

Pupil Premium Strategy Statement 2019-2021

Broadhembury Church of England Primary School Overview

| Metric | Data |
|---|---|
| School name | Broadhembury Church of England Primary School |
| Pupils in school | 25 |
| Proportion of disadvantaged pupils | 32% |
| Pupil premium allocation this academic year | £11,540 |
| Academic year or years covered by statement | 2019 -2021. |
| Publish date | Autumn 2019 |
| Review date | Autumn 2020 |
| Statement authorised by | Full Governing Body |
| Pupil premium lead | Kate Prince |
| Governor lead | Jo Poslett |

Disadvantaged pupil progress scores for last academic year

| Measure | Score |
|---------|-------|
| Reading | 0.00 |
| Writing | -3.68 |
| Maths | -2.00 |

Disadvantaged pupil attainment overview for last academic year

| Measure | Score |
|----------------------------------|-------|
| Meeting expected standard at KS2 | 100% |
| Achieving high standard at KS2 | 0% |

Strategy aims for disadvantaged pupils

| Priority | Overview |
|----------|--|
| 1 | Development of a broad and balanced curriculum |
| 2 | Development of assessment and tracking of PPG pupil progress |
| 3 | Development of Mental Health and Wellbeing |
| 4 | Development of Vocabulary |
| 5 | Development of Literacy and Numeracy skills |

Teaching priorities for current academic year

| Aim | Target | Target date |
|-------------------------|--|-------------|
| Progress in Reading | All PPG children to achieve their FFT target excluding those with EHCP - 60% | July 2020 |
| Progress in Writing | All PPG children to achieve age expected excluding those with EHCP - 60% | July 2020 |
| Progress in Mathematics | All PPG children to achieve their FFT target excluding those with EHCP - 60% | July 2020 |
| Phonics | All current Year 1 to achieve Phonics Standard other than 1 child with EHCP | July 2020 |

Teaching Priorities

| Priority | Measure | Activity |
|----------|--|--|
| 1 | To offer children a broad and balanced curriculum which enhances their life experiences. | <p>Ensure our curriculum intent is clear and specific to children in our school and catchment.</p> <p>Ensure curriculum is balanced and broad offering a wide range of activities and supports aspiration.</p> <p>Use of key knowledge and vocabulary mats for pupils.</p> <p>Subject Leader development and support.</p> <p>Curriculum will include wider experiences through visits and visitors.</p> |
| 2 | To track and monitor the progress of children with PPG | <p>Target Tracker is being used to track the progress of all children including group analysis (such as for PPG children) to be used for planning future provision.</p> <p>Termly case studies are written to analyse the progress of PPG and any barriers to learning. These support next steps planning.</p> <p>Interventions with a trained teacher are put into place where gaps and need are identified.</p> |
| 3 | To develop the mental health and wellbeing of PPG children. | <p>There are 'taught' lessons on '10 a day' approach to support mental health.</p> <p>Wellbeing information is included in monthly newsletters so support families.</p> <p>Learning animals are used to promote positive learning behaviours.</p> <p>Creating a culture that it is acceptable to ask for help and to support each other by using trained pupil Mental Health Ambassadors.</p> |
| 4 | To improve children's vocabulary experiences and opportunities to narrow the vocabulary gap. | <p>Word of the day is used to promote vocabulary.</p> <p>Daily dash board is used to promote discussion around current affairs and knowledge in areas such as geography.</p> <p>Philosophy for children enquiries are used to promote questioning and challenge.</p> <p>Vocabulary is taught explicitly and key words shared with parents in termly curriculum information.</p> <p>The learning environment is used to support learning by displays including subject specific vocabulary – referred to in teaching.</p> |

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| | | <p>Children in KS2 are read a novel daily to encourage reading and to support vocabulary.</p> <p>Role play areas are set up in KS1 and KS2 to promote discussion.</p> <p>Make full use of the Library Support Service.</p> <p>Embrace Babcock Vocabulary Training and CPD materials – used across the federation which will allow support from teachers across the 5 schools and the advice from Babcock adviser.</p> <p>DELP training to staff from SENDCo – use of 'widgets' in classrooms.</p> |
| 5 | To improve Literacy and Numeracy to ensure PPG are achieving ARE and making progress in line with their peers. | <p>Quality first teaching.</p> <p>Mastery approach to the teaching of mathematics – White Rose planning support this.</p> <p>Staff CPD in school and from local authority – phonics, vocabulary.</p> <p>Use of imagery to support learning in mathematics.</p> <p>Clear progression through resources used.</p> <p>Use of word banks and differentiated texts.</p> <p>Purchase of additional resources to support Systematic Synthetic Phonics Scheme.</p> |
| Barriers to learning these priorities address | | <p>Aspiration and general knowledge - Broad balanced curriculum to widen knowledge and increase aspiration.</p> <p>Ensuring all children make good progress and they aspire to be the best they can be. Linked to school vision.</p> <p>Widen Experience Gap - Visits and visitors improve wider experience gap.</p> <p>Resilience - Support pupils' mental health to improve resilience, confidence and self esteem.</p> <p>Oracy – develop a greater vocabulary bank to use and understand.</p> |
| Projected spending | | £1431 |

