

Pupil premium strategy statement (primary) 2019/2020

1. Summary information					
School	St Bonaventure's Primary School Bristol				
Academic Year	2019/2020	Total PP budget	£43,560	Date of most recent PP Review	July 2019
Total number of pupils	398	Number of pupils currently eligible for PP	39	Date for next internal review of this strategy	January 2020

Based on 32 pupils from Year 1 to Year 6 (classes of 2018/2019)
65% making expected or above <u>progress</u> in reading 10% making above expected progress in reading
71% making expected or above <u>progress</u> in writing 6% making above expected progress in writing
68% making expected or above <u>progress</u> in maths 13% making above expected progress in maths

Current attainment for Y6 – not shown due to small number of pupils which could lead to identifying individuals

Current attainment for Y2 – not shown due to small number of pupils which could lead to identifying individuals

2018/2019 Review

1. Review of last year's expenditure (2018/2019)			
Previous Academic Year		Total budget for 2018/2019 : £35,640	
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Improved outcomes for Year 3 pupils in Reading, Writing and Maths	Early morning pre teaching and post teaching lessons for Year 3 children to boost their learning and help them achieve more in the lesson.	Impact of this was good but then attendance became an issue and the time had to be reallocated in order have more efficient use of teacher's time.	This early morning session is very effective as long as the pupils and the parents are committed to it and arrive on time. Next time it would be beneficial to have a meeting with the child/ren and parents at the beginning of a block of lessons to talk about what they can expect from us and what we need from them in order to get as much as we can from every session.
EAL children will make at least expected progress in reading, writing and maths	Classroom environments will be tailored to suit the needs of children who have English as an additional language. Lessons, especially maths, will take into account the needs of the EAL children.	Classrooms have been altered to include more EAL friendly displays. Greater focus on language, especially maths, in the classroom. Children identifying words that they may have learned in a different context and applying it to a new situation. Looking at how words have different meanings in different subjects (face, hand, pie, etc).	Great work done by EAL coordinator to move this forward. Need to build on this next year and develop further to ensure that our EAL children are making the progress they need to be making. We will continue with this approach next year.

<p>All PP chn will make at least expected progress by the end of the year.</p>	<p>Support from EW to ensure that all children making at least expected progress by the end of the year. 1:1 and group work depending on the needs of the PP children.</p>	<p>Support for the children works well in two ways. Children are getting extra support with areas of the curriculum that they might be weak on and they have a person in school who is championing them and ensuring that they are at the fore front of teachers' minds.</p> <p>Progress for PP children was: 68% made expected progress in maths 65% made expected progress in reading 71% made expected progress in writing</p> <p>Children not making progress is split between chn not making greater depth, chn on WT and chn falling to PWT.</p>	<p>Ensuring our PP children are given opportunities to shine is key to our whole belief system. They can shine through academics, artist, sport, participation in class or clubs, drama, choir and many more. We need to continue to push our PP and disadvantaged children forward and ensure that they are getting the most from their primary school experience.</p> <p>Ensure we have evidence to back up teacher assessments for children, especially those children predicted to achieve GD. Ensure that test conditions are done with the PP children in mind and those chn who need some more encouragement or quieter spaces get it.</p> <p>We will continue with this approach next year.</p>
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<p>All PP children who have underachieved in Summer assessments will be back on track by the end of 2019 academic year.</p>	<p>- Clear individual objectives for each of the children that have not achieved what they should have will be created and put in place from September. - 1:1 booster support at the very start of</p>	<p>Good focus on those children at the beginning of the year to ensure that they caught up quickly.</p>	<p>This worked well as it meant that the children who didn't achieve expected level in the Summer term were immediately supported on their return to school and many of the children then caught up. It also put those children on their new teacher's radar for the year in terms of expectations.</p> <p>We will continue with this approach next year and develop it further, taking advice from a talk by Daniel Sobel.</p>
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Total cost: £30,000 (based on provision maps)

