



Bredgar Church of England Primary School

Pupil Premium Statement 2019-20

The pupil premium is an additional sum of money given to children receiving free school meals (in the past 6 years). It is stated by the Government that that pupil premium children are more likely to underperform at school and it is also suggested that they are linked to SEN.

The main aims of the pupil premium are to:

- Reduce the attainment gap between the highest and lowest achieving pupils.
- Increase social mobility.
- Enable more pupils from disadvantaged backgrounds to access the best education.

Schools are required to report how the Pupil Premium Fund has been spent, the impact of this and also details of how the current year's funding will be allocated.

Bredgar CEP spends the Pupil Premium supporting the needs of our vulnerable pupils in the form of:

- Extra tuition in Maths, Reading, Writing and GPS (with teachers). Throughout the year, progress of all pupils eligible for Pupil Premium is regularly tracked to ensure that priority is given if they are at risk of falling behind their peers or if their progress is not as expected.
- Pupil counselling either in small groups or individually
- Targeted resources are purchased to support learning.
- Facilitating enrichment activities
- Facilitating motivational activities

1. Summary Information					
School	Bredgar Church of England Primary School				
Academic Year	2019-2020	Total PP Budget	£8360	Date of most recent review	August 2019
Total number of pupils	104	Total no. pupils eligible for PP	3	Date of next review of this strategy	August 2020

1. Current Attainment
Specific attainment data is not included as group sizes are too small and individual pupils could be identified

1. Barriers to future attainment (for pupils eligible for PP, including higher ability)		
In-school barriers (issues to be addressed in school, such as poor oral language skills)		
A.	Speech and language difficulties on entry to school (limited vocabulary)	
B.	Low self-esteem, confidence and independence	
C.	Minimal experience of rich learning activities on entry to school (e.g life experiences, texts, understanding of basic mathematical concepts)	
D.	Special Educational Needs	
E.	Low prior attainment	
External barriers (issues which require action outside school, such as attendance issues)		
F.	Poor attendance, including lateness	
G.	Low parental involvement. This results in little or no support at home with learning at school	
2. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	At the end of each phase, pupils eligible for PP will have reached age-related expectations in reading, writing and maths	Outcomes for pupils will be in-line with or above age-related expectations
B.	At the end of EYFS eligible pupils will reach age related expectations in speaking, listening and attention	Pupil progress in speaking, listening and attention will be good or better Attainment in speaking, listening and attention will be good or better
C.	At the end of each phase, pupils eligible for PP will have made expected or greater than expected progress from their own starting point in reading, writing and maths	Pupils will have made expected or greater than expected progress from their own starting point
D.	Pupils will experience a wide range of enriching activities provided through the school curriculum	Eligible pupils will participate in range of enrichment activities across the academic year All eligible pupils will attend school trips and other events, funded by the school
E.	All pupils eligible for PP will reach at least 96% attendance	Attendance data to be in-line with, or above other pupils Where attendance is not good, strategies will be put in place swiftly to address these Impact of strategies will be reviewed
F.	Pupils' Wellbeing and Involvement is high	Use of Growth Mindset strategies and school reward systems Pupil Voice and School Council to include pupils eligible for PP, along with other positions of responsibility across the school Pupils' Wellbeing and Involvement assessments will be in-line with their peers Where this is low, strategies for support will be implemented and their impact measured School will take steps to encourage eligible parents to participate in school events

		Social skills and self-esteem interventions by suitably qualified person
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2. Planned Expenditure

Our key objective is using the Pupil Premium Grant is to narrow any gap between pupil groups and to ensure progression for pupils at all levels, not just those with low attainment. Targeted interventions are working to eliminate barriers to learning and progress.

i. Quality of teaching for All

Action	Intended Outcome	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 close the achievement gaps for vulnerable pupils including a focus on the progress and attainment of more able pupils who are disadvantaged so their outcomes match those of their peers.	Leader for Disadvantaged pupils will work with class teachers to identify more able disadvantaged pupils and develop appropriate provision and support	This approach aims to improve the identification and teacher expectation of more able disadvantaged pupils as well as disadvantaged pupils with SEND through development of Quality First Teaching and a teaching and learning approach which develops oracy and positive behaviour for learning. Lead members of staff will be able to use evidence based practice to improve provision and therefore outcomes for pupils.	Leader for Disadvantaged Pupils and SENCo will monitor provision and work with other leaders from across the Multi Academy Trust to develop systems and practices	ST and SC	Four times per year through PPMs
To close the achievement gaps for vulnerable pupils including a focus on the progress and attainment of pupils with SEND so that they make expected or better progress from their own starting point and according to their specific need	Leader for Disadvantaged Pupils and SENCo will work with class teachers to identify more able disadvantaged pupils and develop appropriate provision and support				
To develop reading provision across the school, including at school and at home initiatives	Introduction of text based learning for KS1 and KS2 through redesigning the school curriculum Focus on challenging and inspirational texts Further development of school library to ensure it promotes a love of reading Regular Readers initiative to develop home reading and	Research into The Power of Reading approach buy English lead Compilation of list of high quality texts to support new curriculum learning ensures texts are relevant and inspiring Library has become a space that children cherish and enjoy Regular Readers to improve the time children	English lead and HT to monitor pupil outcomes in reading – progress and attainment Pupil conferencing on the quality of texts chosen ensuring that pupils eligible for PP are involved in the discussion	ST	SLT to monitor reading outcomes through PPMs, work scrutiny and pupil conferencing Lesson observations for RIC and other reading lessons, working with teachers to improve outcomes

