p>Homework clubs at Lunchtime for all children in Y1-Y6</p>	<p>Children often unable to complete homework at home due to lack of resources. 'Learn at Home' provides the essentials the children will need to complete work to the expected standard.</p> <p>Homework club will allow all children who are struggling with the work to get support.</p>	<p>Letters sent to parents and names crossed off class lists when parents pick up the work packs from school. Homework of these children monitored to measure impact of initiative.</p>	<p>CO'R</p>	<p>£300</p>	<p>Termly</p>
					<p>Total</p>	<p>£9,950</p>
					<p>Grand Total</p>	<p>£87,868</p>

