

# !!Bothal Primary School:2017-2019 Pupil Premium Strategy and Self-evaluation

1. Summary information for 2018-2019							
<b>Total number of pupils</b>	644	<b>Number of pupils eligible for pupil premium funding</b>	105 (16.3% of total on roll) FSM & Ever 6= 78 Service children= Pupil Premium Plus = 0				
<b>Number of pupil premium children in each year group:</b> Nursery= 2 Reception= 13 Yr1= 12 Yr2= 12 Yr3= 15 Yr4= 13 Yr5= 16 Yr6= 22							
<b>Total pupil premium budget:</b>	£150,120	<b>Amount per pupil:</b> Reception class to Year 6 =£1,320 Early Years (Nursery)= £300 Armed forces =£300 Pupil Premium Plus children = £2,300					
<b>Date of external pupil premium review:</b>		<b>Dates of internal half termly reviews:</b> <b>Green</b> = School above the national attainment figures for other pupils (not disadvantaged). <b>Red</b> = Below					
2. Key indicators summer 2018: Early Years and Phonics			PPF = Pupil premium funding				
<b>When the 2018 national figures are published they will be added to the chart and the 2017 data will be removed.</b>			Pupils not eligible for PPF	Pupils eligible for PPF	In school gap	2017 national averages for pupils not eligible for PP	Attainment gap when compared to national others
<b>73.9 % of Reception class achieving a Good Level of Development (GLD)</b> 80 in cohort 11 PP 69 non-PP			<b>73.9%</b>	<b>72.7%</b>	<b>1.2%</b>	73%	<b>0.3%</b>
<b>% achieving expected standard in the 2017 Year 1 Phonics Check</b> XX in cohort 12 PP XX non-PP			<b>87.7%</b>	<b>81.3%</b>	<b>6.4%</b>	84%	2.7%
<b><u>End of Key Stage 1 (Year 2) attainment data</u></b> 89 in cohort 15 PP 74 non-PP							
<b>% reaching expected standard in reading</b>			<b>74%</b>	67%	<b>7%</b>	79%	<b>12%</b>
<b>% reaching a high score/working at greater depth in reading</b>			<b>23%</b>	7%	<b>16%</b>	28%	<b>21%</b>

% reaching expected standard in writing	<b>70%</b>	53%	<b>17%</b>	72%	<b>19%</b>
% reaching a high score/working at greater depth in writing	<b>16%</b>	0%	<b>16%</b>	18%	<b>18%</b>
% reaching expected standard in maths	<b>77%</b>	67%	<b>10%</b>	79%	<b>12%</b>
% reaching a high score/working at greater depth in maths	<b>22%</b>	7%	<b>15%</b>	23%	<b>16%</b>
<b>End of Key Stage 2 (Year 6) attainment, progress Key Stage 1 to Key Stage 2 and attendance data</b>					Attainment gap when compared to NAO
74 in cohort 17 PP 57 non-PP NAO=2017 national averages for pupils not eligible for PP.	Not PP	PP	Within school gap	NAO	
% reaching expected standard in reading, writing & maths	43.9%	35.3%	<b>8.6%</b>	<b>67%</b>	<b>31.7%</b>
% reaching a high score/working at greater depth in reading, writing & maths	5.3%	5.9%	<b>.6%</b>	<b>11%</b>	
% reaching expected or above standard in reading	70.2%	52.9%	<b>17.3%</b>	<b>77%</b>	<b>24.1%</b>
% reaching a high score/working at greater depth in reading	17.5%	17.7%	<b>.2%</b>	<b>29%</b>	<b>12%</b>
<b>Progress scores</b>	<b>-0.7</b>	<b>-3.21</b>	<b>-3.91</b>	<b>+0.3</b>	<b>-4.21</b>
% reaching expected or above standard in writing	77.2%	76.5%	<b>.7%</b>	<b>81%</b>	<b>4.5%</b>
% reaching a high score/working at greater depth in writing	17.5%	11.8%	<b>5.7%</b>	<b>21%</b>	<b>9.2%</b>
<b>Progress scores</b>	<b>0.34</b>	<b>-0.58</b>	<b>0.92</b>	<b>+0.2</b>	<b>-1.5</b>
% reaching expected or above standard in maths	52.6%	52.9%	<b>.3%</b>	<b>80%</b>	<b>27.1%</b>
% reaching a high score/working at greater depth in maths	10.5%	11.8%	<b>1.3%</b>	<b>27%</b>	<b>15.2%</b>
<b>Progress scores</b>	<b>-3.14</b>	<b>-5.31</b>	<b>-2.17</b>	<b>+0.3</b>	<b>-3.14</b>

