

# Pupil premium strategy statement 2016/17

1. Summary information					
<b>School</b>	The Bishops' C of E and RC Primary School				
<b>Academic Year</b>	2016/17	<b>Total PP budget</b> April 2016 - March 2017 (January 2016 Census - number of eligible pupils 77 pupils)	£100,760	<b>Date of most recent PP Review</b>	Nov 2016
		<b>Balance carried forward from 2015 - 2016</b>	£ 3,756		
<b>Total number of pupils</b> (October 2016 Census)	421	<b>Number of pupils eligible for PP</b> (as at October 2016)	74	<b>Date for next internal review of this strategy</b>	Nov 2017

## 2. Current attainment and Progress

### Pupil Premium 2016 KS2 Attainment (9 Children, including two with Statements of Special Need))

	% at expected	National at expected (All Pupils)	Difference.	Average Scaled Score	National Average Scaled Score	Difference.
Reading	56%	66%	-10%	99.3	103	-3.7
GPS	67%	72%	-5%	103.3	104	-0.7
Maths	56%	70%	-14%	100.6	103	-2.4
Writing (TA)	67%	74%	-7%	-		
% achieving expected in R,M & W (TA)	40%	53%	-13%	-		

### Progress

	KS2 2016 Progress KS1 to KS2					
	Bishops' Scaled Score			Essex Scaled Score		
	Not disadvantaged (36 pupils measureable)	Disadvantaged pupils only (7 pupils measurable)	Bishops' Gap	Essex not disadvantaged	Essex disadvantaged	Essex Gap
Reading	1.8	0.9	-0.8	0.1	-1.3	-1.4
Writing	3.8	0.8	-3.0	0.6	-0.3	-0.9
Maths	3.1	1.4	-1.7	0.3	-0.8	-1.1

*Note that while our gaps are broadly greater than Essex (except in reading), overall our disadvantaged pupils made better progress than Essex pupils who are not disadvantaged (in every area).*

<b>3. Barriers to future attainment (for pupils eligible for PP)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Social and emotional difficulties	
<b>B.</b>	Some PP children have additional needs or SEND	
<b>C.</b>	Lack of access to enrichment activities such as music/ performing arts tuition	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Support from home is inconsistent (eg help with reading, homework) and some parents lack ambition for their children	
<b>E.</b>	Some pupils have poor attendance	
<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	Children are more confident learners	Children participate confidently in lessons and make at least expected progress
<b>B.</b>	Children are emotionally secure	Children feel happy and safe and develop positive relationships with adults and peers
<b>C.</b>	Children communicate well	Children communicate their needs effectively
<b>D.</b>	Children have aspirations and develop a wide variety of skills	Children persevere and challenge themselves, enjoying access to a broad and enriching education.

5. Planned expenditure					
Academic year		2016-2017			
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	Staff lead	When will you review implementation?
The progress of PP children will be at least as good as their peers	Improved quality of marking and feedback. Working with children to raise expectations.	Children are learning to respond to marking with evidence that next steps are addressed. Children are taking more responsibility for their learning and expectations are raised so that they work at a higher level, whatever their needs.	Monitoring by Pupil Premium lead (HT), Pastoral Assistants, SLT and in discussions with children	GW DM, CS GF, PC, MR, JG	Half termly  DM £3,930 CS £2,208
Improved confidence of staff in meeting a range of needs, including social and emotional	Teaching staff training	'Focus on SEND' training will benefit all children through raising awareness of difficulties	Inset training led by SENCo (JG) with staff	CD	Termly and at end of programme

					Total budgeted cost
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is	Staff lead	When will you review implementation?
Raised attainment	Interventions through the class teacher/ LSA personalised to the learning needs of the disadvantaged pupils	Interventions have been shown over time to enable pupils to 'close the gap'	Termly monitoring of assessments and evaluation of interventions	PP Lead All class - based staff and other intervention staff	Termly
Development of Speech, Language and Communication skills	1. Staff training and resources 2. S&L LSAs to implement programmes	Increased support for children with SLCN will help raise attainment for those with SLCN	Monitoring of programme implemented and progress checks	JR (FS) JC (KS1)	Half termly  JR £7,534 JC £8,531
Raised attainment in mathematics KS2	Training for specialist LSA and implementation of programmes	Children are below age related expectations. Evidenced interventions run by trained support staff in small group situations is already showing results	Monitored by Maths Lead with PP lead	AM (Maths LSA) MR GW	Half termly  AM £6,211 (10 hours pm)
Raised attainment for children who need additional time or support to learn	Pre-teaching and immediate post teaching interventions to consolidate learning	Small, targeted group work in specific areas of difficulty gives children more confidence and raises attainment	Monitored by PP Lead and SLT	All class teachers, LSAs with PP pupils	Half termly - pupil progress meetings

Mentoring Programme	Support for pupils with specific barriers to learning	1-1 support with trained mentor, weekly meetings	Monitored by SENCo	SB (Mentor) JG	
Children will develop a range of skills alongside their peers, developing confidence	Provision of high quality music instrumental tuition (Yr 3 - for a year, and continuing for those who wish), and Performing Arts lessons (Shush) throughout the school	Evidenced over time in school and through pupil voice.	Monitored by PP lead	RT (Music) PA (Shush)	Annually  £4,728 based on 17.6%
Children will be more confident and socially adept through mixing with a range of children. They will learn new skills	Support for attendance of sports clubs, art clubs and music clubs in school	Evidenced over time in school and through pupil voice.	Monitored by PP lead	CD	Termly
					123 hours classroom support £58,015
<b>Total budgeted cost</b>					<b>£91,157</b>

