

Pupil premium strategy statement (primary)

1. Summary information					
School	The Bluecoat School				
Academic Year	2018/19	Total PP budget	£109560	Date of most recent PP Review	Oct 2018
Total number of pupils	222	Number of pupils eligible for PP	83	Date for next internal review of this strategy	March 2019

2. Achievement targets for academic year 2018/19 for pupils in our school eligible for the pupil premium grant

Year group	Subject	% of pupils eligible for PP grant in school achieving expected standard	% of pupils not eligible for PP (national average others)
Y6	Maths	75%	81%
Y6	Reading	81%	80%
Y6	Writing	75%	83%
Y6	Reading, writing and maths combined	75%	70%

Year group	Subject	% of eligible pupils achieving expected standard	% of pupils not eligible for PP (national average others)
Y2	Maths	62%	80%
Y2	Reading	77%	79%
Y2	Writing	62%	74%

Year Group	% of pupils eligible for the PP grant achieving ARE (age related expectations) in reading	% of pupils eligible for the PP grant achieving ARE (age related expectations) in writing	% of pupils eligible for the PP grant achieving ARE (age related expectations) in maths
Y1	75%	75%	75%
Y3	67%	53%	67%
Y4	83%	83%	83%
Y5	69%	69%	69%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

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

A.	Poor mental health and emotional well-being, anxiety, low self-esteem which has a negative effect on their readiness and ability to learn
B.	Weak language and communication skills which impact on reading learning outcomes particularly in the areas of vocabulary, language enrichment and background knowledge
C.	Limited opportunity for practice and application of mental arithmetic skills and knowledge
D.	High proportion of children with complex special educational needs
E.	Poor learning skills Inc. resilience and organisation

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

F.	Consistent risk of poor attendance and punctuality for some pupils eligible for the PP grant
G.	Family issues which require additional pastoral support and external agency i.e. TAC processes
H.	Low parental aspiration and limited motivational life experience opportunities e.g. visiting places of interest
I.	High levels of inward pupil mobility

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To improve children's reading fluency and to broaden their general vocabulary and background knowledge to support improved outcomes in reading.	Pupil achievement targets in this plan are met
B.	To improve children's recall and application of age appropriate number facts e.g. number bonds and times tables	Pupil achievement targets in this plan are met
C.	The attendance of pupils eligible for the pupil premium grant is sustained at levels above 90%	8 out 12 pupils at risk of persistent absence will sustain attendance levels above 90% by the end of the academic year The overall attendance of pupils eligible for pupil premium will be broadly in line with that other pupils nationally,

D.	The mental health intervention plan will lead to improved emotional well-being and learning outcomes for the identified pupils eligible for the pupil premium grant	Case studies evidence impact on improved progress and/or attendance of the target group (45 pupils Y1 to Y6)
E.	Access to motivational learning opportunities through creative curriculum entitlement supports improved achievement outcomes and attendance	Pupil achievement targets in this plan are met 8 out 12 pupils at risk of persistent absence will sustain attendance levels above 90% by the end of the academic year

