

# Pupil premium strategy statement (primary) 2018/2019

1. Summary information (completed by EW – Sept 2018)					
School	St Bonaventure's Primary School Bristol				
Academic Year	2018/2019	Total PP budget	£35,640	Date of most recent PP Review	
Total number of pupils	398	Number of pupils currently eligible for PP	35	Date for next internal review of this strategy	January 2019

Based on 26 pupils from Year 1 to Year 6 (classes of 2017/2018)	Pupils eligible for PP (St Bon's)
% making expected or above <u>progress</u> in reading	20/26 <b>(77%)</b> (not incl reception as no measure of progress) 20/26 (77%) achieving the standard for their year
% making expected or above <u>progress</u> in writing	19/26 <b>(73%)</b> (not incl reception as no measure of progress) 21/26 (81%) achieving the standard for their year
% making expected or above <u>progress</u> in maths	18/26 <b>(69%)</b> (not incl reception as no measure of progress) 21/26 (81%) achieving the standard for their year

1. Current attainment Year 6		
Based on 6 pupils in Year 6 (classes of 2017/2018)	Pupils eligible for PP (St Bon's)	Pupils not eligible for PP achieving the standard (national average)
% achieving expected standard in reading, writing and maths combined	4/6 <b>(67%)</b>	64%
% making at least the expected standard in reading % making expected or above <u>progress</u> in reading	4/6 <b>(67%)</b> 5/6 (83%)	75%
% making at least the expected standard in writing % making expected or above <u>progress</u> in writing	4/6 <b>(67%)</b> 4/6 (67%)	78%
% making at least the expected standard in maths % making expected or above <u>progress</u> in maths	5/6 <b>(83%)</b> 5/6 (83%)	76%

% making at least the expected standard in Grammar, Punctuation & Spelling		78%
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1. Current attainment Year 2		
Based on 5 pupils in Year 2 (classes of 2017/2018)	Pupils eligible for PP (St Bon's)	Pupils not eligible for PP (national average)
% achieving expected standard in reading, writing and maths combined	4/5 (80%)	65%
% making expected or above <u>progress</u> in reading % achieving expected standard in reading	3/5 (60%) 4/5 (80%)	75% (achieving standard)
% making expected or above <u>progress</u> in writing % achieving expected standard in writing	3/5 (60%) 4/5 (80%)	70% (achieving standard)
% making expected or above <u>progress</u> in maths % achieving expected standard in maths	3/5 (60%) 4/5 (80%)	76% (achieving standard)

1. Phonics screening test – Year 1		
Based on 4 pupils in Year 1 (classes of 2017/2018)	Pupils eligible for PP (St Bon's)	Pupils not eligible for PP (national average)
% passing the test	3/4 (75%)	83% (St Bon's 95%)

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> (issues to be addressed in school, such as poor oral language skills)	
<b>A.</b>	Higher ability pupils not making required progress in maths.
<b>B.</b>	Transition from Year 2 to Year 3 is difficult for some PP chn due to lack of LSA support and step up of expectations in KS2.
<b>C.</b>	Some EAL PP chn not achieving as well as they could due to gaps in their knowledge and understanding of the English language.
<b>External barriers</b> (issues which also require action outside school, such as low attendance rates)	

<b>D.</b>	Some PP pupils come from home environments that are not able to support their children with their learning and development as much as all stakeholders would like Ensuring emotional well-being of children – readiness to learn Chn travelling to school from far away due to no measured catchment – lateness and attendance	
<b>3. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	All PP children who have underachieved in Summer assessments will be back on track by the end of 2019 academic year.	All chn who have underachieved this year will catch up, making expected or above progress by Summer assessments 2019.  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.
<b>B.</b>	Children will make greater progress during lessons and achieve expected progress at the end of Year 3.	Results for pupils eligible for PP in Year 3 will not 'dip' in reading, writing or maths. Children will have a smooth transition from Year 2 to Year 3 and feel more confident with the expected standard in KS2.
<b>C.</b>	EAL children will make at least expected progress in maths	Pupils will make greater progress in maths and bring it in line with the progress made in reading. Lack of English language will not be a barrier to progress and achievement in maths.
<b>D.</b>	Children will arrive in school on time and ready to learn. Attendance will be good. Attendance 2017/2018: 96.46% (whole school), 94.93% (PP chn)	Increase the attendance rate of PP eligible pupils so that it is no more than 1% below the rest of the school. Anxieties about coming to school will be reduced.

