

Pupil premium strategy statement

1. Summary information					
School	Bilston CE Primary School				
Academic Year	2018-19	Total PP budget	£265,320	Date of most recent PP Review	13.06.16
Total number of pupils	418	Number of pupils eligible for PP	201	Date for next internal review of this strategy	June 2019

2. Current attainment (end of academic year 2017-18)				
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils eligible for PP (national average)</i>	<i>Pupils not eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving GLD at the end of EYFS	70%	55%	63%	73%
% passing Year 1 Phonics Screening	73%	70%	76%	84%
% achieving in Reading KS1	61%	60%	76%	78%
% achieving in Writing KS1	55%	53%	66%	73%
% achieving in Maths KS1	68%	61%	76%	79%
% achieving in Reading, Writing and Maths KS2	59%	51%	57%	71%

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

C.	Social, emotional and mental health needs	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance Lack of aspiration Lack of parental ability to support their child's studies Lack of parental support	
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). ➤ 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. 	<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"> ➤ Quality first wave teaching, followed by timely interventions where appropriate. 	
<p>B.</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. ➤ 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 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. ➤ Parents engage with workshops, including Family Learning sessions. ➤ Parents support their child with weekly homework tasks and hear their child read at home.
<p>C.</p>	<p>Breaking Barriers</p> <p>Parental involvement is paramount in the success of our children. We make every effort to engage parents through:</p> <ul style="list-style-type: none"> ➤ Parent workshops where children can work alongside their child on practical tasks. 	<p>Parents are well informed about what is happening in school.</p> <p>Parents are given adequate opportunities to become involved in the life of the school.</p> <p>Parents are welcome in school.</p> <p>Parents feel that they can readily speak to school staff about their child.</p> <p>Children share what they are learning in school with parents and therefore extend this through discussions at home.</p>

	<ul style="list-style-type: none"> ➤ '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 	
<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.

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| | <ul style="list-style-type: none">➤ 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 – to be started in the Summer Term 2019, initially with Year 4 and 5 Pupil Premium eligible pupils.➤ 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. | |
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5. Planned expenditure					
Academic year	2018-19				
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>CPD provided for all staff in relation to improving the quality of teaching and learning in specific areas. CPD based on monitoring and individualised for staff needs.</p>	<p>Staff will have regular and up to date CPD opportunities linked to key development areas and subject/phase specific needs.</p>	<p><i>The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds” Sutton Trust Research, 2011</i></p>	<p>CPD record kept and updated by GG</p> <p>Dissemination of CPD to all staff</p> <p>Evidence of CPD within daily practice - monitoring</p>	GG	Summer 1 2019

<p>Teaching and Learning judged as at least 'good' for all pupils.</p> <p>Most teaching is judged to be as at least 'good', making first wave teaching effective for learners. Rigorous challenge and support has been out in place for</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>Summer 1 2019</p>
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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?
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<p>Eligible pupils tracked and monitored.</p> <p>Robust tracking system embedded and used by leaders and staff. 'Off track' pupils identified quickly and measures put in place to support. Next steps – to ensure that pupils are not taken out of lessons for</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.” LA Review 12.06.16</i> 	<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>Summer 1 2019</p>
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<p>Smaller staff:pupil ratios to provide more targeted support.</p> <p>Additional teachers, TAs and HLTAs in all year groups to support all learners. Effective in providing smaller group sizes/making better staff:pupil ratios. Next steps – additional CPD for support staff to ensure that</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 1 2019</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>Implementation of RWI</p>	<p><i>“Phonics can be an important component in the development of early reading skills, particularly for children from</i></p>	<p>Staff CPD Lead RWI practitioner Support from RWI advisor</p>	<p>AB</p>	<p>On going – impact evident through Y1 phonics</p>

<p>Early Reading outcomes are improving – EYFS outcomes and phonics screen results are positive. Staff have received and are utilising effective CPD in the delivery of RWI. Next steps – SLE project to review the teaching of Early Reading.</p>		<p><i>disadvantaged backgrounds.”</i> <i>EEF</i></p> <p>RWI is a robustly tested scheme for the teaching of early reading.</p>			<p>screening, EYFS outcomes.</p>
<p>Effective use of STAT Sheffield tool to identify gaps in children’s learning.</p> <p>Staff are much more competent in using STAT Sheffield as an assessment tool, generating reports that inform planning</p>	<p>Weekly Assessment Working Sessions to use and review STAT Sheffield as an ongoing assessment tool for our children.</p>	<p>Narrowing the gaps for disadvantaged pupils – we need to be clear what the specific gaps are for children and make specific provision for children’s needs.</p>	<p>Monitoring Weekly Staff Meetings to use STAT Sheffield Reports to support PP tracking system</p>	<p>JT</p>	<p>On going – End of Spring Assessments</p>

<p>and identify gaps in children's learning. Data inputted into STAT Sheffield informs all data analysis completed by the Pupil Premium Lead.</p>					
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