

Pupil premium strategy statement 2019/20

1. Summary information					
School	Bilston CE Primary School				
Academic Year	2019-20	Total PP budget	£295,680	Date of most recent PP Review	21.05.19
Total number of pupils	415	Number of pupils eligible for PP	194 (Y1-6 Sept. 2019)	Date for next internal review of this strategy	July 2020

2. Current attainment (end of academic year 2018-19)				
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils eligible for PP (2018 national average)</i>	<i>Pupils not eligible for PP (your school)</i>	<i>Pupils not eligible for PP (2018 national average)</i>
% achieving GLD at the end of EYFS	62%	55%	82%	73%
% passing Year 1 Phonics Screening	70%	70%	76%	84%
% achieving in Reading KS1	73%	60%	81%	78%
% achieving in Writing KS1	69%	53%	78%	73%
% achieving in Maths KS1	69%	61%	75%	79%
% achieving in Reading, Writing and Maths KS2	57%	51%	68%	71%

National figures for 2019 not published prior to 1st September 2019

3. Barriers to future attainment (for pupils eligible for PP, including high ability)
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>

A.	Poor language and communication skills Limited prior learning Low starting points	
B.	Attainment gap between disadvantaged pupils and all other pupils Disadvantaged pupils with Special Education Needs or Disability (SEND) Disadvantaged pupils achieving 'Greater Depth'	
C.	Lack of aspiration Lack of parental involvement Lack of parental ability to support their child's studies Lack of parental support	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Limited life experiences Social, emotional and mental health needs Attendance	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Development of teaching and learning <i>"The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds" Sutton Trust Research, 2011</i></p> <p>The most effective way to raise attainment of pupils is by good and outstanding first wave teaching.</p> <ul style="list-style-type: none"> ➤ Regular and up to date continuous professional development (CPD). 	<ul style="list-style-type: none"> ➤ Teaching and Learning is judged as at least 'Good'. ➤ Progress is good for all eligible pupils – interventions and provisions in place to support those who are not making adequate progress. ➤ Narrowing gap between PP and xPP pupils. ➤ Upward trend for attainment of PP pupils from previous years.

	<ul style="list-style-type: none"> ➤ Rigorous monitoring of teaching through book and planning trawls, learning walks and lesson observations. ➤ Additional teaching and support staff in each year group provide smaller staff:pupil ratios. ➤ A thorough tracking system is in place to track the progress and attainment of disadvantaged pupils. ➤ Monitoring of progress and attainment of pupils eligible for the Pupil Premium grant. ➤ Quality first wave teaching, followed by timely interventions where appropriate. ➤ New teaching staff well supported and monitored to ensure that children in all classes are receiving at least 'Good' quality teaching over time. 	
<p>B.</p>	<p>Offering the most effective provision to accelerate learning</p> <p>Disadvantaged pupils benefit disproportionately from high quality first wave teaching although in cases where this is not enough, additional support may be necessary.</p> <ul style="list-style-type: none"> ➤ Senior and Middle Leaders will be developing and monitoring the use of interventions to support pupils, including disadvantaged pupils. 	<ul style="list-style-type: none"> ➤ Fewer yet more precise and effective interventions to support pupils. ➤ Consistent approach to the deployment of support staff in all year groups. ➤ Less able children to become less reliant on adult support. ➤ More able children challenged by the class teacher within lessons. ➤ All interventions carefully monitored to ensure that they are fit for purpose and meet the requirements set out by the class teacher. ➤ All children should have access to a broad curriculum, interventions should not prevent this.

	<ul style="list-style-type: none"> ➤ Interventions should be used as a last resort when first wave teaching is not proving effective. ➤ Interventions should be precise and last only for a short time. ➤ More prescriptive interventions will be used to support learners. ➤ Support staff will be given appropriate CPD to 'upskill' their delivery of interventions. ➤ Pre-teach will be trialled as an alternative to fixed interventions to prevent gaps in learning from appearing. ➤ Every effort should be made in class to address concerns with children's learning. ➤ Greater Depth Challenge should be given by the Class teacher in class rather than out of class as a separate intervention. ➤ The role of support staff within lessons will be monitored with further CPD in place to avoid children becoming over dependent on adult support. 	<ul style="list-style-type: none"> ➤ Class teachers and Support Staff to have a clear understanding of the individual needs of pupils in their class and know how to address these within class. ➤ Prescriptive interventions (such as RWI) will be used by Support Staff to ensure that interventions are effective.
<p>C.</p>	<p>Supporting learning at home and in school</p> <ul style="list-style-type: none"> ➤ Weekly Family Learning sessions offer parents the chance to work with their child, discovering ways in which they can support their child at home. 	<ul style="list-style-type: none"> ➤ Parents feel welcome in school. ➤ Parents feel that they have enough opportunities to share in their child's learning. ➤ Children feel that they have adequate resources to complete tasks set.

