



BRIGSTOCK LATHAM'S
SCHOOL

Brigstock Latham's CE Primary School

PUPIL PREMIUM STRATEGY STATEMENT

1. Summary Information

School	Brigstock Latham's CE Primary School				
Academic Year	2018/2019	Total PP Budget	£23,553 (£9033 carry forward)	Date of most recent PP Review	July 2018
Total number of pupils	104	Number of pupils eligible for PP	9	Date for next internal review of this strategy	Jan 2019

2. Current Attainment

	<i>Pupils eligible for PP (9)</i>	<i>Pupils not eligible for PP (95)</i>
% achieving in line with national expectations in reading, writing and maths	56%	84%
% achieving in line with national expectations in reading	67%	87%
% achieving in line with national expectations in writing	56%	88%
% achieving in line with national expectations in maths	56%	91%

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

In-school barriers (issues to be addressed in school)

A	PP children's progress in writing and maths needs to increase so it is in line with peers.
B	PP children combined attainment needs to increase so in line with peers.
C	PP children's well-being to be monitored and supported.

External barriers (issues which also require action outside of school)

D	Ensuring PP children have an attendance of at least 96%
E	Home school links to be firmly established

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success Criteria</i>
A	PP children's progress in writing and maths needs to increase so it is in line with peers.	<p>Redevelopment of intervention structure giving TAs a specialism, improving their skills and knowledge in specific areas.</p> <p>SENCo to review provision maps termly (alongside class teachers and support staff) to ensure all pupils eligible for PP make rapid progress by the end of the year so that at least 12% more children than last year meet age related expectations in writing and maths.</p> <p>Data headlines completed 6 times a year to track progress.</p> <p>HLTA to run specific interventions</p> <p>Increase accountability of staff to ensure all disadvantaged children receive QFT and additional support where necessary.</p>
B	PP children's combined attainment needs to increase so in line with peers.	<p>Redevelopment of intervention structure giving TAs a specialism, improving their skills and knowledge in specific areas.</p> <p>SENCo to review provision maps termly (alongside class teachers and support staff) to ensure all pupils eligible for PP make rapid progress by the end of the year so that at least 18% more children than last year meet age related expectations in all 3 areas.</p> <p>Data headlines completed 6 times a year to track progress.</p> <p>HLTA to run specific interventions</p> <p>Increase accountability of staff to ensure all disadvantaged children receive QFT and additional support where necessary.</p>
C	PP children's well-being to be monitored and supported.	<p>Redevelopment of intervention structure giving TAs a specialism, improving their skills and knowledge in specific areas.</p> <p>Children develop psychologically, emotionally, creatively, intellectually and spiritually (broad and balanced curriculum)</p> <p>Initiate develop and sustain mutually satisfying personal relationships through targeted support sessions</p> <p>Use and enjoy solitude by providing quiet, reflective spaces.</p> <p>Become aware of others and empathise with them</p> <p>At least 89% of PP children express a positive well-being and approach to school.</p>

5. Planned expenditure

Academic year 2018-19

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?	When will you review implementation?
<p>PP children's progress in writing and maths needs to increase so it is in line with peers.</p> <p>PP children combined attainment needs to increase so in line with peers.</p>	<p>Produce new provision maps in line with intervention structure to track the provision for disadvantaged group</p> <p>CPD of SENCo</p> <p>HLTA deployed to run targeted intervention timetables for disadvantaged groups</p> <p>Support timetable in place to provide booster sessions for disadvantaged groups</p>	<p>We needed to identify all PP children's specific needs in order to implement interventions to support their learning journey.</p> <p>We want to track the interventions closely to ensure that they are all receiving the relevant provision that their needs require. EEF suggests that small group/1:1 tuition has moderate impact for moderate cost</p> <p>We want to provide specific support for disadvantaged pupils through 1:1 work</p> <p>Staff awareness around supporting disadvantaged pupils needs updating</p>	<p>Termly monitoring to take place including:</p> <p>Termly monitoring of provision maps</p> <p>Data analysis 3 x a year</p> <p>Observations of intervention groups</p> <p>Monitoring of TA working records 3 x a year</p> <p>HLTA to work 1:1 with identified disadvantaged pupils</p> <p>Deployment of staff to meet needs of disadvantaged pupils across the school</p>	<p>January 2019</p>

ii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?
<p>PP children's well-being to be monitored and supported.</p>	<p>Create a well-being curriculum linking with PSHCE</p> <p>Create nurture spaces to support social/ emotional needs of PP children.</p> <p>Ensure PP children are accessing school clubs</p>	<p>We want to track the emotional well-being of PP children as it has an impact of progress and attainment.</p> <p>Encourage at least 56% of PP children attend a school club to help support social interaction and relationships.</p>	<p>Termly monitoring of pupil well-being questionnaires</p> <p>Tracking 6x a year to ensure progress is being made in line with their peers.</p> <p>Evaluations written by staff who run a nurture group – eg eco club.</p>	<p>January 2019</p>

		<p>1 in 10 children and young people have a clinically diagnosed mental health disorder and/or emotional and behaviour problems</p> <p>1 in 7 children and young people have a less severe need that interferes with development and learning</p> <p>Children and young people with a learning disability are six times more likely to have mental health needs than their peers</p>	<p>Monitor attendance at school clubs and approach parents regularly to ensure children continue to attend.</p> <p>Use premier sports and the enrichment programme to deliver well-being sessions.</p>	
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6. Review of expenditure

Previous Academic Year		2017-2018		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve KS2 results for PP pupils	Timetable specific intervention support in year 6 to close the gap.	<p>33% of the year 6 PP cohort improved their results and achieved in reading, writing and maths.</p> <p>33% made rapid progress from a low starting point in KS1 but did not attain in reading, writing or maths.</p> <p>33% achieved in reading but not in writing and maths although made good progress from an average KS1 exit.</p>	<p>Staff absence had an impact on the rigorous nature of the intervention timetable.</p> <p>Short sessions but more often were more successful as this helped to support repetition and ensure focus.</p> <p>Targeting disadvantaged groups sooner and implementing interventions from year 3.</p>	<p>100% of HLTA pay to provide a timetable structure of interventions.</p> <p>Resources purchased to support learning.</p>
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Narrow gaps between PP and their peers	Small targeted group work, fluid so that sessions are child centred.	<p>33% of the year 6 PP cohort improved their results and achieved in reading, writing and maths.</p> <p>33% made rapid progress from a low starting point in KS1 but did not attain in reading, writing or maths.</p>	<p>Staff absence had an impact on the rigorous nature of the intervention timetable.</p> <p>Need to identify specific needs of those children leaving KS1 with a low exit.</p>	<p>50% TA pay scale 12</p> <p>50% TA pay scale 18</p>

		33% achieved in reading but not in writing and maths although made good progress from an average KS1 exit. Whole school – PP children Maths – 84% compared to 61% Reading – 83% compared to 50% Writing – 80% compared to 44%	Writing to be a school focus to increase the gap between PP children and non PP children.	
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A strong school ethos which supports pupils emotional wellbeing	Interventions to support emotional well-being and pastoral opportunities.	Sessions were offered but these were not consistent. Eco club proved successful with children able to say how they benefitted from the sessions. Mentor sessions established – children have a specific adult to talk to in order to support well-being.	Continue with this support, next academic year HLTA to run a specific session once a week aimed at well-being and social development.	£500 for resources for eco club and nurture group.

7. Additional detail

Other pupil premium related spends:

1. Provision of school uniform
2. Fully funded school trips
3. Music Tuition
4. HLTA to run an intervention timetable
5. Lunch time club
6. Before and after school clubs
7. Summer camps