	encourage parental involvement Introduction of RIC	spent reading to an adult at home will impact on their reading progress			
To develop EYFS learning environment to encourage and support speaking, listening and attention	EYFS lead to develop learning environment to promote speaking, listening and attention EYFS lead and CT to plan improved opportunities for speaking, listening and attention development both in outdoor space and in classroom	Speech and language needs of pupils are increasing over time with changing school role.	HT and EYFS lead to monitor pupil outcomes for Speaking, Listening and Attention Monitoring of teaching and learning to look at opportunity to develop vocabulary and S&L skills	LH and KG	Through school monitoring cycle and T&L audits
To embed teacher understanding of the Characteristics of Effective learning across the school	EYFS lead to lead CPD for all staff following CPD on enquiry lead learning	Following research collated by Hattie and EEF on meta cognition and self-regulation	Teaching staff across the school to have a better understanding of how this can be implemented beyond EYFS	LH	KG and HW to monitor implementation and impact through observation, teacher and pupil feedback
ii. Targeted support					
To develop wellbeing and involvement	Drawing and Talking Therapy Self-esteem groups Social groups Circle of Friends Talk Time	In school we recognise the impact of positive self-esteem and aspirations for our pupils.	Wellbeing and involvement assessments to show progress or all disadvantaged pupils working within expected levels (3-5)	KG, SC and AB (Borden)	KG and SENCo to monitor implementation and impact of interventions and therapy programmes on wellbeing and involvement
Targeted intervention for eligible pupils in RWM	TA to lead PP intervention groups for vulnerable pupils in RWM	Use of high-quality targeted intervention to ensure small step progress against personal targets	Pupils in intervention groups show progress against the intervention targets and in a related area in class	KG and SC	SENCo to monitor impact of interventions against intervention targets and related areas
iii. Other approaches					
Access to Trust FSWO and AO	Increased access to FSWO and AO to support families and improve attendance	We recognise the good attendance has a direct impact on pupil outcomes. Support for vulnerable families through FSWO in a range of social, financial and other issues will increase stability within the home	Regular visits from FSWO and AO should result increased parental engagement from vulnerable families and improved attendance for disentangled pupils	KG, MP and AA	KG to monitor parental engagement in school events, including parent consultations AA and KG to monitor and support families with attendance of disadvantaged pupils
Support for eligible families for visits and excursions	Children will be able to access learning and cultural capital opportunities	Without school contribution, pupils would be unable to engage with any	Impact on wellbeing and involvement, language and	ST and KG	Leader for Disadvantaged pupils to monitor parental

	which would be otherwise unaffordable Offer for disadvantaged parents to attend school trips/events	additional activities, including residential visit to Kingswood Parent attendance on school trips etc to develop the cultural capital of the whole family and encourage discussion and learning at home	vocabulary development Cultural capital development of whole family		engagement in school events CTs to ensure parents are invited to attend HT to ensure funding is allocated to vulnerable families
Support for eligible pupils to attend Breakfast Club/After School Club	Children will have access to a health breakfast, arrive on time and ready to learn	Some pupils have arrived at school without access to a healthy breakfast, sometimes late and not ready to learn. Access to this provision impacts positively on behaviour for learning	Attendance should improve Behaviour for learning feedback from teachers should show increased readiness to learn Wellbeing and involvement assessments should show positive impact	KG and ST	Wellbeing and involvement assessments to show positive impact on eligible pupils Teacher feedback on readiness to learn Funding for 2 places

Pupil Premium Spending 2018-19

Contribution to Salaries:	
Includes: targeted TA support, MDS position to promote social development	£4016
Curriculum Enrichment:	
Trips	£331
Beanstalk Reading Volunteer scheme + books	£537.67
Engagement:	
Piano Lessons	£28
Social Skill Development:	
Counselling for Pupils	£1405
Total:	£

Date of next internal review of the Pupil Premium Strategy is July 2020