5. Planned expenditure

Academic year

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>To improve children's reading fluency</p> <p>To broaden pupil's general vocabulary development to support reading comprehension skills</p> <p>To develop pupil's higher order inference and deduction reading comprehension skills</p>	<p>Implement LEAP project and PLC model</p> <p>Implement targeted daily reading sessions for children Y1 to Y6</p> <p>Talkboost intervention</p> <p>Reading fluency intervention</p> <p>Targeted phonics intervention by specialist phonics teacher</p> <p>1:1 and small group tuition</p>	<p>Local authority SIP funded project aimed at raising achievement in English for disadvantaged pupils</p> <p>PLC (professional learning community models) are based on research evidenced practice</p> <p>Daily reading with teachers ensures accurate diagnostic assessment and targeted intervention to reading fluency barriers</p> <p>SALT recommended for children entering KS1 with delayed speech and communication skills. Can boost reading progress by up to 18 months</p> <p>English lead is an English SLE and is implementing lesson based coaching to staff and children in successful reading strategies</p> <p>EEF Toolkit highlights that phonics intervention can boost reading progress by up to 4 months and support improved early writing skills</p> <p>EEF Toolkit highlights that 1:1 and/or small group teacher led intervention can boost reading progress by up to 5 months</p>	<p>LEAP project being delivered throughout the academic year by LA hub lead who is our school English lead</p> <p>SMT monitoring of teaching and learning</p> <p>Regular colleague peer review sessions held to demonstrate impact of pedagogy training on improving teaching and learning outcomes for children</p> <p>The views of children, teachers and TAs support that LEAP impacts positively on the effectiveness of the teaching and learning of reading</p> <p>PP governor monitoring of impact</p>	<p>Headteacher and English lead</p>	<p>PLC reviews held periodically 4 to 8 week intervals</p> <p>Interventions reviewed at end of recommended timescales</p> <p>Reading age assessments 3 x annually</p> <p>Summative assessments 3 x annually</p> <p>Pupil progress meetings 6 x annually</p>
<p>To improve children's recall and application of age appropriate number facts e.g.</p>	<p>Implement revised homework provision to support age appropriate number recall</p>	<p>EEF supports targeted maths homework can boost progress by up to 2 months</p>	<p>SMT monitoring of teaching and learning</p>	<p>DHT and maths lead</p>	<p>Summative assessments 3 x annually</p>

number bonds and times tables	<p>CPD and coaching support for teachers and teaching assistants from Maths subject lead</p> <p>1:1 and small group tuition</p> <p>implement maths club for targeted children</p>	<p>Maths lead is an SLE and is leading CPD and implementing lesson based coaching to staff and children in successful mental and oral teaching and learning strategies</p> <p>EEF Toolkit highlights that 1:1 and/or small group teacher led intervention can boost maths progress by up to 5 months</p>	<p>Regular colleague peer review sessions held to demonstrate impact of pedagogy training on improving teaching and learning outcomes for children</p> <p>The views of children, teachers and TAs support that the teaching and learning of oral and mental maths skills impacts positively on pupil outcomes and progress</p> <p>PP governor monitoring of impact</p>		Pupil progress meetings 6 x annually
<p>Delivery of LEAP intervention: £9590; Targeted daily reading, reading fluency and Talkboost interventions: 12,748; Intervention training costs: £1346; specialist phonics intervention: £11,806; 1:1 and small group tuition: £3192 ; Y2/Y6 enrichment session: £3420; Maths coaching and intervention: £7058; maths homework resources: £250</p> <p style="text-align: right;">Total budgeted cost:</p>					£49,410
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?
<p>To sustain the attendance of disadvantaged pupils above the average for other pupils nationally at 96.4</p> <p>To reduce the level of persistent absence of disadvantaged pupils to 5% or below</p>	<p>Individual support plans for targeted pupils through SEND, TAC and individual pastoral interventions</p> <p>Termly attendance review meetings with PP governor/attendance governor</p> <p>Review of attendance expectations with parental community through new policy and procedures</p> <p>Regular and on-going meetings and phone calls with target families</p> <p>Attendance champions</p>	<p>Case studies support high impact of all identified chosen actions and approaches on improving pupil attendance</p>	<p>Headteacher leads on attendance support with regular reviews with PP and attendance governor</p> <p>Regular updates provided to governing body on attendance matters</p>	Headteacher	Daily/weekly/half-termly and termly

