

Bere Regis Primary School Pupil Premium Strategy Statement

1. Summary information					
School	Bere Regis Primary and Pre-school				
Academic Year	2018-19	Total PP budget	£18,480	Date of most recent PP Review	July 18
Total number of pupils	94	Number of pupils eligible for PP	15	Date for next internal review of this strategy	July 19

2. Progress of PP children at end of last academic year 2017 - 18

	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (our school)</i>
Average tracking points progress in reading	2.9	3.4
Average tracking points progress in writing	3.6	3.5
Average tracking points progress in maths	3.4	3.3

2a Attainment of Year 6 PP children at end of last academic year 2017 - 18

3 PP children so one child = 33%	Our school	National
% achieving ARE in reading, writing and maths	67%	
% achieving ARE in reading	67%	
% achieving ARE in writing	67%	
% achieving ARE in maths	100%	

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	Progress of disadvantaged pupils from EYFS to end of KS2
B.	High proportion of SEN within the disadvantaged pupils – 29%
C.	Progress and attainment for more able pupils in reading, writing and maths.

External barriers (*issues which also require action outside school, such as low attendance rates*)

D.	Attendance of identified PP children
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4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	<p>Progress of disadvantaged pupils from EYFS to KS2 will be at least in line with progress of non-disadvantaged pupils.</p> <p>Disadvantaged pupils will be able to enjoy a wide range of enrichment activities at a reduced cost to improve their wellbeing, self-esteem, confidence, motivation and engagement with school.</p> <p>Improvement in learning behaviours where children will be able to emotionally self-regulate and engage with adults and peers positively.</p>	<p>Disadvantaged pupils will make the required progress from EYFS to KS2</p> <p>More disadvantaged pupils will participate in after school clubs as well as attending Carey Camp in Year 3 and 4 and Little Canada in year 5 and 6.</p> <p>School will be a positive experience Children will be happier in school and this will result in a positive impact</p>
B.	<p>Children who are SEN as well as disadvantaged will make accelerated progress due to effective, targeted interventions.</p>	<p>Progress of SEN disadvantaged pupils will be accelerated. Any gap between SEN disadvantaged pupils and SEN non disadvantaged pupils will be diminishing.</p>
C.	<p>More able children will be suitably challenged and motivated and will achieve their full potential. Progress of more able pupils will be accelerated. Higher number of disadvantaged pupils will achieve greater depth in KS2 SATs.</p>	<p>More able children will be suitably challenged and motivated and will achieve their full potential. Progress of more able pupils will be accelerated. Higher number of disadvantaged pupils will achieve greater depth in KS2 SATs.</p>
D.	<p>Parents will understand how they can better support their children at school.</p>	<p>Increased attendance at parent consultations. Increased opportunities for parents to learn how their children are taught e.g. maths and English workshops, parent information sessions, class assemblies.</p>