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
<p>Children will be good listeners and know what is being asked of them in class and around the school.</p>	<p>Social skills groups – following instructions, listening to friends ELLI -Effective Lifelong Learning Inventory (ELLI describes "7 dimensions of learning power" - 7 characteristics that help us become better at learning. To make it easy, each one is represented by an animal.) Growth mindset approach Jigsaw</p>	<p>ELLI working well in school and children respond with positivity to it. Listening has been a strong focus and children are more aware of how important it is in order to be the best they can be.</p>	<p>Children will always need reminding about what makes a good listener and why it is important to be a good listener. The focus for next year will shift to vocabulary so the listening skills will need to be developed so that children can listen to and respond to new vocab in class.</p>
<p>Children will know how to deal with and process emotions that they feel.</p>	<p>Play therapy Jigsaw Growth mindset approach</p>	<p>Lots of great work with Jigsaw and growth mindset. Children are more aware of how they are feeling and what they can do to help themselves or where they can go to seek help. All classes taking part in ???? mindfulness Daily mile</p>	<p>Staff have found this very useful when working with all children in the school. We will continue with this approach next year.</p>
<p>Children will arrive in school on time and ready to learn. Attendance will be good and in line with non PP children.</p>	<p>- Meetings between parents and Head to address attendance and punctuality and what the school can do to support parents at home. - letters home for poor attendance - Positive discussions</p>	<p>Attendance for PP children is 95.4%. Parents have been contacted if attendance has been low. EWO has been in school to meet with parents. Letters home to stay when attendance has improved and how this has had a positive impact on a child's learning.</p>	<p>Letters home to highlight positive attendance worked well and is something that we need to do more. Some parents still not aware of how 'little and often' on the days off can have such a negative impact on a child's learning. Examined the days off that a child was having to see trends – very useful in tackling issues. We will continue with this approach next year but adapt it and make it more robust.</p>
			<p>Total cost: £11,000</p>

2019/2020

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

In-school barriers

A.	Participation and visibility – ensuring our PP children are active members of the school community across a wide range of activities and opportunities
B.	Lack of care and pride in the presentation of work.
C.	Poor language and communication skills – reading, maths, GD writing
D.	Social and emotional needs

External barriers

E.	Poor attendance in FS and KS1
F.	Challenging family circumstances

1. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Strengthen whole school strategy to supporting PP pupils and making them more visible to staff and the wider school community and increasing their confidence and self esteem.	Most PP children will take part in at least one extracurricular club PP children will be involved in eco school, school council, prayer group giving them more ownership over the school. PP chn will be leaders within their classrooms PP chn will be involved in working with other schools and children in the NW24 cluster
B.	Work will be well presented Children will take pride in their work.	Work will be well presented across all subjects. Handwriting will be neat and legible Children, especially those aiming for GD, will achieve their expected standard in writing. Neat, joined handwriting will be something that the children strive to achieve and demonstrate. Children will produce ‘ beautiful work’ as outcomes for topic work

C.	Language and communication skills will be in line with our more able children.	Children will do better on reading tests and use more complex and subject specific language in their writing. Children will see the language link across the subjects, improving their ability to answer maths reasoning questions. (SIP)
D.	Children will feel secure and confident in school. Children will have an adult that they can speak to when they need support Staff will understand the children who may need more emotional support and they will know how to provide it. Children will have different strategies that they can use to get back on track when they are feeling out of sorts (mindfulness)	Children will be confident Children will be attentive in class, not distracted by difficult thoughts. Behaviour in class and around the school will be good.
E.	Attendance will be 'good' from all PP children with a special focus on the children in FS and KS1. Attendance 2017/2018: 96.46% (whole school), 94.93% (PP children) Attendance 2018/2019: 97% (whole school), 95.4% (PP children)	Increase the attendance rate of PP eligible pupils so that it is no more than 1% below the rest of the school. Children being absent will not be a reason for them falling behind their peers/not meeting the expected standard. Children who are not yet 5 years old will have good attendance. Improved sense of belonging to the school as a result of regular attendance.
F.	Families to feel supported by school. Children to be more resilient and better able to cope with setbacks Children to have a stronger sense of self	Family support to be focused on wellbeing of the child Class wellbeing strategies and checking in to develop emotional literacy and expression. JIGSAW to support children's awareness of themselves in relation to others

2. Planned expenditure					
Academic year		2019/2020			
The 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.					
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 ?

<p>A. Participation and visibility Provide opportunities and experiences to 'diminish the difference' for pupils to widen their horizons and impact positively on life experiences that can be used in learning</p>	<p>Free club places to be available for pp children. Provide children with opportunities to represent their classes/the school Greater uptake for clubs, especially in KS1</p>	<p>We believe that the more opportunities a child has to access activities and experiences that are not generally available to them, the higher their aspirations will be. The Sutton Trust toolkit identifies Arts participation, outdoor learning and sports participation as having positive effects on pupil outcomes.</p>	<ul style="list-style-type: none"> - Monitor uptake of clubs for pp children - Termly club participation survey - SB to ensure that teachers are providing roles within the classroom for their PP chn - Agents of Change project to be led by PP children 	<p>SB SW</p>	<p>Termly</p>
<p>B. Presentation of work Work will be well presented and children will have the opportunity to develop the skills required to present 'beautiful work'</p>	<p>Topic work and outcomes will give children the opportunity to present 'beautiful work' with an audience and purpose.</p>	<p><i>Presentation of work supports learning as it gives children the opportunity to consider what they wish to communicate and to organise their thoughts. Producing work they are proud of also supports self esteem.</i></p>	<ul style="list-style-type: none"> - Book looks to include pp children and report to SLT on areas for development - SW to monitor the presentation of work for pp children. - Children to have the opportunity to share and display their work. - Work to have a clear audience and purpose. 	<p>SLT SW</p>	<p>Termly</p>

