

Annex 2c: Pupil premium strategy statement (primary)

1. Summary information					
School	Bedgrove Infant School				
Financial Year	2017/18	Total PP budget	£16,634	Date of most recent PP Review	Sept 2017
Total number of pupils	438	Number of pupils eligible for PP	18	Date for next internal review of this strategy	Feb 2018

2. Current attainment

<i>Data from published documents Autumn term 2017</i>	<i>Pupils eligible for PP (BIS)</i>	<i>Pupils not eligible for PP (BIS)</i>	<i>Pupils eligible for PP (Bucks)</i>	<i>Pupils not eligible for PP (Bucks)</i>
% achieving Good Level of Development in EYFS	50%	78%	tbc	73%

There were 4 disadvantaged children in cohort. The two children who did not achieve their GLD both have Social, Emotional and Mental Health concerns. We worked with a range of other professionals to support both these boys throughout the year. They achieved the Expected Level of development in all areas except Making Relationships and Managing Feelings and Behaviour.

% Year 1 achieving expected standard in Phonics Screening	60%	82%	tbc	National 81%
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There were 5 disadvantaged children who took the Phonics Screening Check. Two of these did not achieve the pass mark. One child has Social, Emotional and Mental Health concerns that have been supported with help from the PRU all year. The other child joined the school two weeks before the screening check took place.

% Year 2 achieving Age Related Expectations in Reading (2 embedded)	80%	76%	tbc	National 76%
% Year 2 achieving Age Related Expectations in Writing (2 embedded)	40%	67%	tbc	National 68%
% Year 2 achieving Age Related Expectations in Maths (2 embedded)	40%	81%	tbc	National 75%

There were 5 disadvantaged children in this cohort. One had significant issues and absences from school impacting on his learning potential. The school worked with other agencies to support his learning throughout the year.

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.	Support from home with their learning
B.	Emotional needs and self-confidence building
C.	Making the right behaviour choices

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

D.	Home circumstances e.g. single working parent, vulnerable family
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4. Desired outcomes <i>(Desired outcomes and how they will be)</i>		Success criteria
A.	<ul style="list-style-type: none"> Additional support in school for identified areas of need. Monitoring of progress to ensure we continue to meet the children's individual needs. Targeted support for parents to access, support both in and out of school. 	<ul style="list-style-type: none"> Continual monitoring highlights needs as they arise which are addressed immediately. Children will have had additional intervention work across the year to support their individual needs. Children will progress in line with their peers. Parents will be able to access resources and information to aid them in supporting their children at home and attend school events.
B.	<ul style="list-style-type: none"> Personal, Social and Emotional activities offered in small groups and individually. 	<ul style="list-style-type: none"> Children will have small group work to aid development of their PSE skills across the year. Children will have more self-confidence and belief in themselves.
C.	<ul style="list-style-type: none"> Children will make appropriate behaviour choices when interacting with their peers. 	<ul style="list-style-type: none"> Behaviour within play and lesson times has improved to allow for more quality learning. The number of incidents of poor behaviour choices has reduced significantly.
D.	<ul style="list-style-type: none"> Parents have access to support with parenting and managing behaviour. 	<ul style="list-style-type: none"> Parents attend parenting workshops with the Children's Centre (CC). Parents utilise access to the Children and Families Support Worker when needed through the CC or Family Resilience

5. Planned expenditure					
Financial Year		2017-2018			
The three headings below enable schools to demonstrate how they are using the PP money 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?
Children make expected or better than expected progress in their learning.	Quality First Teaching Including targeted Feedback and Marking	Quality Feedback is one of the most effective strategies to increase progress and attainment. Precise, directed quality first teaching will help meet the needs of individual children to ensure they achieve in line with their peers.	Staff training on end of key stage expectations and the necessity of having high expectations of all children. Monitoring and Evaluation is conducted throughout the term, examining impact and evidence of learning. Feedback continually shared with staff to ensure these aspects are effectively used.	HT/DHT	Half term reviews
Total budgeted cost			Coaching support for teachers £4,800 per term		