5. Planned expenditure

Academic year

2018 to 19

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?
A - Progress of disadvantaged pupils from EYFS to the end of KS2 will be at least in line with the progress of non-disadvantaged pupils.	Regular monitoring and analysis of progress of disadvantaged pupils (including the more able). Teachers to complete data analysis termly to look for gaps in either progress or attainment and to plan interventions to address these. Teachers to attend pupil progress meetings with SLT to discuss potential barriers to learning and to obtain support in overcoming these.	By identifying disadvantaged pupils and by being aware of their specific set of needs, support can be offered which will have the maximum impact. Greater accountability and data developed among the staff team. Ofsted Pupil Premium report into effective strategies - "class and subject teachers knew which pupils were eligible for the Pupil Premium so that they could take responsibility for accelerating their progress" "discussions about pupils eligible for the Pupil Premium in performance management meetings"	SLT discuss the progress of disadvantaged pupils with teachers during year group termly pupil progress meetings and during Performance Management Meetings. Staff are set PP targets as part of performance management. This information is also shared with MLT and governors.	HT and DH	Half termly following teacher assessments
	PP lead keeps a detailed and up to date provision map of all the support offered to disadvantaged pupils in each class. Teachers complete this half termly and discussions are held between PP lead and teachers regarding impact of intervention. PP lead challenges teachers where progress is less than expected.	Ofsted guidance states that ensuring "that a designated senior leader had a clear overview of how the funding was being allocated and the difference it was making to the outcomes for pupils" was an effective strategy.	Case studies for individuals. Report to governors. Part of SDP/Ofsted action plan which is reviewed regularly by HT and DH	HT PP Governor	Analysis completed after every data point.
Disadvantaged pupils will be able to enjoy a wide range of enrichment activities at a reduced cost to improve their wellbeing, self-esteem, confidence, motivation and engagement with	Reduction in cost of residential school trips – Carey Camp in Year 3/4 and Little Canada in year 5 and 6 All day trips and activities are also subsidised.	Outdoor learning and residential trips are known to have a positive impact on children's wellbeing, confidence and self- esteem. By removing some of the financial barriers, disadvantaged children will be able to experience these opportunities. EEF – Outdoor Adventure Learning+4 months additional progress	Instalment plans will be set up for all trips to enable parents to budget and spread the cost of the trips. Disadvantaged pupils will be actively encouraged to attend these trips.	HT Class teachers	Ongoing

school.	Wide range of after school clubs offered to all pupils. As appropriate, disadvantaged pupils will be encouraged to attend in order to promote their wellbeing, self-esteem, confidence, motivation and engagement with school.	Encouraging children to participate in a new sport or activity has a positive impact on their general wellbeing and enables them to development important life skills such as leadership, teamwork and co-operation. EEF – Sports Participation +2 months additional progress	Class teachers keep records of children attending sports clubs. Attendance of PP children is monitored.	HT Class teachers	Ongoing
	Music lessons will be funded by the Pupil Premium to allow disadvantaged children to have the opportunity to learn a musical instrument.	EEF Toolkit – Arts Participation = +2 months additional progress	Engagement will be monitored by specific music teachers and class teacher. Children will be asked their opinions (pupil voice) about their lessons.	HT Class teachers	Ongoing
	Holiday sports club offered to all pupils. As appropriate, disadvantaged pupils will be encouraged to attend in order to promote their wellbeing, self-esteem, confidence, motivation and engagement with school.	Encouraging children to participate in a new sport or activity has a positive impact on their general wellbeing and enables them to development important life skills such as leadership, teamwork and co-operation. EEF – Sports Participation +2 months additional progress	Working with Premier Sports, keep a register of children attending Holiday Club.	HT Premier Sports	Ongoing
Improvement in learning behaviours where children will be able to emotionally self-regulate and engage with adults and peers positively.	ELSA to be made available to address issues as soon as they occur. Support with self-regulation strategies to enable children to show positive learning behaviours.	Some children do not make expected progress because they do not exhibit positive learning behaviours for a number of reasons. Some of this is due to an emotional need which affects their ability to self-regulate. EEF Toolkit – Social and Emotional Learning +4 months additional progress	Pre and post intervention questionnaires are completed to assess impact and need for ongoing support.	SENDCO JP	Ongoing – children move in and out of intervention depending on the need.
	Children to work with TA at KS1 to participate in Outdoor Learning to improve behaviour and engagement with learning.	Current research suggests that Forest School/Outdoor Learning has numerous positive outcomes for all pupils. EEF – Outdoor Adventure Learning+4 months additional progress	Class teachers and TA to liaise to consider the impact of the intervention of the behaviour, motivation, self - esteem and confidence of the children participating in the outdoor group.	HT TA Class teachers	Summer 2019

