

Pupil Premium Strategy Batheaston Church School 2019-2020

Timeline

Date: Sept 2019	Action
July 2019	Review disadvantaged v non disadvantaged at KS1 and KS2
September 2019	Pupil Premium Leads meeting Finalise your Pupil Premium Impact Statement Write Pupil Premium strategy Share with staff and governors Upload to school website and share with RDLA
February 2020	Mid - year review of Pupil Premium strategy Share Pupil Premium review with governors
April 2020	Pupil Premium Leads meeting – planning for 2020-21
July 2020	Review disadvantaged v non disadvantaged at KS1 and KS2

Pupil Premium Strategy Batheaston Church School 2019-2020

Summary information					
School	Batheaston Church School				
Academic Year	2019/2020	Total PP budget	£39600	Date of most recent PP Review (external or Internal)	Sept 2019
Total number of pupils	198	Number of pupils eligible for PP	30	Date for next internal review of this strategy	Sept 2020

Current attainment (2018-2019)

EYFS (3 pupils)	PP ARE+	PP GD	% Non PP ARE+	%NPP GD	Nat ARE+
GLD	33%	0%	95%	46%	71.8%

Year 2 (6 pupils)	PP ARE+	PP GD	% Non PP ARE+	%NPP GD	Nat ARE+
Maths	66%	0%	82%	10.7%	75.6%
Writing	66%	0%	75%	0%	69.2%
Reading	66%	0%	85.7%	17.8%	74.9%
RWM	66%	0%	67.2%	14%	

Year 6 (7 Pupils)	PP ARE+	PP GD	% Non PP ARE+	%NPP GD	Nat ARE+
Maths	71%	28%	79%	29%	78.7%
Writing	57%	0%	83%	16%	78.5%
Reading	85%	0%	66%	37%	73.2%
RWM	42%	0%	62%	33%	64.8%

Phonics	PP ARE+	% Non PP ARE+	Nat ARE+
Year 1 (6 pupils)	66.6%	90%	81.9%
Year 2 (1 pupil)	33%	71.4%	55.9%

Targets (2019-2020)

EYFS Targets (3 pupils)	PP ARE+	PP GD	% Non PP ARE+	%NPP GD	Nat ARE+
GLD	66%	0%	83%	12.5%	71.8%

Phonics Targets	PP ARE+	% Non PP ARE+	Nat ARE+
Year 1 (3 pupils)	66%	95%	
Year 2 (2 pupils)	50%		

Year 2 (6 pupils)	PP ARE+	PP GD	% Non PP ARE+	%NPP GD	Nat ARE+
Maths	71%	14%	89%	31.6%	75.6%
Writing	57%	0%	89%	31.6%	69.2%
Reading	66.7%	0%	95%	26%	74.9%

Year 6 (7 Pupils)	PP ARE+	PP GD	% Non PP ARE+	%NPP GD	Nat ARE+
Maths	57%	0%	89.4%	26.3%	78.7%
Writing	71.4%	0%	89.4%	26.3%	78.5%
Reading	85.7%	0%	88.9%	31.5%	73.2%

Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	Funding – reductions in support staff presence in the classroom
B.	Multi-disadvantaged – vulnerable children with SEND, Medical and families in receipt of family support
C.	Learning behaviours – Potential GD children lacking confidence in their ability

External barriers (*issues which also require action outside school, such as low attendance rates*)

D.	Lack of parental involvement due to a lack of understanding of how to support children effectively at home.
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Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Leaders and teachers think creatively in their teaching and planning to support PP children within their means, using resources available and the skills of the TA's to their advantage.	Teachers lead interventions for PP children. Deployment of available staff across the school to help support PP children in all year groups. TA timetables are flexible and adaptable depending on the need of the children and where support will be most effective.

B.	Monitor all PP children on a termly basis using our tracker proforma which indicates progress towards target, interventions in place, attendance and parental involvement. – <i>Discussions during PPM meetings will include reference to the provision provided in class and completed proformas.</i>	Effective interventions are put in place showing a clear starting point and the impact and progress made throughout the intervention. Teachers closely monitor and track the progress of all PP children, identifying gaps and putting support in place to ensure progress is made. Challenging discussions are held during the pupil progress meetings to ensure PP children at the forefront of teachers planning and assessment.
C.	Increase percentage of children achieving greater depth by the end of KS2 in RWM.	Increased opportunities are provided for children which enable them to challenge and push themselves to GD with support.
D.	For families to feel more engaged and better equipped to support their child at home – <i>Increased % of parents attending parents evening and work shops</i>	Teachers offer and chase up parent evening appointments – higher percentage of disadvantaged parents attending parents evening. SLT to offer disadvantaged parents open surgeries 3 x a year for parents to pop in with any concerns or questions on how to support their child at home. Teachers to offer open classroom events and workshops to support academic progress with a focus on encouraging disadvantaged parents to attend.

