



Blackfell Primary School
Pupil Premium Strategy Statement 2018-2019

1. Summary information					
School	Blackfell Primary School				
Academic Year	2018/2019	Total PP budget	£63,360	Date of most recent internal PP review	July 2018
Total number of pupils	197 + 25 nursery	Number of pupils eligible for PP	54	Date for next internal review of this strategy	July 2019

2. Attainment of KS1 and KS2 from previous year				
Expected standard	KS1 PP pupils (9 children 5 with SEN)	KS1 Non PP pupils (21 children 3 with SEN)	KS2 PP pupils (6 children 2 with SEN)	KS2 Non PP (25 children 4 with SEN)
Reading	56% (5/9)	85% (18/21)	67% (4/6)	92% (23/25)
Writing	56% (5/9)	81% (17/21)	67% (4/6)	96% (24/25)
SPAG	56% (5/9)	76% (16/17)	67% (4/6)	96% (24/25)
Maths	44% (4/9)	85% (18/21)	67% (4/6)	196% (24/25)

Reading, Writing and Maths	44% (4/9)	81% (17/21)	67% (4/6) (National 48%)	81% (17/21) (National 67%)
Progress score for Reading			+0.23 (National -0.7)	+2.86
Progress score for Writing			-1.51 (National -0.3)	+1.64
Progress score for Maths			-0.35 (National -0.5)	+2.62

3. Barriers to future attainment (for all pupils eligible for PP)	
In-school barriers (issues to be addressed in school)	
A	High number of PP pupils also have SEN
B	Majority of PP pupils below ARE on entry to school creating a large gap to close
C	Poor oral language skills on entry for some PP children
External barriers (issues which also require action outside school)	
D	Attendance rate of small minority of PP pupils
E	Some PP pupils receive little support at home with reading/homework

4. Outcomes		
	Desired outcomes	Success Criteria
A	High quality interventions that are effective and inclusive for all children	<ul style="list-style-type: none"> • Leadership team to monitor closely and track all pupils • Class teacher clear understanding of all children's needs • HT/DHT/Inclusion manager to plan timetable of high quality

		<p>intervention</p> <ul style="list-style-type: none"> • Bespoke CPD for teachers/teaching assistants improve subject knowledge • Clear evaluations to measure impact of support and interventions • Improved outcomes at higher levels
B	Higher rates of progress between key stages for PP pupils	<ul style="list-style-type: none"> • End of Foundation stage/KS1 and KS2 data for PP pupils to be at least inline as all pupils nationally • Class teachers to have a clear understanding of gaps in learning and arrange appropriate interventions • Review and refine assessment and tracking systems across the school • Review staffing ratios an support
C	Improve oral language skills for pupils eligible for PP	<ul style="list-style-type: none"> • Improved oral language skills having a positive impact on writing. • Pupils eligible for PP in Reception make rapid progress in the <i>Communication and Language - Speaking</i> area of learning so that all pupils eligible for PP meet ARE.

		<ul style="list-style-type: none"> • PP children speak in full, ambitious sentences. • Introduce Talk in Boost in Nursery and Reception from September (training completed)
D	Increased attendance rates for pupils eligible for PP	Reduce the number of persistent absentees among pupils eligible for PP from (7) 12% to 10% or below. Overall PP attendance to be improved from 94.8%
E	Higher rates of completed and returned homework and a parental commitment to Reading challenge/homework	Increased numbers of PP children accessing Times Table/Spelling Challenge award End of year data to show PP children are working at ARE for Reading. Pass rate for the Phonics Screening to be above national. Impact on numbers attending identified workshops

5. Planned expenditure

Academic year	2018-2019
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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 Leads	When will you review implementation?
<p>B,C To ensure the delivery of high quality teaching, learning and assessment strategies in order to improve outcomes and progress for all children</p>	<p>Bespoke and whole school training on high quality delivery to challenge and support pupils</p>	<p>Refined use of teaching assistants to support accelerated progress. Mastery grouping system ensures children reach mastery of ARE rapidly. Interventions by highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John</p>	<p>Rigorous and robust system of staff CPD. Termly PPMs. Planning trawls. Book scrutinies. Lesson observations. Leadership time for leaders at all levels Revised tracking and impact measures.</p>	<p>Deputy Headteacher All leaders</p>	<p>Termly</p>

		Hattie and the EEF Toolkit.			
Approx total budgeted cost					£30,000
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,B,C To continue to track, monitor and provide targeted support in order to close the gap between PP and non PP pupils	Use of the VR Assessment System allows rigorous data analysis and pupil tracking linked to cohorts. This allows us to identify whether PP children are making appropriate progress and are on track to reach ARE. New technology is utilised to enhance the teaching and learning experience for all, including PP children. A relentless focus on supporting and raising	NFER report stresses the impact of using data to drive pupil's progress. Small group interventions can have an impact on pupil progress as evidenced by the Teaching and Learning Toolkit. NFER report stresses the importance of deploying staff	Review interventions through intervention impact reports at termly PPMs. Observations of specialist staff and interviews with children accessing this enhanced curriculum. Analysis of work produced by children.	Head teacher Deputy head teacher Senior TA Leaders at all levels	Termly

	expectations for reading, writing and maths outcomes for PP children Through 1:1 and small group provision in and out of the classroom	effectively and the how interventions which target social and emotional needs can have an impact on learning.			
Total budgeted cost					£30,000
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 ?
A,D,E To continue to work closely with parents and carers to promote and reward high levels of attendance and punctuality and commitment to the home-school agreement	First day response, home visits and attendance support plans ensure that PP attendance is rigorously monitored and is a high profile issue throughout the school. This is led by an in house Attendance Team. Motivating and incentivising children to	NFER briefing for school leaders identifies addressing attendance as a key step to improving attainment.	Monitor rates of attendance. Review attendance plans to measure impact. Reading challenge achievement.	Head teacher Admin English lead	Weekly basis

<p>Support PP pupils who lack support from home</p>	<p>attend school every day and to commit to the home reading ethos through the use of pupil rewards.</p> <p>Review and refine parent/carer workshops/consultations and drop ins to increase participation</p> <p>Implement and evaluate 1:1 support for reading in school</p> <p>Homework club ran by staff at lunchtime to support learning</p>	<p>We want parent/carers to be confident to support their children and kept up to date with changes in the curriculum</p>	<p>Meet the teacher sessions</p> <p>Phonics/reading/math workshops</p> <p>Termly overviews and targets issues at termly meeting</p> <p>Further opportunities for parents/carers to visit school in informal ways</p>	<p>Head teacher</p>	<p>Half termly</p>
<p>Total budgeted cost £3,360</p>					