<b>Attendance % Reception to Year 6</b> The DFE have not published PP and non-PP attendance statistics this year, so the national figures for pupils not eligible for free school meals have been inserted.				<b>96.3%</b>	
<b>Persistently absent % Reception to Year 6</b> (Pupils with an attendance rate of 90% or below)				<b>6.2%</b>	

3. Current attainment and progress: October 2018			PPF = Pupil premium funding		
When the 2018 national figures are published they will be added to the chart and the 2017 data will be removed.	Pupils not eligible for PPF	Pupils eligible for PPF	In school gap	2017 national averages for pupils not eligible for PP	Attainment gap when compared to national others
<b>Reception class achieving a Good Level of Development (GLD)</b> XX in cohort 13 PP XX non-PP				73%	
<b>% on track to pass the 2019 Year 1 Phonics Check</b> XX in cohort XX PP XX non-PP				84%	
<b>Year 2</b> XX in cohort 12 PP XX non-PP % achieving expected standard or above in reading. % achieving a high score/working at greater depth in reading. % achieving expected standard or above in writing. % achieving a high score/working at greater depth in writing. % achieving expected standard or above in maths. % achieving a high score/working at greater depth in maths.				79% 28% 72% 18% 79% 23%	

<b>Year 6</b> XX in cohort 22 PP XX non-PP <b>% achieving expected standard or above in reading, writing &amp; maths</b> <b>% achieving a high score/working at greater depth in reading, writing &amp; maths</b>  <b>% achieving expected standard or above in reading.</b> <b>% achieving a high score/working at greater depth in reading.</b>  <b>% achieving expected standard or above in writing</b> <b>% achieving a high score/working at greater depth in writing</b>				67% 11%  77% 29%  81% 27%	
<b>% achieving expected standard or above in maths</b> <b>% achieving a high score/working at greater depth in maths</b>				80% 27%	
<b>Years 1 to 6</b> <b>% making expected progress in reading (as measured by the school)</b> <b>% making expected progress in writing (as measured by the school)</b> <b>% making expected progress in maths (as measured by the school)</b>				No national data for Years 1 to 6	

<b>4. Barriers to future attainment for pupil eligible for pupil premium funding in 2018-2019</b>	
<b>A.</b>	When they join the school, many children are below age-related expectations and have poor language, communication and social skills.
<b>B.</b>	High absence rates of some pupil premium children.
<b>D.</b>	Some of our pupil premium children experience emotional difficulties and low self-esteem which can be barriers to learning.
<b>E.</b>	Some parents do not support home learning well e.g. do not hear their children read.
<b>5. Intended outcomes and success criteria for summer 2019 <span style="color: purple;">Targets will be added after October data collection</span></b>	
<b>A.</b>	<b>Early Years:</b> XX% of the cohort to achieve a GLD (Good Level of Development) and XX% of pupil premium children to achieve GLD.
<b>B.</b>	<b>Year 1 phonics screening:</b> XX% of cohort to pass the phonics test and XX% of pupil premium children.