	Breakfast Club for targeted pupils				
<p>To raise awareness of all pupils with regard to ways to remain physically and mentally healthy</p> <p>To improve the mental health and the emotional resilience of targeted groups of pupils</p>	<p>Stamford choice Mobilise project</p> <p>FRIENDS programme STARS - NHS 5 Steps to Mental Wellbeing programme</p> <p>Implement Restorative Practice behaviour management techniques</p> <p>Sustain the appointment of a full time pastoral lead to implement mental health support plans</p> <p>Fitness mentoring</p> <p>Therapeutic parenting programme</p> <p>Family Learning programme providing parents with advice on managing the mental health and well-being of their children</p> <p>Breakfast club for targeted pupils</p>	<p>PLC (professional learning community models) are based on research evidenced practice</p> <p>Extensive NHS research supports the impact on improved mental wellbeing of adults and children</p> <p>Extensive international research supports the impact on the reduction of conflict, school exclusions and the need for punitive sanctions</p> <p>Case studies support high impact of all identified chosen actions and approaches on improving pupil attendance</p> <p>Extensive evidence for links between physical and mental well-being</p> <p>There is strong research evidence that school programmes which promote social and emotional skills can improve mental health and academic attainment</p>	<p>Mobilise project has planned annual timeline for action planning, implementation and review of impact. PLC meetings are held at 6 weekly intervals</p> <p>Community based events and parental engagement measures</p> <p>Governor involvement and monitoring</p>		<p>Half-termly</p> <p>Regular review of Individual support plans</p>
<p>Targeted provision for children with SEND accelerates their progress in relation to their individual starting points</p>	<p>Target plans and identified individualised targets and outcomes.</p> <p>Person Centered Profiles identifying areas to develop and support, working with children to create and implement strategies.</p>	<p>Evidence through the SEND code of practice demonstrates that individualised and targeted outcomes ensure that children make progress and achieve in the areas identified.</p> <p>Research evidence and case studies have demonstrated that individual support plans or profiles are highly effective at ensuring that all staff working with the child are aware of what adjustments, approaches and interventions are to be used with each learner.</p>	<p>SENCO to support and monitor through training and SENCO surgeries.</p> <p>Governor involvement and monitoring.</p>	<p>SENCO</p> <p>SENCO Governor</p>	<p>Daily/weekly/half-termly and termly</p>

	<p>Regular SEND meetings with SENCO, parent and child.</p> <p>SENCO and Pastoral support worker working in partnership to secure positive outcomes for child and family.</p> <p>Nurture groups</p>	<p>Person centred planning is now evidenced based practice. Recent research has shown that person centred planning led to significant changes in the areas of social development, learning, relationships with family members, contact with friends, community based activities and levels of choice.</p> <p>Academic studies around the impact of nurture groups have found that children who attend nurture groups or have access to nurture principles, develop their language and literacy skills, improve their social skills and the management of their own feelings and emotions, there is evidence of positive change to social and emotional functioning at home and children develop skills to allow them to make positive attachments.</p>			
--	--	--	--	--	--

<p>Targeted SEND provision: £10,577; Pastoral Lead and associated provision: £22,908; breakfast club provision: £3280; attendance support: £7057</p> <p>Total Budgeted Cost</p>	<p>£43822</p>
--	---------------

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>Revised guided feedback approaches in Y1 to Y6 impact on increased challenge and pupil independence in lessons and learning outcomes</p>	<p>Implement revised guided feedback policy</p> <p>Individual coaching support for teaching and learning staff</p> <p>Link feedback policy to meta-cognition strategies</p> <p>Implement the independent learning framework</p>	<p>EEF Toolkit highlights targeted feedback and meta-cognition strategies can boost progress in core subjects by up to 7 months</p>	<p>Weekly book monitoring by SMT</p> <p>Weekly coaching support by subject leaders for teaching and learning staff</p> <p>Regular discussions with children</p> <p>Planned review if impact with staff</p> <p>Governor monitoring</p>	<p>DHT and English Lead</p>	<p>Termly</p>
<p>Access to planned and meaningful and motivational learning</p>	<p>Creative Curriculum – stated pupil entitlement to learn away from the</p>	<p>Extensive research supports that a meaningful and relevant curriculum can</p>	<p>Review of curriculum relevance annually with all teaching and learning staff</p>	<p>Headteacher</p>	<p>Termly</p>

<p>opportunities through creative curriculum entitlement impacts positively on pupil outcomes, attendance and well-being</p>	<p>classroom, to meet experts and to have practical learning experiences</p>	<p>motivate pupils and lead to improved broad outcomes.</p>	<p>Regular discussions with pupils</p> <p>Pupil journals</p> <p>Creative Curriculum plans and sparks for learning</p> <p>Community celebration events</p> <p>Range and equality of opportunity across year groups.</p>		
<p>Implementing revised marking feedback: £9395; creative curriculum motivational learning experiences: £6933</p>				<p>Total budgeted cost</p>	<p>£16,328</p>

6. Review of expenditure

Previous Academic Year

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

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

iii. 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

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk