



Pupil Premium Strategy Statement

1. Summary information					
School	Blue Coat C of E Primary School				
Academic Year	2018/19	Total PP budget	£29,260	Date of most recent PP Review	July 2018
Total number of pupils	309	Number of pupils eligible for PP	31	Date for next internal review of this strategy	Feb 2019

2. Current attainment							
2018 End of KS2: % meeting expected standard (3 yr average - 2016-18):	<i>Pupils eligible for PP (school)</i>	<i>Non-PP pupils (school)</i>	<i>PP pupils (national)</i>	End of KS2 2018 - progress compared to national averages:	<i>Pupils eligible for PP (school)</i>	<i>Non-PP pupils (school)</i>	<i>PP pupils (national)</i>
Reading				Reading	n/a		
Writing				Writing	n/a		
Maths				Maths	n/a		
% on track for expected standard in school:	<i>PP pupils (school)</i>	<i>Non-PP with same prior attainment (school)</i>		% making better or comparable progress to peers in school:	<i>Pupils eligible for PP (school)</i>		
Reading	61%	70%		Reading	63%		
Writing	50%	65%		Writing	79%		
Maths	61%	65%		Maths	56%		

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Maths achievement for some PP children is lower; poor thinking and reasoning skills are negatively impacting progress
B.	In reading, PP children are not attaining as well as their non-PP peers with similar prior attainment
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
C.	A group of PP children have significant social and emotional needs that impact their ability to learn
D.	A group of PP children have specific and individualised needs and barriers that are preventing them from fulfilling their potential

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Raise maths achievement for those eligible for PP.	<ul style="list-style-type: none"> • PP children make accelerated progress • In Y6 PP pupils achieve reasoning scores in line with non-PP peers and national averages for PAG • In school data shows gap between PP and non-PP peers has closed
B.	Accelerate the reading progress of pupils eligible for PP so that it is in line with their potential	<ul style="list-style-type: none"> • The gap between the percentage of PP pupils and non-PP pupils on track for expected standard has closed • Reading assessments show that all low & middle attaining PP children meet age related expectations • Assessments show that middle & high children are achieving as well as their non-PP peers
C.	PP pupils, who present with fewer social and emotional difficulties, will be happier and more engaged in their learning – leading to improved academic progress	<ul style="list-style-type: none"> • PP children make accelerated progress • Teachers observe improvements in social / emotional development of PP children • SDQ questionnaires show improvements • Fewer behaviour incidents because staff are employing 'emotion coaching' techniques
D.	Key individual pupils will be performing closer to their potential because specific needs and barriers have been addressed	<ul style="list-style-type: none"> • Pupil achievement matches more readily with NVRQ scores

5. Planned expenditure					
Academic year		2018/19			
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 review implementation?
A. Improved maths achievement	<p>Upskilling teachers and TAs through targeted INSET</p> <p>Teachers developing children's thinking skills through working 1:1 with PP pupils</p> <p>Individualising resources according to specific children's needs</p> <p>Improving summative and formative assessment systems</p>	<p>Some PP children are not making good progress, compared to their peers in-school or their potential. Analysis has shown that pupils' knowledge and understanding of mathematical concepts has improved, but this is not always reflected in reasoning tasks. Further investigation has identified that thinking and reasoning skills are underdeveloped, with pupils resorting to giving up or guessing. This is leading to poor outcomes on assessment tasks.</p> <p>We want all our pupils to leave us 'future-ready'. These critical thinking skills will benefit learning across the curriculum and in the long term, changes will benefit ALL pupils.</p>	<ul style="list-style-type: none"> • School Improvement priority 1 • 1:1 Maths tutoring with PP children by teacher • INSET for teachers & TAs • Focus of class visits /book looks • 'Deeper' book looks • Leaders working 1:1 with teachers to develop individuals' practice • Series of concept audits and diagnostic assessments produced and used by staff • Review individuals' barriers and personalise resources to address these 	Maths Leader (SB)	Feb 2019
Total budgeted cost					£9,532
B. Improved reading progress	<p>Improved diagnostic assessment of 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</p> <p>Regular 1:1 reading for lowest attainers / underachievers</p>	<p>Some PP pupils are not meeting age-related expectations in reading, or are underachieving relative to NVRQs. Guided reading groups in class are not addressing the needs of the poorest readers, so they need more individualised attention. Analysis of reading test papers has revealed that middle and higher attaining pupils are commonly not always referring back to the text; ensuring written responses are precise and relevant to the text <i>and</i> question; or developing answers sufficiently with evidence.</p> <p>Recent research (e.g. Somerset Literacy Network) advocates whole class reading comprehension as more effective in developing reading comprehension skills. This approach will benefit ALL pupils in the</p>	<ul style="list-style-type: none"> • Train teachers in use of Benchmark reading assessment to identify particular barriers • Teachers take responsibility for success of reading intervention (teacher and TA) • INSET for teachers and TAs on developing process skills in reading comprehension • Diagnostic audit produced for teachers to assess approach and processes • Purchase new reading books – low difficulty / high interest • Purchase new class reading texts • Progress monitored by English Lead and SENCO • Group reading with TA focusing on 	English Leader (JG)	Feb '19