4. Planned expenditure					
Academic year		2018/2019			
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?	Staff lead	When will you review implementation?
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.	<ul style="list-style-type: none"> <li>- Early morning lessons will include some of the children that have anxieties with transition and settling in as well as children who are sometimes late and disorganised. This should provide a calm start to the day.</li> <li>- Chn given the opportunity to have some pre teaching for the day ahead which will aid their self confidence and help them be more involved in lessons and be ready to tackle the challenge.</li> <li>- Chance for EW to meet with parents first thing and have a quick chat if necessary. Some of the parents can also be anxious so it is a chance for them to have a designated person to talk to.</li> </ul>	<ul style="list-style-type: none"> <li>- EW to organise and deliver lessons.</li> <li>- Liaise with parents</li> <li>- Pupil progress with teachers</li> <li>- Termly PP catch up to run alongside regular pupil progress meetings.</li> </ul>	LC SB EW	Termly
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.	<ul style="list-style-type: none"> <li>- Some of our more able EAL chn still struggle with the vocabulary in maths and this can have a great impact on the work they get done, especially in assessments.</li> </ul>	<ul style="list-style-type: none"> <li>- Learning walks to ensure that classroom environments are catering to the needs of EAL chn.</li> <li>- Pupil Progress meetings</li> <li>- Lesson observations</li> <li>- Staff meetings to highlight difficulties/share ideas</li> <li>- support with assessments</li> </ul>	LC SB EW	Termly
<b>Total budgeted cost</b>					Added with targeted support
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?	Staff lead	When will you review implementation?

All PP children who have underachieved in Summer assessments will be back on track by the end of 2019 academic year.	- 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 term 1	- Once the gaps in learning/reasons for not achieving have been identified, those areas can be the main focus of teaching. - 1:1 support for a set time is effective in giving the pupils the start they need to their new year.	- EW to track progress up to and including first assessments of new academic year. - Meetings with in July (2018) and September (2018) with teachers to plan boosters.	EW	Termly
<b>Total budgeted cost for quality teaching for all and targeted support</b>					£ 35,000
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Children will be good listeners and know what is being asked of them in class and around the school.	Social skills groups – following instructions, listening to friends ELLI (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	Children have difficulty following instructions or knowing what they have to do in class. They need to understand that listening is the easiest way of helping themselves to do better.	Displays around the school Discussions with staff Jigsaw training with all staff	EW	Termly
Children will know how to deal with and process emotions that they feel.	Play therapy Jigsaw Growth mindset approach	Some children are getting frustrated with themselves and/or others and this impacts on their learning.	Discussions with class teacher and DV. Pupil progress Talks with children	EW DV	Termly
Children will arrive in school on time and ready to learn. Attendance will be good.	- 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 about importance of attendance in school (class and assembly)	- We have seen a difference in attainment of children who attend regularly and on time as opposed to children not attending regularly. - Some parents are not aware of the effects that regular absence, even if it's just 'here and there', can have on their child's academic outcomes and emotional well-being. We cannot improve attainment for children if they aren't actually attending school". NFER	Regular scrutiny of the attendance data Teachers to regularly check attendance info on PP pupils to ensure that it is not falling. Office staff to follow up on lateness/days off. EW to meet with parents and speak to children about being on time and in school.	EW Office	Termly – every 12 weeks
<b>Total budgeted cost</b>					£ 11,000