<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 have the opportunity to access a range of activities which might otherwise not be available	Financial support for cultural, sporting, social experiences (eg school trips and residential visits)	Some parents find it difficult to meet the cost of these visits which are valuable in broadening the children's experiences	Discussion with parents and rigorous accounting	FF (SBM)	Termly  <b>£3,756</b>
Raised attainment and greater enjoyment in reading (KS2)	Reading Club – before school and after lunch for those unable to come before school.	Some children do not read regularly at home and are invited to join a before school or after lunch club supported by adults. This Club has a proven record of accelerating pupils' progress.	Regular monitoring and discussion with pupils	AL	<b>AL £1,970</b> <b>AM £1,161</b>
Improved social and emotional well-being	Lunchtime Nurture Club	Some children find playtimes difficult and respond better if given more structured opportunities.	Regular monitoring and discussion with pupils.	HF	Termly  <b>HF £1,949</b>
Raised attainment and improved emotional well-being	Purchase of additional resources for various projects	Contribution towards purchase of Learnpads, speech and language resources, maths resources and books to benefit disadvantaged children	Monitoring and discussions with staff and pupils	All staff	Termly <b>Learnpads £1,989 (17.6%)</b> <b>Nominal amount for other resources £5,000</b>
<b>Total budgeted cost</b>					<b>£15,825</b>

<b>6. Review of expenditure 2015-16</b>	
<b>Number of pupils are pupil premium grant received</b>	
Total number of pupils on roll (October 2015 Census)	403
Total numbers of pupils eligible for pupil premium (January 2015 Census)	80
Amount of grant received per pupil	£1320 / £1900 (PP+)
<b>Total amount of pupil premium grant received</b>	<b>£108,207</b>

<b>Item/project</b>	<b>Objective</b>	<b>Outcome</b>
LSA support for those pupils identified as needing extra support through provision	To support SEN pupils or 'focus' pupils in order to raise attainment. These interventions happen within the class and support particularly those PP children who have Special Educational Needs.	Support and interventions significantly closed the gap between PP and non PP children, so that our PP pupils made more progress than non-disadvantaged pupils in Essex as a whole. See Year 6 results above
Speech and Language Provision (Jane Robertson and Joan Chapman)	Support for some children on the Speech and Language Register, where there is deemed to be a high level of need. Some of these children are PP children.	Good progress from children on the Speech & Language Register. In Year 1 and 2 this has also supported pupils' progress in their phonics development, so that even if they did not pass it, their scores were increased.
Counselling Provision	All children have access to trained counselling. PP pupils benefit from this when necessary in order to meet their emotional needs and also to support their parents through access to advice.	No pupils were permanently excluded and fixed-term exclusions are extremely low.
Performing Arts Specialist teaching	'Shush', our Performing Arts teacher, provides confidence building, team-building, teaching in performing arts to all pupils in Foundation Stage, Key Stage 1 and KS2 on a weekly basis.	Standards of performances are high, and pupils and parents highly value this provision, with pupils further up the school asking for it to be continued for them.



Strings for All	All Year 3 pupils receive free tuition in half class groups, enabling all pupils, whatever their financial resources, to continue to develop strong musical skills which can then continue for those who wish it to Year 6. The school also provides free access to instruments for home for those pupils who continue past Year 3.	All pupils learnt to read open strings and many 1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> fingers. All learnt to pluck and to use a bow and to accompany music to a beat and using different rhythms. All Year 3 pupils and members of the band performed to the school and to their parents.
Stave House for Foundation Stage	All pupils, and especially PP pupils, have access to high quality music teaching, enabling them to enjoy, take part in, and develop music and related skills	All FS pupils learnt to read notes from the stave, to play simple notes in time to the teacher's melody, and to join in and enjoy songs and music games.
Basketball club for SEN	Develop the enjoyment and participation of sport, large motor skills, and hand-eye coordination	Several disadvantaged students received extra expert tuition which enabled them to participate in games with their peers with greater skill and confidence.
Reading Club (early morning) and after lunch)	Develop the Reading ability of pupils from Year 3 upwards who are under their chronological age for word recognition.	PP and other pupils who regularly attend Reading Club almost always make accelerated progress.  This gives children the opportunity to become more confident in their reading, which enables them to access the wider curriculum.
Access for all pupils to school trips and residential	To ensure that ALL pupils have access to trips and other activities. The school will always subsidise if a parent/carer is unable to meet the cost of a trip for whatever reason	Many disadvantaged pupils were able to participate in trips, visits and the Year 6 residential, essential for our inclusion for all agenda.
Mentoring	This project is aimed at pupils with significant barriers to learning, some of whom are PP pupils.	As a result pupils are more settled and motivated in their learning. They are understanding their own barriers and given tools to overcome them.
Homework Clubs	This project is aimed at supporting those pupils, particularly PP, who would benefit from extra homework support, both in KS1 and KS2.	Pupils who attended the homework clubs benefitted from extra support and the discipline of successfully completing their homework.
Lunchtime club	This club provides a secure, supervised and well resourced space for any pupils who need a more nurturing environment at lunchtime than is able to be offered on the playground	Between 10 and 25 pupils benefit from this each day, a number of whom are PP pupils.