Targeted academic support for current academic year

| Priority | Measure | Activity |
|---|--|---|
| 1 | To offer children a broad and balanced curriculum which enhances their life experiences. | <p>Use target tracker and skill progression sheet to highlight gaps in key subject knowledge and skills across the curriculum subjects to support clear progression and revision of missed areas.</p> <p>Curriculum intent is clear and specific to children in our school and catchment.</p> <p>Curriculum is balanced and broad offering a wide range of activities.</p> <p>Curriculum will include wider experiences through visits and visitors, all children to be included in this.</p> |
| 2 | To track and monitor the progress of children with PPG. | <p>Target Tracker is being used to track the progress of all children including group analysis (such as for PPG children) to be used for planning future provision.</p> <p>PUMA and PIRA tests provide standardised scores which are tracked against FFT targets to monitor that attainment gap is reducing.</p> |
| 3 | To develop the mental health and wellbeing of PPG children. | Counsellor to work with targeted children to support mental health. |
| 4 | To improve children's vocabulary experiences and opportunities to narrow the vocabulary gap. | <p>Vocabulary is taught explicitly.</p> <p>The learning environment is used to support learning for all groups.</p> <p>Children to access online resources such as Bug Club and Spelling Shed.</p> <p>Vocabulary pre taught to targeted groups to support lesson.</p> <p>Extra reading session to support vocabulary.</p> |
| 5 | To improve Literacy and Numeracy to ensure PPG are achieving ARE and making progress in line with their peers. | <p>Pre teach maths intervention for focus children.</p> <p>Targeted and specific intervention delivered by additional Teacher and TAs.</p> <p>Precision teach intervention for HFW and number facts.</p> <p>Targeted reading sessions.</p> |
| Barriers to learning these priorities address | | <p>Aspiration and general knowledge - Broad balanced curriculum to widen knowledge and increase aspiration.</p> <p>Development of enriched experiences to expand the children's life experiences.</p> |

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| | <p>Ensuring all children make good progress and they aspire to be the best they can be. Linked to school vision.</p> <p>Widen Experience Gap - Visits and visitors improve wider experience gap.</p> <p>Resilience - Support pupils' mental health to improve resilience, confidence and self esteem.</p> <p>Oracy – development a greater vocabulary bank to use and understand.</p> |
| Projected spending | £5637 |

Wider strategies for current academic year

| Measure | Activity |
|---|---|
| To develop the mental health and wellbeing of PPG children. | <p>Wellbeing information is included in newsletters.</p> <p>'10 a day' is used to support mental health.</p> <p>Time to talk about feelings and creating a culture where it's acceptable to ask for help.</p> <p>Music therapy group.</p> <p>Mental Health first aid training for staff.</p> <p>Lunchtime sports clubs to ensure children are active run by TA.</p> <p>Become involved with Carnegie Mental Health Award scheme to ensure focused approach and measure success.</p> |
| To ensure a positive start to the day. | <p>Breakfast provided for all pupils.</p> <p>Feelings barometer is part of the classroom routine to indicate how children are feeling at the start of the day.</p> <p>Daily dash board to start children off talking and discussing current affairs, covering subjects such as geography.</p> |
| To improve learning behaviours. | <p>Learning animals are used to promote positive learning behaviours.</p> <p>Use of stickers to show children using the positive behaviours.</p> <p>Teachers to plan which behaviours are going to be focused on.</p> |
| To ensure all children access the opportunities available. | <p>Arrange for all children to access sport events.</p> <p>Arrange for all children to partake in trips and experiences including residential.</p> |
| Barriers to learning these priorities address | <p>Low Self Esteem and Mental Wellbeing - Improving the readiness to learn for the most disadvantaged children, supporting learning behaviours, building confidence, self-esteem and mental wellbeing.</p> <p>Access to wider opportunities - Ensuring all children have equal access to opportunities and visits allowing them to make good progress and they aspire to be the best they can be.</p> |
| Projected spending | £6341 |

Monitoring and Implementation

| Area | Challenge | Mitigating action |
|------------------|---|--|
| Teaching | Ensuring quality first teaching and supporting staff through professional development | Training and professional development being provided in school. Using Babcock training. Providing cover for staff to carry out training. |
| Targeted support | Time and space for small group or individual support, TA and teacher time. | Teacher used to deliver intervention. Qualified councillor employed. Timetabling of staff to cover intervention and breakfast club. |
| Wider strategies | Developing children's aspiration and love for learning. | Working with families and outside agencies. |

Review: last year's aims and outcomes

| Aim | Outcome |
|---|---|
| Improved Phonics Teaching and parents able to support pupils reading at home. | Reading is encouraged at home and children take home books nightly. Reading is discussed at parents evening to support families who find reading at home tricky. Phonics training was put into place and best practice was shared. 75% of year 1 passed their phonics screening. A phonics audit has taken place and further resources purchased and training ongoing. |
| Staff training for new interventions which then support children to be able to communicate their concerns better, counselling sessions for individual pupils. | Three staff attended the DELP training offering by Babcock this was shared with staff during an INSET day. This has enabled the staff to identify communication and language needs and strategies to support these. The counsellor continues to work with targeted children to support their wellbeing. |
| Ensuring all children access the opportunities on offer e.g. residential visits | All children were able to be included in trips, residential and sporting events this has broadened the children's life experiences. |