Planned expenditure (reference BWMAT Trust Strategy Overview)

1. Quality First Teaching and Curriculum

Area of Spend	Evidence and rationale for this choice including desirable outcome	Cost	How we will ensure it is implemented well	Staff lead	When will you review implementation?
Teachers CPD (1a) (1c)	Continued and enthusiastic maintenance of existing excellent practice e.g. PP observations and specific tracking forms. A timetable of staff CPD meetings reflect the whole school priorities and remain mindful of PP children e.g. how do we partner PP children when editing. Children are making as good or better progress than children who are not in a vulnerable group.		In house and MAT CPD opportunities, including cross school moderation. <i>Thrive training during inset</i>	SLT	Review termly and include Governors in SIP and LGB meetings
In class TA support (1d)	Class teachers responsible for timetabling class TA for significant proportions of the week. TA's have a greater understanding and knowledge of the PP children in class and their specific needs.	£26354	Intervention timetable and content monitored by SENco and SLT Tacker proformas include interventions with starting points and impact.	SLT SENDco	Reviewed termly through PPM
Total budgeted cost					£26354

2. Targeted Support

Area of Spend	Evidence and rationale for this choice including desirable outcome	Cost	How we will ensure it is implemented well	Staff lead	When will you review implementation?
Thrive	Thrive has been an integral part of the provision provided for some PP children to help break down barriers to learning and support their emotional well-being. Data evidence shows that the impact of this approach is positive and beneficial for pupils, staff and parents. Thrive continues to provide support for pupils with emotional need. This targeted support provides opportunities both in class and out for pupils to develop their emotional resilience and maturity. The whole school staff has had at least basic training and yearly updates to feel able to engage in Thrive strategies with understanding and confidence.	£5000	X2 TA timetabled with targeted pupils – X2 afternoons a week. In house Thrive training plus external refresher training for lead practitioner. Liaison time with teachers and Thrive practitioners	JS	
Unstructured support – Playtimes, Lunchtimes	Support is provided during unstructured times of the day for PP children who are vulnerable and find social situations challenging.	£6746	X5 TA timetabled with targeted pupils during break times and lunch times	JS	Reviewed on a termly basis
Community readers /Parent volunteers	Community readers provide a valuable support for PP children through listening to them read, analysing the text and providing feedback to teachers	£0	All volunteers and community readers are DBS checked. Reading leader ensures all volunteers and staff are given training in how to support children effectively and teachers monitor progress closely.	SLT/English Lead	
Total budgeted cost					£11746

3. Attendance

Area of Spend	Evidence and rationale for this choice including desirable outcome	Cost	How we will ensure it is implemented well	Staff lead	When will you review implementation?
Total budgeted cost					

4. Enrichment					
Area of Spend	Evidence and rationale for this choice including desirable outcome	Cost	How we will ensure it is implemented well	Staff lead	When will you review implementation?
To be able to subsidise some school trips/residential to help support families financially enabling pupils to attend.	The school offers two residential in KS 2 which although expensive, offers a vast range of enriching activities. This is known to help improve confidence, well-being and inclusion	£1000	Through our open surgeries, we will be able to suggest to parents that the school is able to offer some financial support to enable the PP children to attend. This will be documented on the PP child's tracker.	SJ/NM	On a yearly basis
External Curriculum Events	The school often takes part in a wide variety of external events offered by the community and other schools. Pupil participation will always involve a number of PP children who are not always able to access this provision out of school.	£500	Activity leader to liaise with teachers when choosing children to participate which is then recorded on the PP tracker. This allows us to monitor which children have been given these opportunities.	All Staff	Termly basis through PP meetings
Total budgeted cost					£1500