<b>5. Review of expenditure</b>			
<b>Previous Academic Year</b>		<b>Total budget for 2017/2018 : £50,600</b>	
<b>i. Quality of teaching for all</b>			
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)
<b>Improved progress for high attaining pupils</b>	- CPD on providing stretch for high attaining pupils. - Use data to identify pupils' areas of weakness and then use EW to give targeted lessons.	High attaining pupils are still not achieving what they should be in maths.	High attaining EAL pupils need more support with language in order to achieve GD in maths. Opportunities to work at GD standard in lessons must be increased.
<b>Progress in maths will increase and match the progress in reading.</b>	- Whole school focus on maths and using assemblytime to fill any gaps in learning.	Progress in maths and reading were similar across the school and it was identical in Year 2 and Year 6. However maths progress still needs to improve, especiallywith our HA pupils.	HA pupils are still not making the progress that they need to make. There needs to be clear evidence in books that they are working to a GD standard and they need to be given the opportunityto complete GD challenges in every maths lesson.
<b>Attainment in writing will improve and the gap between reading and writing will be reduced.</b>	- More variety of writing across the curriculum to ensure there is a wide range of evidence to support teachers' assessments.	% of pupils achieving expected or above in writing has improved moving from 69% to 81%. This is now in line with reading.	Continue to work as we did this year and ensure that the GD children achieve at least expected progress.
			<b>Total cost: £21,500</b>

<b>ii Targeted support</b>			
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>
<b>Better concentration and focus less passive learners</b>	<ul style="list-style-type: none"> <li>- Early morning pre teaching lessons for some pupils</li> <li>- Whole school ELLI approach</li> <li>- PP teacher to work closely with teacher and pupils to know that PP teacher will be checking</li> </ul>	Yes. Children appear more engaged in lesson and are very aware of the ELLI characters. PP teacher checking on work helped children to keep on task.	<p>We will continue but tweak. PP teacher now timetabled to come into class to see the children that have had the pre teaching in order to see how they got on and check that they got the work done.</p> <p>We need a more whole school approach to some of our passive learners so that the children are aware that there is more than one teacher checking their work or asking them what they have been learning.</p>
<b>B. Higher achieving PP pupils (based on FFT predictions) will achieve GD by end of year.</b>	<ul style="list-style-type: none"> <li>- Use FFT data to create SMART targets and update regularly</li> <li>- Clear targeted support from PP teacher either in class or 1:1.</li> </ul>	Not completely.	<p>Some of our higher achieving PP children are EAL and we need to ensure that we have a strong focus on this.</p> <p>A number of HA pupils are on the top scale of AS and they need more of a push to get them to GD.</p>
<p><b>A. Chn who did not meet expected progress in 2016/2017 will catch up by the end of the academic year.</b></p> <p><b>B. Chn will know what they need to do to achieve the expected standard in writing.</b></p>	<p>1:1 and small group sessions (1:4) to identify gaps in learning and tailor classes to fill those gaps.</p> <p>Focused maths group to pick up on the things that prevented a PP pupil from making expected progress.</p>	<p>6 out of 8 in writing 2 out of 4 in reading 1 out of 6 in maths</p> <p>Children were very aware of this and, overall, the % of children achieving the expected standard has improved.</p>	<p>Booster sessions needed for some children at the beginning of the academic year and, perhaps, at the start of each term. In particular, looking out for the EAL children who may have not spoken much English over the holiday period.</p> <p>Continue to look at writing and, in particular, the progress that the pupil premium children are making.</p>
<b>Total cost: £20,600 (based on provision maps)</b>			

<b>i. Other approaches</b>			
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>
Improve children's resilience and encourage children to be more active learners.	Play therapy Social skills groups Yeti Awards ELLI Growth mindset approach Jigsaw	Yes. Chn are more resilient now and know how to stay with something and try to figure it out for themselves. Children understand what they need to do and are familiar with the ELLI characters and how they help them.	Approach will continue and develop as we encourage chn to continue to be more positive about school. We will also look at making our pupils more active learners and better listeners.
Reduce the amount of children with poor attendance or punctuality	Meetings between parents and Head to address attendance and punctuality and what the school can do to support parents at home.	Yes. Lateness and attendance has improved. Chn in KS1 were a main focus and they have all improved and parents are seeing how important it is for their children to be on time for school. A couple of children in reception, who are August born, have had poor attendance and this is something that has been a difficulty as they are not yet 5.	We will continue to monitor lateness and attendance and speak to parents where necessary. Older chn in the school will be spoken to about the importance of taking responsibility for getting to school on time. The parents of the children who started with us this year will be spoken to and reminded of the expectations and importance of attendance and punctuality.
			<b>Total cost: £11,000</b>

<b>6. Additional detail</b>
Full breakdown of all costs have been made.