		long term.	process skills • 1:1 tutoring with teacher		
Total budgeted cost					£4,235
ii. 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?
C. Positively affecting social and emotional needs of PP children	Regular sessions with dedicated staff e.g. art therapist, TAs trained in emotional literacy support Dedicated 'nurture room' (the Den) for 1:1 / group sessions Emotion coaching for ALL staff	According to Maslow's Hierarchy of Needs, basic needs are met, children will not be able to learn effectively. Research into emotional literacy and Attachment also backs this up. Some of our children will never meet their potential until they are socially and emotionally 'ready' to learn.	<ul style="list-style-type: none"> Increased resources – 1 full day of counsellor (SP) plus 2 hours weekly from art therapist (ST) Liaison between teachers/head/SENCO and counsellor / pastoral staff to ensure full picture of child Communication with parents/guardians Allow dedicated time out of the curriculum Use of key adults for pupils 'Safe space' / nurture area Greater monitoring of impact Additional TA resource in classes with greatest need 	SENCO (EO'S)	Feb '19
Total budgeted cost					£11,214
D. Addressing individuals' holistic needs to enable PP pupils to achieve their potential	Teacher, pupil, parent working closely together to identify barriers Agreeing personalised strategies to overcome; school and home based	PP children are a particularly vulnerable group, who are at risk of underachievement. Barriers to achievement are varied and complex and differ from pupil to pupil. In order to fulfil their potential it is vital to ascertain each child's specific barriers, academic and non-academic, and devise strategies to overcome these. By thinking more creatively about strategies and resources, and working closely with the pupil and parents, it will enable us to meet the holistic needs of pupils, and impact their ability to learn in the longer term.	<ul style="list-style-type: none"> Regular review of effectiveness of strategies Close liaison with, and involvement of, parent and pupil 	Headteacher (MR)	Feb '19
Total budgeted cost					£4,279

6. Review of expenditure				
Previous Academic Year		2017/18		
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
A. Improved learning behaviours	Staff training on creating a classroom culture that develops learning behaviours, and improving poor learning behaviours of individuals Link to Performance Management for teachers	Success criteria: initial success criteria met Medium impact: <ul style="list-style-type: none"> Teachers exhibiting an increased understanding of how the culture of the classroom can promote and develop learning behaviours of pupils PM/monitoring activities have shown improvements in individuals' practice Good improvement in PP pupil achievement (see below) RAG ratings on tracking spreadsheet show that learning behaviours of PP children are improving over time. PP children make accelerated progress 	Lots of INSET time dedicated to this outcome – teachers are on board and trying to change practice. What is needed now is targeted support / leaders working with teachers on an individual basis. Review of the nature and role of rewards in developing a 'thinking culture' in classes. Greater consistency in the RAG ratings needed by teachers for learning behaviours.	£6,838
B. Improved understanding in maths	Staff training on developing understanding in maths Link to Performance Management for teachers	Success criteria: initial success criteria met Good impact: <ul style="list-style-type: none"> Teachers & TAs are on board with vision for developing maths in the school PM/monitoring activities have shown improvements in individuals' practice Good improvement in PP pupil achievement in Y3 & 4 (success criteria). PP children are now outperforming non-PP peers with similar prior attainment. They are also attaining at a higher level than the Y3/4s this time last year. In Y5, PP children are achieving scores in line with non-PP peers. They are also on track to meet end of Key Stage National Standard and achieve positive progress scores compared to national averages for their PAG. In all other year groups, PP pupils have closed gap with non-PP peers (similar prior attainment) No PP children in Y6, but KS2 data indicates improved progress score from -0.4 in 2017 to 0.42 in 2018 (data pending). Attainment increasing from 80% to 89% meeting National Standard The proportion of pupils across the school making good progress in maths has increased since January (63% to 80%), with more now on track since start of cademic year (54% to 71%) 	Need to continue maths focus, but with emphasis moving towards developing thinking and reasoning skills. PP pupils are demonstrating improved understanding, but on reasoning tasks are often struggling to find a way in to the problem, then either panic, guess wildly or give up. Staff responded well to INSET. However, monitoring activities and discussion with teachers have shown that even though teachers understand the theory and principles, some are struggling to translate it into practice. Since teachers are now at different stages, what is needed is a more personalised approach which will build on individuals' strengths and develop other areas.	
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
C. Improved reading progress	1:1 reading for lowest attainers / underachievers	<p>Success criteria: not fully met</p> <p>Mixed impact:</p> <ul style="list-style-type: none"> • Assessment data shows that, on average, PP readers across the school are attaining in line with their non-SEND peers and have made the same progress • Reading interventions evidence improved impact (see separate document) for Y2 and Y6 pupils • 78% of low and middle attaining PP children are meeting age related expectations (success criteria) • Half of the middle & high attaining children are achieving as well as their non-PP peers • No PP pupils in Y6, but reading progress overall has increased from 1.3 in 2017 to 2.7 in 2018 (data pending) 	<p>Reading is a strength for the vast majority of pupils. However, we need to look at changes to the way reading comprehension <i>process</i> skills are taught across the school – so that underachieving readers catch up more quickly.</p> <p>Teachers need to be trained in using the Benchmark reading assessment and use it to establish the nature of pupils' barriers and decide on the best way to address.</p> <p>Reading intervention was affected by unforeseen TA absences.</p>	£6,602
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
D. Positively affecting social and emotional needs of PP children	Regular sessions with dedicated staff e.g. art therapist, TAs trained in emotional literacy support	<p>Success criteria: initial criteria met</p> <p>Good impact:</p> <ul style="list-style-type: none"> • Positive impact for pupils who received support; fewer incidents in the behaviour log recorded; teachers report improvements in social / emotional skills • SDQs showed improvements in scores • Did not always translate into improved academic outcomes 	<p>Need to continue with this priority and approach, but need to commit greater resources, i.e. at least one dedicated day per week of trained counsellor time.</p> <p>The use of the specially created nurture area was not private enough. Next year, will block book the 'Den' for counsellors.</p> <p>Improved communication between therapist, school and parents needed for key individuals – including looking to support parents more, where necessary.</p> <p>Improved measures of impact to be considered</p>	£2,950