Review of expenditure		
1. Quality First Teaching and Curriculum		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost
<p>Teachers CPD (1a) (1c) <i>Continued and enthusiastic maintenance of existing excellent practice e.g. PP observations and specific tracking forms. A timetable of staff CPD meetings reflect the whole school priorities and remain mindful of PP children e.g. how do we partner PP children when editing. Children are making as good or better progress than children who are not in a vulnerable group.</i></p> <p>Tracking forms continue to be a valid method of tracking PP children throughout the year. Teachers gain ownership of this tracking and therefore have a greater understanding of the needs of individuals. Before Lockdown two members of staff attended a 'Talk for writing' training day. This was in response to our SDP priorities. HT and Deputy attended an annual PP conference at Hayesfield School. Information disseminated to teaching staff during a staff meeting.</p> <p>In class TA support (1d) <i>Class teachers responsible for timetabling class TA for significant proportions of the week. TA's have a greater understanding and knowledge of the PP children in class and their specific needs.</i></p> <p>Every teacher provides termly 'Provision Maps' which clearly define the interventions taking place in class. Individuals are monitored and reviewed using these maps. With the introduction of smart targets, related to intervention work, we were able to monitor effective practice.</p>	<p>We will continue to use tracking forms to monitor PP/disadvantaged children across all year groups.</p> <p>Following the PP conference, we as a staff, made the decision to monitor disadvantaged pupils alongside our PP and SEND monitoring. These included EAL, Medical and children who we consider vulnerable but have not met threshold.</p> <p>Provision maps will continue as they provide up to date information on individuals, PP and non-PP, with targeted interventions included for each pupil. Last year teachers recorded a start and end point to ensure that the interventions are effective.</p>	<p>£750</p> <p>£26354</p>

2. Targeted Support		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost
<p>Thrive <i>Thrive has been an integral part of the provision provided for some PP children to help break down barriers to learning and support their emotional well-being. Data evidence shows that the impact of this approach is positive and beneficial for pupils, staff and parents. Thrive continues to provide support for pupils with emotional need. This targeted support provides opportunities both in class and out for pupils to develop their emotional resilience and maturity. The whole school staff has had at least basic training and yearly updates to feel able to engage in Thrive strategies with understanding and confidence.</i></p> <p>Jon delivered CPD for teachers and Support staff. The impact of this was to equip all staff with Thrive strategies that can be used not only during timetabled times but also in class as a way of supporting PP and non-PP children with their emotional well-being.</p> <p>Unstructured support – Playtimes, Lunchtimes <i>Support is provided during unstructured times of the day for PP children who are vulnerable and find social situations challenging.</i></p> <p>Extra funding was used for SMSA's to provide a more structured approach to lunchtimes. This supported pupils who struggle with the looseness of playtimes outside.</p> <p>Community readers /Parent volunteers <i>Community readers provide a valuable support for PP children through listening to them read, analysing the text and providing feedback to teachers</i></p> <p>Before Lockdown we had several parent volunteers and community readers. The time given is invaluable to individuals who benefit from extra time, outside of class, to support their individual needs. Teachers firstly target PP children and then non-PP who may be disadvantaged or who are not read to at home.</p>	<p>Thrive is an integral part of the schools support for children with emotional needs. In response to COVID and the Lockdown, this approach is all the more relevant. This year Jon introduced teachers to a whole class Thrive assessment so as to pick up children who may be struggling since Lockdown.</p> <p>This structured approach to lunchtimes and playtimes are still valid especially with the current restrictions in place due to classroom 'Bubbles'.</p> <p>Currently we are unable to have parent volunteers or community readers in school due to COVID restrictions. We aim to review this on a termly basis and include on our risk assessments when we are able to invite volunteers back into school.</p>	£6746
3. Attendance		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost
4. Enrichment		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost

<p>To be able to subsidise some school trips/residentials to help support families financially enabling pupils to attend. <i>The school offers two residentials in KS 2 which although expensive, offers a vast range of enriching activities. This is known to help improve confidence, well-being and inclusion</i> Due to Lockdown, unfortunately we were unable to offer these residential visits.</p> <p>External Curriculum Events <i>The school often takes part in a wide variety of external events offered by the community and other schools. Pupil participation will always involve a number of PP children who are not always able to access this provision out of school.</i> Year six pupils, before Lockdown, had access to Forest School (through Bath Behaviour Panel) in term 1. This was targeted at PP and disadvantaged pupils. High levels of engagement was observed and the children benefitted from time out of class to take part in physical activities outside of the school grounds.</p>	<p>We fully intend to offer this again this year, if we are able to do so. We will be guided by Government COVID advice.</p>	<p>£1,000</p>
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1. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

PP and disadvantaged children remained a high focus throughout Lockdown, with regular contact made with the families to help support learning and well-being. They continued to have access to Free school lunches and if needed access to a Laptop for home. This contact and monitoring continued throughout the holidays.