

Pupil Premium Strategy Statement

School overview

Metric	Data
School name	Blue Coat CE VA Primary School
Pupils in school	310
Proportion of disadvantaged pupils	7.9%
Pupil premium allocation this academic year	£43,140
Academic year or years covered by statement	2018/19 and 2019/20
Publish date	31 st January 2020
Review date	July 2020
Statement authorised by	Mark Ryan
Pupil premium lead	Dominic Knill
Governor lead	Click or tap here to enter text.

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	0.04
Writing	-0.59
Maths	0.87

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	83%
Achieving high standard at KS2	0%

Measure	Activity
Priority 1	Ensure all staff have received training to help learners to take greater ownership of their learning across the school
Priority 2	To improve reading progress for disadvantaged learners through

	improved teaching and strategies for learners
Barriers to learning these priorities address	Many disadvantaged pupils are not attaining in line with their (generally high attaining) peers in school
Projected spending	£8600

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 reading assessments (+0.32)	July 2020
Progress in Writing	Achieve national average progress scores in KS2 writing assessments (+0.27)	July 2020
Progress in Mathematics	Achieve national average progress scores in KS2 maths assessments (+0.37)	July 2020
Phonics	Achieve national average for expected standard in the phonics screening test	July 2020

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Upskilling teachers and TAs through targeted INSET Encouraging and enabling pupils to take greater ownership of their learning Developing children's approach and thinking skills through working 1:1 with PP pupils Embedding use of the Thinking Model
Priority 2	Improved diagnostic assessment of

	<p>individuals' barriers to reading by teachers</p> <p>Move towards whole class reading sessions to develop comprehension skills</p> <p>Developing pupils' reading comprehension process skills – by directly teaching children how to read for meaning</p> <p>Regular 1:1 reading for lowest attainers / underachievers</p>
Barriers to learning these priorities address	Poor thinking skills and approaches for some disadvantaged children are negatively impacting on their progress
Projected spending	£12450

Wider strategies for current academic year

Measure	Activity
Positively impact on the social and emotional needs of PP children	<p>Increase in regular sessions with dedicated staff e.g. art therapist, TAs trained in emotional literacy support</p> <p>Dedicated 'nurture room' (the Den) for 1:1 / group sessions</p> <p>Building capacity within staff to deliver therapeutic intervention, e.g. sand therapy, Lego therapy</p> <p>Create a mental Health & Well Being team</p> <p>Directing resources to working more with families</p>
Addressing individuals' holistic needs to enable PP pupils to achieve their potential	<p>Teacher, pupil, parent working closely together to identify barriers</p> <p>Agreeing personalised strategies to overcome; school and home based</p>
Barriers to learning these priorities address	Social and emotional needs for some of our disadvantaged children is such that it has a negative impact on their learning
Projected spending	£22090

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring that there is enough time to build the skills in staff and also support the refinement of the skills within the classroom	Use of INSET days and staff meeting time to develop staff. Senior leaders to support teachers in the classroom on a weekly basis using a coaching model.
Targeted support	Making certain that the Reading and Maths leaders have the time to implement and monitor changes	Dedicated subject leadership time built in to teaching timetables.
Wider strategies	Being able to prioritise the needs of the children and limited capacity	Creation of a clear and easily understood referral form for teachers to note concerns. Wellbeing Team set up to ensure that children are receiving the correct support. Fixed length interventions to be implemented.

Review: last year's aims and outcomes

Aim	Outcome
Improved maths achievement	End of year data showed that 78% of PP children were attaining broadly in line with non-PP peers across the school (48% for previous year). Teacher profiles showed evidence of an improvement in class teacher's practice
Improved reading progress	70% of PP children attained broadly in line with their non-PP peers. 88% of PP children are making progress which is the same as, or better than, their non-PP peers.
Positively affecting social and emotional needs of PP children	Children who received support appeared on the behaviour logs less frequently. Pupil voice demonstrated that the children who attended sessions found them beneficial. SDQs and ELSA

	baselines showed improvements in scores. Parents have noted improvements in their children at home.
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