

**Bodsham Church of England Primary School
Pupil Premium Strategy Statement 2018-19**

1. Summary Information					
School	Bodsham Church of England Primary School				
Academic Year	2018/19	Total PP budget	£12,180	Date of next internal review of this strategy	Termly
Total number of pupils	78	Number of pupils eligible for PP	4		

2. Current Attainment				
On track to meet expected level of attainment by end of this academic year 2018-19				
	Year 2 – School	Year 2 P.Premium (1 child)	Year 6 – School	Year 6 P.Premium (2 children)
Reading	91.7 %	100 %	93.7 %	100 %
Writing	100 %	100 %	93.7 %	100 %
Maths	100 %	100 %	93.7 %	100 %

3. Barriers to Future Attainment (for pupils eligible for PP)	
A.	Attendance issues for some pupil premium children
B.	Specific learning needs for some pupil premium children
C.	Personal barriers to learning
D.	Lack of support in practising mental arithmetic skills (particularly times tables) at home
E.	Issues of anxiety and family issues for some pupil premium children
E.	Lack of access to wider curriculum activities
4. Desired Outcomes	
	Success criteria
A.	School staff to support families to focus on raising the attendance of focus pupils and support parents with how to help their child achieve good level attendance.
	Attendance for focus pupils in line with school average.

B.	Quality first teaching and intervention support (see provision maps) enable pupil progress.	All PP pupils achieve expected+ / expected steps of progress Entry and exit intervention data shows progress.
C.	Targeted support enables PP pupils to overcome personal barriers to learning.	Assertive mentoring sessions with SENCO as well as fortnightly pupil conferencing with the DH, support pupils to overcome personal barriers to learning.
D.	Pupils supported in school through additional 1-1 / small group sessions in mental maths. Class teachers support parents in increasing home support through homework tasks, advice given through parents' evenings and reports.	Pupils report increased confidence in skills practised; evidenced through maths data.
E.	Issues of anxiety and family issues supported effectively by social skills intervention groups and Early Help support as appropriate.	Support improves mental health, wellbeing and pupil progress. Intervention entry and exit data. Feedback from pupils and families.
F.	Pupil premium children access curriculum enrichment.	Pupil premium children able to attend residential trip, day trips, swimming lessons and music lessons.

5. Planned Expenditure

Academic year	£12,180
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The three headings below demonstrate how we are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

Quality of Teaching for All, Targeted Support and 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?
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<p>DH and specialist nurture TA works with families to focus on raising the attendance of focus pupils and support parents with how to help their child achieve good level attendance.</p>	<p>DH liaises with families to promote attendance; meets with families if attendance is an issue and plan support with family.</p> <p>DH supports pupils through attendance focus as part of 1-1 pupil conferencing sessions. Draw up individual plan if needed.</p> <p>Nurture TA supports vulnerable PP pupils through nurture interventions.</p>	<p>Evidence of improved attendance, including older pupils taking increased responsibility for attendance.</p> <p>1-1 pupil conferencing with DH to support individual needs.</p> <p>Nurture valuable intervention resource. Evidenced by entry and exit data.</p>	<p>DH to lead</p> <p>DH to lead</p> <p>Nurture TA to lead</p>	<p>DH</p> <p>DH</p> <p>JM</p>	<p>Termly</p> <p>Fortnightly</p> <p>Termly</p>
<p>Quality first teaching and intervention support (see provision maps) enable pupil progress.</p>	<p>Class provision maps planned termly and reviewed with SENCO.</p>	<p>High quality intervention support planned, taught and reviewed. Evidenced by entry and exit data.</p>	<p>SLT monitoring</p> <p>SENCO monitoring</p>	<p>Class teachers, SLT and SENCO</p>	<p>Termly</p>

<p>Targeted support enables PP pupils to overcome personal barriers to learning.</p>	<p>DH supports pupils through fortnightly 1-1 pupil conferencing sessions. Identify barriers to learning and implement provision and support.</p>	<p>1-1 mentoring with DH supports individual needs.</p>	<p>DH to lead</p>	<p>DH</p>	<p>Fortnightly Termly</p>
<p>Pupils develop mental maths skills and confidence.</p> <p>Parents provide increased home support.</p>	<p>Additional 1-1 / small group sessions in mental maths for identified pupils.</p> <p>Class teachers provide guidance and advice through homework tasks, advice given through parents' evenings and reports.</p>	<p>Need for support identified by some pupils during 1-1 pupil conferencing sessions with DH. Evidence will be collected from 1-1 pupil conferencing sessions and class data.</p> <p>Need for support identified by some pupils during 1-1 pupil conferencing sessions with DH.</p>	<p>DH to inform teachers of needs identified through 1-1 pupil conferencing sessions; feedback from pupils; data tracking</p>	<p>DH Class teachers</p>	<p>Fortnightly Termly</p>

Issues of anxiety and family issues supported effectively by nurture, counselling and Early Help support as appropriate.	TA supports vulnerable PP pupils through nurture interventions. DH accesses additional specialist support if needed e.g. bereavement counselling.	Need for support identified by some pupils during 1-1 pupil conferencing sessions, by class teacher, by family or by SENCO.	Specialist TA to lead in consultation with SENCO and DH	JM SENCO DH	Termly
PP pupils able to access curriculum enrichment.	Funding provided for swimming lessons, music lessons, school and residential trips.	Extra-curricular activities recognised as key aspect of school. All pupils to access.	DH to coordinate in consultation with SBM.	DH SBM	Termly
PP pupils have increased confidence with key Maths and English concepts	1:1 booster sessions for Maths and English	Class gap analysis identifies gaps PP premium pupils have and 1:1 sessions address these gaps.	Year 6 teacher to lead these sessions in liaison with DH.	Year 6 teacher	Spring term onwards

<p>To develop literacy skills with one pupil in year 6; extend vocabulary and develop memory skills</p>	<p>Dyslexia 1:1 external tutoring</p>	<p>Overall the evidence is consistent and strong, particularly for younger learners who are behind their peers in primary schools, and for subjects like reading and maths. Programmes which use experienced and specifically trained teachers tend to be more effective than those using volunteers or classroom assistants (nearly double the effect). Evidence also suggests tutoring should be additional or supplementary to normal instruction, rather than as a replacement and that teachers should monitor progress to ensure the tutoring is beneficial.</p>	<p>Liaison with external tutor Pupil mentoring and 1-1 pupil conferencing with DH Liaison with SENCO and parent</p>	<p>SENCO and DH</p>	<p>Termly</p>
<p>Total budgeted cost</p>					<p>PP budget used towards costs</p>

1. Review of expenditure – Previous academic year

Pupil Premium Grant Expenditure Financial Year 2017/18

Total PP budget	£8,920
Total Number of Children Eligible for PP	4

Initiative/Activity	Objective	Outcome			Cost	
Quality first teaching	To support PP pupils in making at least expected progress	PP pupils achieving expected+ level of attainment:			PP budget used towards costs	
			Reading	Writing		Maths
		Year R				
		Year 1	1/1 - 100%	1/1 - 100%		1/1 - 100%
		Year 2	1/1 - 100%	1/1 - 100%		1/1 - 100%
		Year 3				
		Year 4				
		Year 5	2/2 - 100%	1/2 - 50%		1/2 - 50%
		Year 6				

Precise provision mapping with targeted intervention support	To support PP pupils in making at least expected progress	Expected progress made by all pupil premium children in reading and by 3 out of 4 pupil premium children in writing and maths. Targeted support given to all children through careful provision mapping and planned intervention support, despite this expected progress in writing and maths was not made by one pupil premium child. Targeted intervention continues for this child.	
1-1 mentoring support to identify and plan provision to overcome personal barriers to learning	To support PP pupils in making at least expected progress		
Welfare support provided through social skills groups and assertive mentoring sessions	To support and develop well-being of PP pupils, based on individual need	Intervention support took place for all needs identified.	
Dyslexia tutor for one pupil in year 5	PP pupil to make at least expected progress extend vocabulary and develop memory skills	Pupil made expected progress in reading. Positive reports from Dyslexia tutor and parents re tutor sessions.	