



Brigstock Latham's CE Primary School

PUPIL PREMIUM STRATEGY STATEMENT

1. Summary Information

School	Brigstock Latham's CE Primary School				
Academic Year	2019/2020	Total PP Budget	£23,553 (£9033 carry forward)	Date of most recent PP Review	July 2019
Total number of pupils	104	Number of pupils eligible for PP	9	Date for next internal review of this strategy	Jan 2020

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>Timetables to be more specific, targeted towards PP children. Focus on well-being as this will lead to improved outcomes. Afternoon sessions with HLTA and Level 3 to take place weekly.</p> <p>HLTA's timetable is to be more structured, clear expectations and objectives. HT/ DH to oversee these interventions and their impact.</p> <p>TA support is now being distributed within the school so that targeted children's needs are met rather than a class based approach.</p> <p>Achievement For All to begin in September. This is primary focussed on raising achievement with PP children. JG is the AFA champion within school.</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> <ul style="list-style-type: none"> Termly monitoring of provision maps Data analysis 3 x a year Observations of intervention groups Monitoring of TA working records 3 x a year HLTA to work 1:1 with identified disadvantaged pupils Deployment of staff to meet needs of disadvantaged pupils across the school 	<p>January 2020</p>

ii. Targeted Support

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>New PSHCE policy and long term plan to be embedded. RSE policy to become statutory and linked to British Values.</p> <p>Mental health week to continue.</p> <p>Mental Health and Well-being policy to be implemented.</p> <p>Outdoor space is being developed for nurture groups and outdoor sessions.</p> <p>PP letter was included in EYFS pack encourage parents to apply and children to attend 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>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>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>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>	<p>January 2020</p>

6. Review of expenditure

January 2019-July 2019

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
<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>Timetables to be more specific, targeted towards PP children. Focus on well-being as this will lead to improved outcomes. Afternoon sessions with HLTA and Level 3 to take place weekly.</p> <p>HLTA's timetable is to be more structured, clear expectations and objectives. HT/ DH to oversee these interventions and their impact.</p> <p>TA support is now being distributed within the school so that targeted children's needs are met rather than a class based approach.</p> <p>Achievement For All to begin in September. This is primary focussed on raising achievement with PP children. JG is the AFA champion within school.</p>	<p>Disadvantaged groups tracked half termly. Interventions relating to PP children monitored by SENCo. This ensured that interventions met the needs of the children involved.</p> <p>SENCo qualified and has undertaken DSL training. EHA and prevent training to follow.</p> <p>HLTA ran sessions for Year 1 in maths.</p> <p>Timetables given to SENCo showing when specific interventions are taking place and who is running them.</p>	<p>Timetables to be more specific, targeted towards PP children. Focus on well-being as this will lead to improved outcomes. Afternoon sessions with HLTA and Level 3 to take place weekly.</p> <p>HLTA's timetable is to be more structured, clear expectations and objectives. HT/ DH to oversee these interventions and their impact.</p> <p>TA support is now being distributed within the school so that targeted children's needs are met rather than a class based approach.</p> <p>Achievement For All to begin in September. This is primary focussed on raising achievement with PP children. JG is the AFA champion within school.</p>	<p>HLTA cost?????</p> <p>Time to ensure interventions are appropriately in place.</p> <p>DSL, EHA training????</p> <p>Provision map tracks costings per intervention</p> <p>AFA - £4000 over 2 years (sports Premium)</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
PP children's well-being to be monitored and supported.	<p>New PSHCE policy and long term plan to be embedded. RSE policy to become statutory and linked to British Values.</p> <p>Mental health week to continue.</p> <p>Mental Health and Well-being policy to be implemented.</p> <p>Outdoor space is being developed for nurture groups and outdoor sessions.</p> <p>PP letter was included in EYFS pack encourage parents to apply and children to attend clubs.</p>	<p>PSHCE has been reviewed and a new long term plan put in place.</p> <p>Mental Health week which the children commented on in a very positive way. PP children were in a single group throughout the week ensuring specific targets for their needs. This was also the case for science day.</p> <p>Before and after school clubs accessed by..... of PP children which is an increase from last year. The school has made arrangements during holidays for PP children to access clubs.</p>	<p>New PSHCE policy and long term plan to be embedded. RSE policy to become statutory and linked to British Values.</p> <p>Mental health week to continue.</p> <p>Mental Health and Well-being policy to be implemented.</p> <p>Outdoor space is being developed for nurture groups and outdoor sessions.</p> <p>PP letter was included in EYFS pack encourage parents to apply and children to attend clubs.</p>	<p>Time to embed plans and policies.</p> <p>Nurture space - £10000 (this is from PFA, School run events, DFG money)</p> <p>PP money to pay for clubs - £1360 per pupil</p>

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