<b>C.</b>	<b>End of KS1 (Year 2) % of pupil premium pupils to achieve expected standard:</b> Reading XX%, Writing XX%, Maths XX%. The gap between our disadvantaged pupils and others nationally to close significantly.
<b>D.</b>	<b>End of KS2 (Year 6) % of pupil premium children to achieve expected standard:</b> Reading XX%, Writing XX%, Maths XX%. The gap between our disadvantaged pupils and others nationally to close significantly.
<b>E.</b>	<b>To ensure all of our high attaining pupils, including those in receipt of pupil premium funding achieve at or above the higher threshold /are working at greater depth.</b>  <b><u>End of KS1 (Year 2): % of PP children achieving at greater depth</u></b> <b><u>End of KS2 (Year 6): % of PP children achieving at greater depth</u></b> Reading    %                  Writing    %                  Maths    %                  Reading    %                  Writing    %                  Maths    %

## 6. Planned expenditure 2018-2019

i. Strengthen the quality of teaching and learning					Total budgeted cost = £	134,170
Intended outcomes	Actions <b>It is essential and expected that all teachers adopt these strategies in their everyday teaching.</b>	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact so far	
<b>Staff lead = SLT</b>  <b>1)Ensure all teachers and teaching assistants have high expectations about the progress and attainment of pupil premium children, so they stretch and challenge them appropriately.</b>	<ol style="list-style-type: none"> <li>Identify your PP and HA PP children on seating plans, closely track their progress and provide strong in-class support every lesson.</li> <li>Do gap analysis on a regular basis to identify and address gaps in their learning.</li> <li>Chunk your lessons and build in regular checkpoints to refocus and test understanding. Use pictures, videos, group work, discussion and movement in class to vary the learning experience.</li> <li>It is important to model what great performance looks like in your subject and</li> </ol>	Pupil premium children need to make rapid progress to ensure PP outcomes in <b>all</b> core subjects are significantly improved by July 2019.	<p>Book scrutinies, lesson observations &amp; learning walks.</p> <p>Performance management targets linked to PP/SEND outcomes.</p> <p>Pupil progress meeting will discuss the progress of all PP pupils specifically.</p> <p>After each data collection point HoS to</p>	<b>LH AK LJ KM</b>		

<p><b>2) Improve the quality of marking so it impacts strongly on the attainment and progress of pupil premium children.</b></p>	<p>even more important that you model the process (META-COGNITION) of how to approach problems/tasks.</p> <ol style="list-style-type: none"> <li>5. Target disadvantaged students with probing questions each lesson. Give them wait time, other strategies and let them look in their books before attempting to answer. Circle back to them to ensure they have understood.</li> <li>6. Prioritise PP for booster classes, interventions and key responsibilities.</li> <li>7. Ensure your marking and feedback is in sufficient detail to inform planning so this impacts strongly on progress. Use live Marking' where possible with verbal feedback (VF) during lesson. Teachers to check pupils respond to feedback prompts /VF by improving their work.</li> <li>8. Make regular contact with disadvantaged pupils parents/guardians to praise and challenge.</li> <li>9. Comprehensive CPD programme</li> <li>10. Comprehensive NQT training programme</li> </ol>		<p>hold raising achievement meetings with every subject leader. Disadvantaged pupil data discussed and PP children needing catch up interventions or pre-teaching identified.</p>		
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ii. Targeted support for pupil premium children.				Total budgeted cost = 161,690	
Intended outcomes	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact so far
<u>Early Years</u>	<ol style="list-style-type: none"> <li>1. Quality first teaching</li> <li>2. Each pupil to receive additional targeted support when working within small group work.</li> </ol>	Quality first teaching has the biggest impact on progress	Teaching over time	AP	
<u>READING</u>	<ol style="list-style-type: none"> <li>1. Introduce Read Write Inc intensive daily streamed phonics across KS1. 30 mins every day 9am to 9.30am. All staff trained 9/2018.</li> <li>2. Targeted afternoon reading support for PP children to address gaps in learning.</li> <li>3. PP pupils who are not reading at home read at least 3 times each week to a member of staff.</li> <li>4. Puma and Pira assessments used in KS2 to provide a baseline, to ensure a more accurate picture of progress. Then Rising Stars reading test every half term to identify weaknesses and Salford reading test for SEND PP students.</li> <li>5. Exciting new reading displays created in corridors and new library to encourage/increase reading frequency.</li> <li>6. Continue to provide with age/ability appropriate reading books.</li> <li>7. Pre-teaching linked to the school involvement in the EEF project to develop</li> </ol>		<p>Lesson observations and learning walks.</p> <p>Pupil voice</p> <p>Reading Champion to train TA's so they provide high quality reading support</p> <p>Termly meeting with DH(PP) to discuss progress of all PP pupils</p> <p>Pupil progress meetings will discuss PP pupils and their progress specifically</p>	EP	

	reading comprehension strategies by teaching the skills first, then applying them.				
<b><u>WRITING</u></b>	<ol style="list-style-type: none"> <li>1. In class support from qualified teachers to help less able PP children improve their writing skills.</li> <li>2. Increase and track extended writing opportunities across the curriculum and in English.</li> <li>3. Guest authors visits to develop extended writing. One author to be selected on the grounds that their books appeal to boys.</li> <li>4. Develop writing walls to evidence and celebrate progress over time of every pupil in each class. Also display examples of work that models expected and greater depth writing standards.</li> <li>5. New handwriting schemes PenPal World for KS1 and Continuous Cursor for KS2 to further improve writing and presentation skills.</li> <li>6. Weekly SPAG boosters for all abilities for KS2.</li> <li>7. Detailed medium term planning provided for teachers by subject leader to ensure consistency and coverage.</li> <li>9. Targeted interventions in place with qualified teacher.</li> <li>10. Termly handwriting workshops to raise parents' expectations and help them to support writing at home.</li> <li>11. After SAT's intensive writing focus to drive up writing standards.</li> </ol>		<p>English lead to quality assure for maximum impact.</p> <p>All teachers made accountable for raising attainment in writing.</p>	EP	



<p><b><u>MATHS</u></b></p>	<ol style="list-style-type: none"> <li>1. Inspire Maths programme continues in Year 1 and is introduced for Year 2.</li> <li>2. Maths pupil progress meetings take place where staff are asked to talk about the progress of their PP children and what they are doing to address gaps in learning.</li> <li>3. Liz Baily (maths consultant) to spend 3 days providing INSET for teachers/TAs to improve their subject knowledge and teaching skills.</li> <li>4. INSET by Maths Leader on stretch/challenge, problem solving and reasoning. Robust coaching for NQT's.</li> <li>5. Lunchtime and after school numeracy clubs (Mathletics) for Years 1 to 6</li> <li>7. Half termly maths assessments to demonstrate progress over time. Pre/post unit tests with progress boxes on the post-test papers.</li> <li>8. Maths workshops for parents on how to support their children's maths homework.</li> <li>9. All Year 2 and Year 6 PP children to receive free revision guides and test papers to help them prepare for their SAT's exams.</li> <li>10. All PP pupils in Y6 are having 1:1 intervention through Third Space. Each pupil is assessed and given an individual tuition for 1 hour a week over the internet for 10 weeks.</li> <li>11. Maths Easter School organised to help our</li> </ol>	<p>Pupil premium maths outcomes are too low at KS1 and KS2 and well below the national benchmark for non-PP.</p> <p>Regular CPD for staff to improve their subject knowledge.</p>	<p>Challenging performance management targets, learning walks and book scrutinies.</p> <p>All teachers and TA's made accountable for raising PP outcomes via pupil progress meetings.</p> <p>Maths leaders to QA stretch &amp; challenge for all abilities.</p>	<p>AK/LJ</p>	

	<p>Year 2 and Year 6 children prepare for their SAT's tests.</p> <p>12. Rapid intervention carried out in KS2 daily during afternoon sessions to address gaps in learning as they arise</p> <p>13.TA deployed in KS1to give targeted support for PP pupils</p> <p>14. Targeted interventions in KS2 to be delivered by 3 highly qualified maths teachers</p> <p>Maths Rockstar used during registration to increase maths fluency</p>				
<b><u>HIGH ATTAINING PUPILS</u></b>	<p>1.Close monitoring of progress/attainment of high attaining PP children.</p> <p>2.Reading teaching assistant is working with Year 2 and 6 HA PP children to develop high order comprehensive skills.</p> <p>3.Planned intervention sessions in maths and writing for Years 2 and 6 HA PP children from January 2019.</p> <p>4.CPD on differentiation for all teachers to help them improve stretch/challenge for most able in lessons.</p>	High attaining PP children do not achieve as well as their peers and others nationally.	Book scrutinies, learning walks and lesson observations. Termly HT reports to governors.	KM/LJ/A K/EP	

iii. Other approaches to raise the attainment and progress of pupil premium children.				Total budgeted cost = £38,195	
Intended outcomes	Actions	What is the evidence and rationale for this	How will you ensure it is implemented well?	Staff lead	Impact so far
<b><u>ATTENDANCE</u></b>	<ol style="list-style-type: none"> <li>1. Half termly prizes if the attendance target of 96% is reached.</li> <li>2. PA pupils to be categorized into red, amber and green. EWO will target red families</li> <li>3. Thrive to engage with 'amber' families</li> <li>4. Penalty notices will be requested for parents who take unauthorised leave of absence during term time</li> <li>5. Termly rewards for whole school if attendance target is reached</li> </ol>	Poor attendance negatively impacts on attainment and progress		SA	
<b><u>Developing Mental Health and Emotional Wellbeing</u></b>	<p>Monthly welfare meetings to monitor behaviour records, identify vulnerable pupils and create a personalised behaviour plan to support them</p> <p>Employ external company to set up and train staff in development of a Thrive unit to deliver bespoke counselling/nurture programmes to carefully identified pupils and their families.</p> <ol style="list-style-type: none"> <li>1. Thrive training newly appointed staff who will set up a Thrive room and assess and support the emotional and social development of our vulnerable children.</li> <li>2. Outside provider to broaden life skills of target pupils at beach school</li> </ol>	Good emotional health and wellbeing has appositve benefit on pupils ability to learn		JC	

	<p>3. Implement key recommendations from the Poverty Proofing audit.</p> <p>4. Support for children who wish to play a musical instrument</p>				
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7. Review of expenditure for previous academic year 2017-2018		(114,840)	
80% of all teaching over time will be judged as at least good with at least 20% able to share wider	<p>Deploy coaches to work with individual teachers on areas for development as identified through teaching over time policy</p> <p>Rigorous CPD for all staff on use of Collaborative learning including Mastery learning. Developing reading comprehension across the curriculum</p> <p>Developing teamwork</p>		Coaching will continue next year as this was successful in raising the quality of teaching and learning as identified by teaching over time.
<b>Early Years:</b> 74% of the cohort to achieve a GLD (Good Level of Development) and 61% of pupil premium children to achieve GLD.	<ol style="list-style-type: none"> <li>Quality first teaching</li> <li>Additional personalised targeted learning for PP pupils</li> </ol>	72.7% of PP pupils (11) achieved a GLD. This is equal to or 5% higher than the national average.	This strategy will continue next year
<b>Year 1 phonics screening:</b> 81% of cohort to pass the phonics test and 81% of pupil premium children. (2016 pass rate for others nationally = 81 %.	Precision teaching,	The target for Y1 phonics was met as 81.3% of Y1 pp pupils passed the Y1 phonics test. However the gap with national others is 11%	This strategy is being expanded next year.