	<ul style="list-style-type: none"> ➤ Reading books and records are taken home daily. ➤ Homework is set weekly. ➤ Opportunities for parents to share in their child’s learning – workshops, open days, assemblies. ➤ Termly written reports – setting targets for parents to support their child with at home. ➤ Termly Parent’s Evenings. ➤ Resources made available by Class Teachers for pupils who lack basic equipment at home. 	<ul style="list-style-type: none"> ➤ Parents engage with workshops, including Family Learning sessions. ➤ Parents support their child with weekly homework tasks and hear their child read at home.
<p>D.</p>	<p>Wider Enrichment</p> <p>Whilst capabilities in reading, writing and maths are essential, we realise that children need access to a much wider curriculum. This is available through:</p> <ul style="list-style-type: none"> ➤ Musical instrument tuition – tuition of string, brass, percussion and woodwind instruments, fully funded by the school including instruments and music. ➤ Extra-curricular clubs – a wide range of lunchtime and after school clubs offered, free of charge to children from Reception-Year 6. ➤ Peer Supporters – a mentoring initiative for Year 6 pupils. ➤ Digital Ambassadors – an e-learning initiative centred around e-safety, led by Year 5 and 6 children. 	<ul style="list-style-type: none"> ➤ Children have access to a wide range of activities. ➤ All children feel that they can succeed in school. ➤ Children are proud of their achievements. ➤ Children have high aspirations. ➤ Children develop key life skills – commitment, team work, leadership, resilience, responsibility. ➤ Behaviour and learning behaviours are positive. ➤ Parents are well informed about what is happening in school. ➤ Parents are given adequate opportunities to become involved in the life of the school. ➤ Parents are welcome in school. ➤ Parents feel that they can readily speak to school staff about their child. ➤ Children share what they are learning in school with parents and therefore extend this through discussions at home. ➤ Parents are challenged when absence and punctuality affect the education of their children.

- Evolve and Nurture Group – pastoral care for children with specific needs or challenging family situations.
- School Council – providing a pupil voice, meeting weekly and representing the school in community events.
- Visits – All classes go on 3 educational visits each year. These are subsidised by the school budget, with a reduction for pupils eligible for Pupil Premium. Payment plans are also available for parents who need additional support.
- Children’s University – available to all Pupil Premium eligible pupils in Years 5 and 6 with the intention to roll this out to other year groups throughout this academic year.
- Swimming – all Key Stage Two children learn to swim, with additional tuition provided to those who lack basic skills and those who show a particular talent.

Breaking Barriers

Parental involvement is paramount in the success of our children. We make every effort to engage parents through:

- Parent workshops where children can work alongside their child on practical tasks.

- 'Marvellous Me' allowing teachers to share children's successes in school by instantly sending a photo or message to the parent's mobile phone.
- Social Media site – engaging parents through our Facebook page
- Successful text service
- FOBS – Parent/teacher committee
- Weekly newsletters
- Half termly curriculum booklets
- School Website

Attendance/Punctuality

- Awards and incentives for attendance
- Persistent absentees followed up by Pastoral Manager (from September 2019) – legal referrals made where necessary.
- Parent contracts drawn up between EWO, Pastoral Manager and families to improve attendance.
- Minibus offered to those families with persistent lateness.
- Pastoral Manager to contact families where children are persistently late for school.

5. Planned expenditure					
Academic year		2019-20			
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?
<p>Up to date and relevant CPD for staff</p> <p>Some CPD has taken place in Autumn term and via online platform in spring and summer term due to covid.</p>	Staff will have regular and up to date CPD opportunities linked to key development areas and subject/phase specific needs.	<i>The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds” Sutton Trust Research, 2011</i>	CPD record kept and updated by GG Dissemination of CPD to all staff Evidence of CPD within daily practice - monitoring	GG	Summer 1 2020

<p>Teaching and Learning judged as at least 'good' for all pupils.</p> <p>Monitoring took place in Autumn Term and Spring 1 only.</p>	<p>Rigorous monitoring systems in place. Support, coaching and mentoring to share good practice.</p>	<p><i>The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds” Sutton Trust Research, 2011</i></p>	<p>Evidence through monitoring Evidence of high quality teaching through triangulation of teaching, data and books.</p>	<p>SLT</p>	<p>Throughout 2019/20</p>
<p>ii. Targeted support</p>					
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>

<p>Eligible pupils tracked and monitored.</p> <p>Children have been tracked and monitored until the end of Spring Term. Due to Covid-19 Summer term monitoring did not take place. However, a review based on GDS took place in March and was successful. Review 11/3/20</p>	<p>Tracking system introduced by JB. Regular pupil progress meetings with class teachers.</p>	<p><i>“Outcomes for PP children - Leaders should take appropriate steps to ensure that:</i></p> <ul style="list-style-type: none"> - <i>this group of children are tracked effectively and that in-school assessment systems are used to identify children and plan appropriate actions to support any children in this group who are at risk of falling behind,</i> - <i>teachers are aware of who the vulnerable children are in their classrooms and that good classroom practice (quality first teaching) targets these children explicitly.”</i> LA Review 13.06.16 	<p>Regular monitoring of tracking system. Staff INSET and time given for tasks related to the tracking tool. Assessment and moderation through weekly Assessment Working Sessions.</p>	<p>JB/JT</p>	<p>On going throughout 2019/20</p>
<p>Smaller staff:pupil ratios to provide more targeted support.</p> <p>Pupil progress meeting have taken place as have interventions</p>	<p>Additional teachers and support staff in all year groups.</p>	<p>According to the EEF; <i>Small group tuition/1:1 interventions are both effective in raising pupil progress and attainment providing that the support is tailored to the needs of the specific children.</i></p>	<p>Monitoring Intervention tracking through intervention books and records Meetings with staff to ensure that the needs of the children are being met</p>	<p>GG SLT</p>	<p>Summer 2 2020</p>

<p>Fewer and more effective interventions delivered to support pupils.</p> <p>Target interventions have taken place throughout the Autumn and Spring term 1</p>	<p>Specific CPD for all support staff. Scripted intervention programmes to support staff in their consistent delivery.</p>	<p>Based on findings of our recent LA Peer PP Review: <i>'The most effective interventions observed were precise, direct, well structured and well executed. Interventions need to be reviewed in relation to content, structure and resources to ensure that they are fit for purpose.'</i></p>	<p>Regular and rigorous monitoring Tracking of PP pupils through termly tracking grid</p>	<p>SLT PP lead Intervention lead</p>	<p>Summer 2 2020</p>
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iii. Other approaches

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>Improved outcomes for early reading</p> <p>Support programme continuing into new academic year.</p>	<p>Continued implementation of RWI</p>	<p><i>"Phonics can be an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds."</i> EEF</p> <p>RWI is a robustly tested scheme for the teaching of early reading.</p>	<p>Staff CPD Lead RWI practitioner Support from RWI advisor</p>	<p>AB/AW</p>	<p>On going – impact evident through Y1 phonics screening, EYFS outcomes.</p>

<p>Improved attendance and punctuality for persistent absentees in receipt of the PP Grant</p> <p>There was a slight increase in the attendance figure overall for PP children from Sept 2019-March 20.</p>	<p>Pastoral Manager appointed to support children and families for whom attendance is a concern.</p>	<p>DfE research – ‘The link between absence and attainment at KS2 and KS4’ Published February 2015.</p>	<p>SLT to monitor and support Attendance should improve – evidence trail of support and action for persistent absentees.</p>	<p>Pastoral Manager GG</p>	<p>On going End of term tracking will show impact for PP pupils.</p>
<p>Evidence of extra curricular provision to widen ‘cultural capital’ for PP eligible pupils.</p> <p>Incentive started well and school clubs were added to portal. However, these only took place in Autumn Term.</p>	<p>Children’s University used as an incentive for PP pupils in KS2 to become involved in extra curricular activities in and out of school.</p>	<p><i>‘Wider benefits (of extra curricular activities) such as more positive attitudes to learning and increased well-being have consistently been reported.’ EEF</i></p>	<p>Monitoring of Children’s University</p>	<p>JB/DR</p>	<p>Summer 2 2020</p>