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?
Children's individual needs are quickly identified and addressed to ensure they make expected or better than expected progress in their learning.	Quality Interventions led by teachers, Children and Family Liaison Worker (CFLW) and Inclusion Teaching Assistant.	Observations and knowledge of children shows that Social, Emotional and Mental Health concerns and parenting capacity impacts on children's learning potential. Timely interventions offered at key times can support the children to continue to achieve expected or better than expected progress.	Teachers are fully aware of children's needs and the interventions available to support these. Staff training to reinforce the identification needs and purpose of interventions. Inclusion Team working together to support a whole school approach towards meeting all children's needs. Provision Mapping in place across SEND and Inclusion Team.	HT/DHT SENDCo	Half term reviews
Total budgeted cost			Staffing Costs: £9,230 per term		
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?
Parents and children have support for their emotional needs at crucial times.	Children and Families Liaison Worker (CFLW) available for parents and children as needed through school.	Number of children with behaviour and emotional needs increasing through the school. Evidence of parents struggling to support children increasing.	CFLW and Inclusion TA timetable to allow for time to support both children and parents. Support adapted as required for each individual child. Closely work with the Children's Centre to provide parallel support for families with the school.	Inclusion Lead	Half term reviews
Total budgeted cost			Staffing Costs: £9,230 per term		

6. Review of expenditure				
Previous Financial Year		2016-2017		
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
Consistent Behaviour Management used across the school by all staff	Behaviour Management training for all staff from the PRU	Meetings with all staff throughout the year to update on approaches and amendments to behaviour policy following its use in school and feedback from all. SLT consistent in use of sanctions for more challenging behaviour. CPOMS sub categories useful for sorting behaviour accordingly.	A higher number of staff more confident in tackling challenging behaviour. Continually reviewing strategies and approaches. A new Behaviour Rewards Strategy has been implemented alongside an amended policy building on what was learned from the previous year. Assemblies linked to Behaviour Management and positive language used throughout school.	£600

Teacher's to address the needs of each individual child in their class.	Quality First Teaching INSET and focus for M and E this year.	Evidence of Quality First Teaching in all teachers' observations through the year. Children who did not make expected progress are those with Social, Emotional and Mental Health concerns, medical needs or parental support. All children were supported as needs identified.	QFT is effective in supporting all children to make expected or better than expected progress. This is being developed further this year.	
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
Emotional Stability and self-confidence grown	Small group work with Forces Personnel	Experienced Services Personnel led team building activities which were highly successful and repeated throughout the year to support more groups of children. Children grew in confidence and resilience.	Children enjoy team activities with peers and working with this experienced services person and the range of activities he led. This support will be continued this year.	£21,621
Children to be secure in their emotional and social development, impacting on their learning in school.	1:1 support from an adult to focus on these areas. Small group 'PETS' intervention.	Nurture Group in F2 highly successful in developing children's confidence and collaboration skills. Observations on children's learning recorded. ELSA groups worked well in Key Stage 1 to support children.	Nurture Group continued for the F2 into Y1 children for Transition support in Autumn term. Nurture Training course booked for Autumn 2017 to develop this provision further. Further transitional activities will be supported by the Inclusion Team.	
Children will access support for their behaviour needs and after school care.	1:1 adult support to access curriculum and after school care.	Individual children supported with In-reach places at the PRU and out-reach support in school. High Needs Block Funding received to provide 1:1 support for individual children. Learning and behaviour improved.	Support from the PRU to be accessed promptly for identified children. Inclusion Team to support class teachers and TAs to use behaviour strategies more effectively in class to support inclusion.	
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
Children and parents to have access to an Inclusion Unit space to support their behaviour and emotional needs. Children's Centre use the space as a base as necessary.	Develop old library into a unit of 3 rooms. One for parents to meet with CFLW. One as a quiet calm down room and one as a small group /professionals' meeting room.	Inclusion unit completed and in use from October 2017. Invaluable resource to support children with challenging behaviour and those who needed space out of the classroom. Highly skilled professionals supported these children reducing the impact of their behaviour on both their and their peers' learning	Inclusion Team developed this year to build on the successes and develop Inclusive support throughout the school.	Development of rooms £3000 Staffing costs £16,022
Parents and children have support for their emotional needs at crucial times.	Children and Families Support Worker (CFLW) available for parents and children as needed through school.	This role proved to be invaluable to the school with support for both children and families as needed, reducing the impact on class teaching.	Role continues with an Inclusion TA this year to develop interventions both within and outside the classroom	

7. Additional detail

Pupil Premium Funding received so far for financial year: April 2017 - March 2018

LAC:£1,058

Disadvantaged and Services: £15,576