

Pupil premium strategy / self-evaluation

1. Summary information					
School	South Baddesley CE Primary School				
Academic Year	2019-20	Total PP budget	£13,300	Date of most recent PP Review	01.01.19
Total number of pupils	139	Number of pupils eligible for PP	11	Date for next internal review of this	01.01.20

2. Current attainment:		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading	50%	73.2%
% achieving expected standard or above in writing	75%	78.5%
% achieving expected standard or above in mathematics	50%	78.75

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	For some pupil premium children limited vocabularies present a barrier to their learning.
B.	For some pupil premium children limited experiences outside school present a barrier to learning.
C.	For some pupil premium children social and emotional difficulties present a barrier to their learning.
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
D.	Some of pupil premium children have limited resources at home to continue with their learning and complete homework
E.	Some of our pupil premium children are Young Carers.

4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	To continue to develop pupil's vocabulary across the curriculum.	Improved vocabulary will enable children to access learning across the curriculum.

B.	To further develop pupil's confidence to access high quality texts.	Improved reading outcomes for disadvantaged pupils.
C.	To further develop pupil's fluency in handwriting, arithmetic and spelling.	Improved outcomes in GPS and writing. High level of pass rate in year 4 timetables test. High level scores in arithmetic tests KS2.
D.	To provide enrichment activities to support children's learning.	Participation in extra curricular activities is similar to non PP pupils.

5. Review of expenditure

Previous Academic Year

i. Quality of teaching for all

Action	Intended outcome	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)	Cost
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<p>Ensure high quality texts are available in class reading areas and school library.</p>	<p>Children have an enriched reading curriculum with rich language.</p>	<p>Pupils reading achievements across school continues to be strength, with 68% of year 6 pupils achieving greater depth.</p> <p>Wide range of text types read across the school; increasing pupil confidence to read unknown texts.</p> <p>Links between the reading and writing curriculum strong.</p>	<p>Disadvantaged children would benefit from discrete grammar and whole class reading lessons.</p> <p>Pupils who are disadvantaged continue to have limited access to texts.</p>	
<p>Implement whole school provision map of interventions.</p>	<p>Gap between vulnerable pupils and non-vulnerable pupils will close.</p>	<p>Increased whole school interventions supported the progress of some SEND pupils; this was particularly evident in upper KS2.</p>	<p>Whilst whole school interventions raised the profile of support and provided some consistency; the gap between class support and interventions meant that some interventions did not lead to increased progress for all pupils.</p>	
<p>Implement use of new modelled writing, phonics and handwriting policy.</p>	<p>Improved outcomes for all in writing.</p>	<p>Improved quality of teaching in English was demonstrated in Year 2, 4/5 and 6, with teacher's expectations increasing.</p> <p>Outcomes in writing at the end of KS2 were above national and progress in-line with national.</p>	<p>Quality of phonics teaching and interventions in KS1 was below expectation and therefore attainment in year 1 phonics was below expectation.</p> <p>Handwriting in lower KS2 continues to limit fluency of writing.</p>	
<p>ii. Targeted support</p>				

Action	Intended outcome	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)	Cost
Provide on-going pastoral support through FEIPS, nurture, ELSA and Relax Kids.	Children will have high quality support for addressing social and emotional needs.			
Continue to work in partnership with Young Carers to provide support for pupils.	Children will be able to discuss what it feels like to be a Young Carer and will have opportunities to access a wider			

6. Planned expenditure

Academic year

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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<p>Provide all staff with additional CPD in the teaching and learning of vocabulary.</p> <p>This links to intended outcome A</p> <p>(approx. £1000)</p>	<p>Staff will have clear strategies for teaching vocabulary using progressive and consistence methods.</p>	<p>Some pupil premium children have limited language and gaps in their vocabulary development.</p>	<p>Track pupils outcomes in:</p> <p>Reading Writing History Geography</p>	<p>HT</p>	<p>Annual – after training.</p>
<p>Ensure disadvantaged children in year 5 have individual copies of class readers and additional time to read with an adult.</p> <p>This links to intended outcome B (£1755)</p>	<p>Children have an enriched reading curriculum with rich language.</p>	<p>Some pupil premium children continue not to have access to high quality literature outside of school and their reading fluency is impacting on their overall reading attainment.</p>	<p>Track pupils reading outcomes. Track outcome of additional reading time with adult.</p>	<p>Year 5 class teacher and class TA</p>	<p>Termly</p>

<p>Ensure all disadvantaged pupils receive additional TA support through the implementation of Baddesley Bags and Baddesley Basics.</p> <p>This links to intended outcome C (£5850)</p>	<p>Children will have increased fluency in handwriting, spelling and arithmetic.</p>	<p>Some pupil premium children have gaps in their fluency of arithmetic and spelling.</p>	<p>Monitor the quality of Baddesley Basics provisions.</p> <p>Track progress in: Writing Spelling tests Arithmetic tests</p>	<p>SENCo</p>	<p>Termly</p>
<p>Implement use of new phonics programme and teaching groups in EYFS and KS1</p> <p>This links to intended outcome C (£2632)</p>	<p>Improved outcomes in phonics and writing at KS1.</p>	<p>Low phonics and writing outcomes at KS1 in 2019</p>	<p>DHT to monitor the progress of all phonics groups. DHT to provide coaching and mentoring for staff. DHT to track the progress of writing in EYFS and KS1.</p>	<p>DHT</p>	<p>Termly</p>

Targeted support					
Action	Intended outcome	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>Enrichment activities</p> <p>This links to intended outcome D (£600)</p>	<p>Children will have equal access to enrichment activities and the wider school curriculum.</p>	<p>Some pupil premium children do not have access to a range of activities provided at school beyond the school day.</p>	<p>Tracking provision and participation.</p> <p>Pupil questionnaires.</p>	<p>HT</p>	<p>Twice a year</p>
<p>Provide target group curriculum provision through Third Space Learning Tuition and 1:1/small group ELSA time.</p> <p>This links to intended outcome C (£1900)</p>	<p>Tuition will close gaps in academic achievement and emotional development</p>	<p>Some pupil premium children have gaps in their fluency of arithmetic and spelling.</p> <p>For some pupil premium children their emotional development impacts on their achievements across the curriculum.</p>	<p>Tracking mathematics.</p> <p>Use of on-entry and exit assessments as indicated in the Mental Health Pyramid of Need</p>	<p>HT and Year 6 teacher</p>	<p>Termly</p>

Total budgeted cost					£13, 737