<p><b>End of KS1 (Year 2) % of pupil premium pupils to achieve expected standard:</b> Reading 72%, Writing 56%, Maths 67%. The gap between our disadvantaged pupils and others nationally to close significantly.</p>	<p><b>READING</b></p> <ul style="list-style-type: none"> <li>• Y1 Reading interventions to be put in place for those children who did not reach the expected standard in EYFS (3 children)</li> <li>• Raise the profile of reading around school through displays, ensuring the library is a vibrant and welcoming place</li> <li>• Data tracking and pupil progress meetings will make middle prior attainers a particular focus</li> <li>• Read, Write inc phonics with less able in Y3 to plug gaps in phonic knowledge</li> <li>• Non-negotiables in reading for all year groups in inference and deduction</li> <li>• Using EEF materials ERIC (Explain, retrieve, interpret, choice (Vocab choice))</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>• Employ an outstanding practitioner to support less able PP pupils</li> <li>• New novel based MTP introduced</li> <li>• All literacy staff to write 2 MTP to demonstrate understanding of principles Subject lead to work with Y3/4 teachers to develop working knowledge of what expected standard looks like (1NQT, IRQT &amp; 1 on a coaching plan)</li> </ul> <p><b>MATHS</b></p> <p>Employ a TA in each key stage to provide rapid numeracy intervention to targeted PP children in line with the mastery curriculum</p>	<p><b>Reading</b></p> <p>The KS1 target was not reached. Only 67% of PP pupils achieved the expected standard. The in school gap between PP and NPP pupils achieving expected is 7%. However, the gap between those eligible for PPF and national others achieving the expected level is 12%. For pupils achieving greater depth the gap is wider, the in school gap between PP &amp; NPP is 16% but the gap between PP and national others is 21%. More work needs to be done to ensure this gap closes this year.</p> <p><b>Writing</b></p> <p>The KS1 target was missed by 3% with 53% of PP pupils reaching the expected level. The in school gap between PP % NPP was 17% and the gap with national others 19%. The in school gap for those pupils reaching greater depth was 16%, and the gap with national others was 18%.</p> <p><b>Maths</b></p> <p>The target of 67% PP pupils reaching the expected level was met. The in school gap was 10% and the gap with national others was 12%. The in school gap for pupils reaching greater depth was 15% and the gap with national others was 16%.</p>	
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	<p>Introduce inspire maths in Y1 to work through school as children progress</p> <p>Rapid intervention by maths TA for those who fail to understand the morning session</p> <p>Coaches to work with staff as identified through TOT to develop quality first teaching</p>		
<p><b>End of KS2 (Year 6) % of pupil premium children to achieve expected standard:</b> Reading 83%, Writing 67%, Maths 72%. The gap between our disadvantaged pupils and others nationally to close significantly.</p>	<ul style="list-style-type: none"> <li>• Reading Apprentices to monitor the amount of times PP children read and hear them read encouraging fluency and expression and to support development of comprehension strategies with particular focus on middle prior attainers</li> <li>• Introduce new incentive scheme to encourage pupils to read 3x weekly. This will be displayed in upper and lower KS2 and changed termly. Regular updates to be given in assembly</li> </ul>	<p><b>Reading</b> The KS2 target was not reached. Only 52.9% of PP pupils reached the expected level. The in school gap for those reaching the expected level in reading was 17.3%. but the gap with national others was 24%. The in school gap between pupils achieving greater depth showed PP pupils performed .2% better than their NPP peers but compared to national others the gap is 12%</p> <p><b>Writing</b> The KS2 target for pupils reaching the expected level was exceeded with 76.5% of PP pupils reaching expected. The in school gap is .7% The gap with national others is 4.5%. 11.8% of PP pupils reached greater. The in school gap for greater depth was 5.7% and the gap with national others was 9.2%</p> <p><b>Maths</b> The target of 72% of PP pupils achieving the expected standard was not achieved. The in school gap was 10% and the gap with national others was 12%. However, the in</p>	

		school gap for pupils reaching greater depth showed that 1.3% more PP pupils achieved greater depth than NPP. The gap with national others remains, standing at 15.2%.	
<b>To ensure all of our pupil premium children have an attendance of at least 96.6%</b>		This target was not met. PP attendance was 94.94% compared to NPP.	