<p>C. Language Language and communication skills will be in line with our more able children.</p>	<p>Voice 21 approach to improving children's oracy skills</p>	<p><i>'Early language is the single most important factor in influencing literacy levels at age 11. More important than behaviour, peer relationships, emotional wellbeing, positive interaction and attention</i> <i>Vocabulary at age 5 is also linked with wider outcomes in mental health and employment in adulthood'</i></p> <p>Poor language skills are stopping some of our children from achieving their potential across the curriculum.</p>	<ul style="list-style-type: none"> - Forest school: children developing language skills outside the classroom environment. - Secret Seven; encouraging children to hold conversations with lots of different people around the school. - 'Famous Five' pupils to be the focus for teachers in the classroom - Teachers to focus on ensuring that the learning environment supports the development of language. - Teacher to attend Voice 21 approach training and share strategies with staff and parents. - Experiential learning to support the development of language. - Teachers to attend training by Marv Mvatt 	<p>SIP</p>	<p>Termly</p>
<p>D. Social and emotional Children will know how to deal with and process emotions that they feel.</p>	<p>Play therapy Jigsaw Growth mindset approach - ELLI Mindfulness in the classroom.</p>	<p>This has been very effective over the last few years. Children feel comfortable expressing themselves and it has led to children disclosing things that have resulted in positives changes. <i>'Play Therapy helps children in a variety of ways. Children receive emotional support and can learn to understand more about their own feelings and thoughts. Sometimes they may re-enact or play out traumatic or difficult life experiences in order to make sense of their past and cope better with their future. Children may also learn to manage relationships and conflicts in more appropriate ways.'</i> British Association of Play Therapists.</p>	<ul style="list-style-type: none"> - Class wellbeing activities and checking in to continue - Play therapy with DV - LT to oversee Jigsaw and ensure that it is being delivered to the children. - Whole school work on growth mind set in staff meetings and assemblies - Mindfulness activities to be shared in staff meetings and survey on children's wellbeing to be redone and compared to end of year survey. - Secret Seven pupils to be the focus for interactions throughout the school. 	<p>DV LT SW SB Class teachers</p>	

<p>E. Attendance Attendance will be 'good' from all PP children with a special focus on the children in FS and KS1.</p>	<p>School to work closely with the families of PP pupils who are also working with other external agencies. Children who have attendance that is less than 90% will not be offered extra support. Attendance is the barrier to learning therefore attendance needs to be improved.</p>	<p>"We cannot improve attainment for children if they aren't actually attending school". NfER</p> <p>Children need to develop the habit of having good attendance at school early on. They are unable to make progress or achieve their potential if they are not in school.</p>	<ul style="list-style-type: none"> - All class teachers to be aware of PP attendance in their class. - SW to show teachers how to look at attendance on SIMS. - Teachers to include attendance on pupil progress paperwork. - Teachers to identify any patterns in absences and address these patterns with parents and CN. - CN to check attendance and contact any parents when attendance drops below 96% 	<p>CN SB SW All class teachers</p>	<p>Fortnightly</p>
<p>.F. Challenging family circumstances Pupils will feel supported in school to maintain their focus and concentration so that the impact of family circumstances is reduced</p>	<p>.Depending on the particular circumstances of the child provision could include</p> <ul style="list-style-type: none"> • Play therapy • Trusted adult • Small group wellbeing activity • Roles or responsibility in the class • Class checking in 	<p>External factors have a significant impact on pupils ability to learn and be successful academically. As professional we need to be aware of how these factors can impact on learning and what can be done in the classroom to support children and develop their resilience.</p>	<ul style="list-style-type: none"> - Staff to attend training on the impact of childhood trauma - SW to monitor children who need support and recommend for play therapy - Provision mapping to identify children for wellbeing groups. 		
Total budgeted cost					43,560

3. Additional detail

Full breakdown of all costs have been made.