<p>B – Children who are SEN as well as disadvantaged will make accelerated progress due to effective, targeted interventions</p>	<p>PP lead and SENDCO to work collaboratively to monitor intervention to ensure that interventions for pupils that are SEN and disadvantaged pupils are effective, targeted correctly and quality first teaching is in place.</p>	<p>Ofsted guidance states that ensuring “that a designated senior leader had a clear overview of how the funding was being allocated and the difference it was making to the outcomes for pupils” was an effective strategy.</p>	<p>Data analysis will show which interventions have had the most impact and those that have not. Interventions will be adjusted accordingly. Advice and/or support from other professionals/agencies needs to be considered alongside this provision.</p>	<p>HT SENDCO</p>	<p>Half termly</p>
<p>C. More able children will be suitably challenged and motivated and will achieve their full potential. Progress of more able pupils will be accelerated. Higher number of disadvantaged pupils will achieve greater depth in KS2 SATs.</p>	<p>Brain Academy will be used throughout KS2 to ensure that more able, mathematicians will be challenged sufficiently.</p> <p>Children work either independently or collaboratively on a task which is highly challenging.</p>	<p>Intervention has been targeted towards especially gifted students who, even though lessons are tailored to meet their needs, would benefit from additional opportunities to work with like-minded pupils on more challenging tasks.</p> <p>EEF toolkit – +4 months additional progress for Small Group Tuition, +5 months for Collaborative Learning.</p>	<p>More able children will be identified and tracked in each class, using SPTO to ensure that they are making required progress. Year leaders and SLT will conduct book looks regularly to check that high levels of challenge are evident.</p> <p>Data on these groups of children will be carefully analysed with the expectation that they will be making accelerated progress and will be attaining ‘Greater Depth’.</p>	<p>HT SLT MSL</p>	<p>Half termly</p>
<p>D. Parents will understand how they can better support their children at school.</p>	<p>Maths and English workshops planned to show parents the new methods and examples of children’s work.</p> <p>Increased parent consultations throughout the year (3 times) to keep parents fully updated of their children progress.</p> <p>Non-attendees followed up.</p> <p>Information evenings for year 2 and 6 parents relating to SATS. Revision guides purchased for Reading, GPS and Maths.</p>	<p>As children move further up the school, often parental engagement reduces as parents are often unsure of how best to support their child’s learning. Methods change and with the increased expectations on children, it is sometimes difficult for parents to know what the best thing to do is.</p> <p>EEF Toolkit – Parental involvement +3 months additional progress.</p>	<p>Attendance records to be kept for these events and evaluations completed.</p> <p>Parent surveys completed by governors at April Parents Evening.</p>	<p>HT SLT MLT</p>	<p>Summer 2019</p>
<p>Parents will be supported in their child’s learning</p>	<p>Homework club has been set up to support children who may be finding it difficult to complete homework at home for various reasons.</p> <p>Where appropriate, specific children will be encouraged by class teachers to attend.</p>	<p>A homework club offers children the opportunity to receive support in school to complete their home learning which they may struggle to do at home. This takes the pressure off parents and also allows children to access help in terms of ICT, their peers or additional adults.</p> <p>EEF Toolkit – homework +2 months additional progress</p>	<p>Registers are kept to show who attends.</p> <p>Class teacher will monitor quality of homework handed in.</p> <p>Any issues will be passed on to SLT.</p>	<p>KQ</p>	<p>Summer 2019</p>

