

Pupil premium strategy / self-evaluation (primary, middle)

1. Summary information					
School	Bocking Church Street Primary School				
Academic Year	19-20	Total PP budget	93,710	Date of most recent PP Review	
Total number of pupils	211	Number of pupils eligible for PP	40	Date for next internal review of this	11/11/19

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, writing & maths	33.3%	47.9%
% making expected progress in reading (as measured in the school)	54.5%	64.4%
% making expected progress in writing (as measured in the school)	45.5%	66.4%
% making expected progress in mathematics (as measured in the school)	48.5%	61.6%

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.	Financial constraints of parents
B.	Basic needs being met
C.	Role models/ High enough personal aspirations
D.	Attitude to learning, understanding the importance of a good education and the opportunities it can give you
E.	Life experiences and opportunities for wider experiences, leading to limited vocabulary and limited first hand experiences to refer to in their work.
F.	Previous gaps in learning, needing these to be filled before current learning can have an impact
G.	Communication skills can be limited
H.	Depth of language, lack of understanding of complicated language and effective use of language to express themselves
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>	
M.	Attendance and Punctuality

N.	Mental health and family welfare, and the impact that can have on the mental health of the child
O.	Parental literacy and numeracy and the ability to support children at home to enhance learning.
P.	Asking for support, accessing the support that is out there for them, the stigma around getting support.
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)	
A.	Raise attainment for PPG children in reading, writing and maths.
B.	Engage PPG children in their learning .
C.	Create opportunities for PPG children that they might not normally have access to.
D.	Improve vocabulary so they understand what they read and use improved vocab in their writing.

5. Review of expenditure				
Previous Academic Year		2018-2019		
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
Teachers pay	Close the gap between PPG children and their peers	Booster groups were used as targeted support to fill and close gaps where needed.	The class teacher used for this is now class based. There was impact but not as much as expected. This is not continuing in the same format.	6,700
LSA's	To support individual and groups of children to make accelerated progress	There is clear impact from this support measured at pupil progress meetings. The progress could be more accelerated in the future.	This will be more closely monitored so that the impact of staff can be measured against specific children.	38,808

Resources	Resources requested for specific children according to their needs.	The specifics of this support is difficult to measure but the resources purchased have made a difference in the lives of those children.	We still have part of the budget set aside for specific needs in the future.	594.88
External After school clubs	Funding available for PPG children so they can access the same opportunities as everyone else.	Impact is measured in how included the children feel, in their self-esteem and how they are able to access all opportunities	Yes the funds being available to spend on these opportunities is imperative for their sense of belonging	186
Music lesson				725
Circle club				1450
School trip subsidy				13.20
Swimming lessons				220
ii. Targeted support				
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
iii. Other approaches				
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

Attendance officer	PPG children will improve attendance and punctuality	When children are in school and on time they learn	This role is vital to monitor and make an impact on the attendance and punctuality of PPG children	2,088
HSL	Families have access to support and signposting	Many families have sought support from the HSL officer. They have been sign posted to many other services. The support for staff with regard to safeguarding has been essential.	The role of the HSL officer is essential and will continue	5,169

6. Planned expenditure

Academic year **2019-2020**

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?
Improve quality of teaching.	Better progress and attainment data for PPG children.	Wave 1 quality teaching has the biggest impact on progress and attainment. It will then eliminate the need for interventions later on.	Drop ins, book looks, whole school training and data looks	GF/DT	Pupil progress meetings
Support Staff	Targeted support for PPG children, either 1:1, small group or when needed	A number of our PPG children need 1:1 support. Many of them work in small groups with an adult for most of the day. This targeted support helps to improve progress and attainment.	Close monitoring of the progress and attainment of PPG children.	GF/LP/DT	Termly
Total budgeted cost					60,000

ii. 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?
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Assault course equipment EYFS	Improve gross motor skills of EYFS children	Identified by the class teacher as a need for the PPG children	Observations, discussions and data.	AM	Spring 2
Expert visitors	To expose children to people that can enthuse and inspire.	Writing is a challenge for a lot of our PPG children. We would be looking at bringing in authors and writers to do workshops and talks to get the children interested and enthusiastic about writing.	The DIG will monitor the frequency and success of this. Look for improvements in vocabulary and attitudes to writing.	Driving Improvement Group	Spring 2
Resources	To equip PPG children equally allowing equal access to the curriculum.	Staff ask for resources that they need to support the PPG children from copies of whole class reads so they can have their own to lego for those that need a brain break.	The impact of this is hard to measure but resources are bought through the pupil premium champion to ensure that they are suitable for purpose.	GF	Termly
Circle club	Support anxious and vulnerable children through the transition from KS1 to KS2	Targeted support for these children builds confidence and self esteem ensuring that their progress and attainment doesn't drop during the transition period.	Circle club has run for many years and is tried and tested. It is reviewed yearly for its continued suitability.	GF/LP	Yearly
Drumming	Offers an opportunity for learning an instrument. Teaches rhythm and co-ordination.	It gives the children something to work towards near the end of the week. It gives them a male teaching role model. They have the opportunity to learn a different skill. They enjoy it as a bit of light relief.	Pupil voice	GF	Yearly
Total budgeted cost					10,000
iii. Other approaches					
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?
Attendance officer	PPG children will improve attendance	When children are in school and on time they learn	This role is vital to monitor and make an impact on the	2,088	Yearly

HSL	Families have access to support and signposting	Many families have sought support from the HSL officer. They have been sign posted to many other services.	The role of the HSL officer is essential and will continue	5,169	Yearly
Total budgeted cost					10,000
7. Additional detail					