Early help strategies will be offered to families	Uniform vouchers offered for all disadvantaged pupils - in Autumn term and in Spring/Summer	Although there is no specific evidence that having a school uniform has a positive impact on progress, we feel that it is important that all children should feel part of the school and wearing the correct uniform is therefore important.	Records are kept showing who has used the uniform vouchers	JG TH	Summer 2019
Total budgeted cost					£9,000
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?
A - Progress of disadvantaged pupils from EYFS to KS2 – maths	Focussed maths intervention based on needs analysis. Resources from 1 st Class@ Number and Success @ Arithmetic to be used as needed to supplement ideas.	Mathematical fluency is one of the key aims in the National Curriculum. It is very difficult for children to progress without a secure understanding of these basic facts. EEF toolkit – +4 months additional progress for Small Group Tuition	Disadvantaged pupils who are working - 1 or -2 behind ARE will be identified for this intervention. Progress will be measured using AfL and mid-year tests and then analysed for impact. Pre and post assessments show impact of the intervention.	HT Class teachers LB	After each cycle of intervention
	Booster classes provided for Year 6 pupils in preparation for SATs. GPS, reading, ARE maths and greater depth maths and reading groups.	Ofsted states school have “allocated their best teachers to teach intervention groups to improve mathematics and English, or employed new teachers who had a good track record in raising attainment in those subjects” EEF toolkit – +4 months additional progress for Small Group Tuition	Children make accelerated progress and achieve the expected standard in the Year 6 SATs	HT KG KQ	Summer 2019
	C. More able children will be suitably challenged and motivated and will achieve their full potential. Progress of more able pupils will be accelerated. Higher number of disadvantaged pupils will achieve greater depth in KS2 SATs.	Regular 1:1 reading with pupils in Years 1 to 6 who are working below the expected standard. Focus linked to reading assessment analysis.	Children who find reading a challenge often need more bespoke support outside a guided reading group. EEF research – 5+ months additional progress on average for 1:1 tuition as an intervention and +5 months for Reading Comprehension Strategies,	Class teachers and SLT to monitor the impact of the intervention.	Class teachers RBe

	<p>1:1 daily reading intervention in all years. Children who don't read regularly at home have a reading session every day with a TA. Focus is decoding, analysing the text and building up reading comprehension. Children who were previously Level 3/2A at KS1 but not yet exceeding ARE have been targeted.</p>	<p>Regular reading with probing questions will ensure that children are not only becoming more fluent, but will also improve their understanding of the text.</p> <p>EEF research – 5+ months additional progress on average for 1:1 tuition as an intervention and +5 months for Reading Comprehension Strategies,</p>	<p>Progress will be monitored by class teacher/year leader. Gaps analysis of reading tests to be completed</p>	<p>Class teachers</p>	<p>Termly – DAG sheets Termly PIRA tests</p>
Total budgeted cost					£9,500

6. Review of expenditure				
Previous Academic Year		2017 - 18		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	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
Progress of disadvantaged pupils from EYFS to the end of KS2 will be at least in line with the progress of non-disadvantaged pupils.	Regular monitoring and analysis of progress of disadvantaged pupils (including the more able). Teachers to complete data analysis termly to look for gaps in either progress or attainment and to plan interventions to address these. Teachers to attend pupil progress meetings with SLT to discuss potential barriers to learning and to obtain support in overcoming these.	Met success criteria in Maths and Writing – PP children in line with progress overall when compared with rest of school. However reading was down by 0.5 pt. The school was aware of the needs of all PP children and could focus support where needed.	We identified early on there was an issue with reading in the school and implemented significant changes. This will form a focus for the next academic year. Money was spent on resources. However the tracking of pupils was a success and we will continue with this strategy next academic year.	Supply cover to release teachers. PP lead release time.
	PP lead keeps a detailed and up to date provision map of all the support offered to disadvantaged pupils in each class. Teachers complete this half termly and discussions are held between PP lead and teachers regarding impact of intervention. PP lead challenges teachers where progress is less than expected.			

ii. Targeted support					
Desired outcome	Chosen action/approach	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	
<p>A - Progress of disadvantaged pupils from EYFS to KS2 – maths</p> <p>C. More able children will be suitably challenged and motivated and will achieve their full potential. Progress of more able pupils will be accelerated. Higher number of disadvantaged pupils will achieve greater depth in KS2 SATs.</p>	<p>Third Space Learning (1:1) tuition</p>	<p>The maths intervention was extremely successful with all our year 6 PP children achieving ARE for maths.</p>	<p>We would use Third Space learning again – even though expensive the children responded well. We have signed up for another 6 places.</p>	<p>£1000</p>	
	<p>Success @ Arithmetic in Years 3, 4, 5 and 6</p>	<p>Maths intervention for years 2 to 5 was successful with all PP children making expected progress</p>	<p>We felt now we are more data rich re: children's gaps and will start to move away from using the 1st Class and Success programmes and tailor the support more specifically to the children's needs. If appropriate we will dip into the resources.</p>	<p>£1000</p>	
	<p>First class @ number in years 1, 2 and 3</p>	<p>Booster classes provided for Year 6 pupils in preparation for SATs. GPS, reading, ARE maths and greater depth maths and reading groups.</p>	<p>Booster classes for maths were successful – all PPA children made ARE. For reading one child was diagnosed as dyslexic – he missed out on reaching ARE by 2 marks. The same child achieved 31 on the grammar test and only 2 on the spelling, but missed ARE by 3 marks. The other PPA pupils passed reading and SPAG.</p>	<p>Booster classes a real success and we will timetable them in for the Spring term. Children assessments will be used to identify focus for classes.</p>	<p>£500</p>
	<p>Regular 1:1 reading with pupils in Years 1 to 6 who are working below the expected standard. Focus linked to reading assessment analysis. 1:1 daily reading intervention in all years. Children who don't read regularly at home have a reading session every day with a TA. Focus is decoding, analysing the text and building up reading comprehension. Children who were previously Level 3/2A at KS1 but not yet exceeding ARE have been targeted.</p>	<p>Identified children, including PPA, made on average 3 points progress.</p>	<p>This was a positive programme for us, as we realised we had a lot of reading support from parents etc. at KS1 but less at KS2. We now have a core of parent readers focussed in KS2 with a set of criteria to focus on when reading with the children. TAs are using assessment information to target and support gaps in learning. We will continue to develop and strengthen this process.</p> <p>Reading homework was linked to comprehension tasks, as well as reading books for pleasure and this will continue.</p>	<p>£500</p>	

i. Other approaches				
Desired outcome	Chosen action/approach	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
D. Parents will understand how they can better support their children at school.	<p>Maths and English workshops planned to show parents the new methods and examples of children's work.</p> <p>Increased parent consultations throughout the year (3 times) to keep parents fully updated of their children progress.</p> <p>Non-attendees followed up.</p> <p>Information evenings for year 6 parents relating to SATS. Revision guides purchased for Reading, GPS and Maths.</p>	<p>Parent consultation evenings had over 98% attendance. Parents who couldn't attend separate appointments were made.</p> <p>On informal discussions with parents they felt the sessions were worthwhile and felt more informed on how to support children at home.</p>	<p>This was extremely successful and we will continue with this academic year.</p> <p>To use a quick survey with key questions to help quantify parents thoughts.</p>	£500
Improvement in learning behaviours where children will be able to emotionally self-regulate and engage with adults and peers positively.	<p>ELSA to be made available to address issues as soon as they occur. Support with self-regulation strategies to enable children to show positive learning behaviours.</p> <p>Children to work with TL at KS1 to participate in Outdoor Learning to improve behaviour and engagement with learning.</p>	<p>All children (both PP funded and non-funded) are making good progress as assessed by ELSA staff. Class teachers report noticeable positive impact on attitudes to learning, resilience and social skills.</p> <p>While additional Forest schools sessions were delivered to some children in receipt of PP funding in year 3 and 4, it was decided to offer a block of six weekly sessions to all pupils in year 3 and 4. Forest school sessions were highly valued and the year 3/4 teacher reported an increase in transferable skills such as problem solving and perseverance.</p>	<p>ELSA is having a measurable positive impact on children's emotional well-being and will continue. We will look at training more staff and look at other sources e.g. Thrive etc.</p> <p>Forest school will continue and be rolled out to as many children as possible as part of 6 week blocks over the year. We will initially target PPA children and children in years 2 and 3.</p>	£2000