



## Pupil premium strategy / self-evaluation

<b>1. Summary information</b>			
School	Bailey Green Primary School		
Academic Year	2019-2020	Total PP budget	£140,480
Total number of pupils	431 exc Nursery and Bailey's Butterflies	Number of pupils eligible for PP	112

<b>2. Current attainment (17 children) based on the cohort 2018 - 2019</b>	
% achieving expected standard or above in reading, writing & maths	88%
% making expected progress in reading (as measured in the school)	100%
% making expected progress in writing (as measured in the school)	88%
% making expected progress in mathematics (as measured in the school)	100%
% making expected progress in SPAG (as measured in the school)	100%
<b>3. Barriers to future attainment (for pupils eligible for PP)</b>	
Academic barriers (issues to be addressed in school, such as poor oral language skills)	
<p><b>A.</b> School context of deprivation: Our school context of deprivation means that there are a large number of families facing social and economic challenge. Our school deprivation indicator (IDACI) is 0.2 (decile 4) our present year 4 children show a high percentage of deprivation.</p>	

We have an IMD of 5 (score 21.6), 1% of our pupils which is (4 pupils live in decile 1) which is the most deprived area nationally, 25% of our pupils which is (121 pupils live in decile 2) and in the most deprived areas nationally and a further 24% (112 pupils living in decile 3)

**B. Social care needs:** Our school has a large number of families being supported by outside agencies including social care and family support workers. Many of our families need support to help them address their needs and to support their children learning. We include Children’s welfare at every staff meeting to ensure we don’t miss any families requiring some support.

**C. Attainment on entry:**

	C & L	PSED
22 –36 emerging		2%
22 –36 developing		7%
22 –36 secure	7%	13%
30-50 emerging	21%	18%
30-50 developing	50%	45%
30-50 secure	5%	13%
40-60 emerging	3%	2%

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

**D. Additional needs of parents:** Families requiring support with children’s behaviour at home, money concerns, mental health, difficulties with parenting at home – split families.

**4. Intended outcomes** (specific outcomes and how they will be measured)

**Success criteria**

**A. Maintain attainment and progress in writing at the end of KS2 2020**

**Pupils eligible for PP in Year 6 make rapid progress so that most pupils eligible for PP make age related expectations by the end of KS2 and all have made at least good progress from their starting points**

**B. Improve Greater Depth writers across the school and ensure all children make good progress in writing**

**Pupils eligible for PP across the school make good to outstanding progress in writing thus making our GDW scores at least National average or above**

<b>C. To track attendance of children who are being highlighted from the Census</b>	<b>Analyse attendance information from census and address any issues</b>
<b>D. To support the emotional and welfare of our children</b>	<b>Provide children with activities to support them using the Thrive Project materials</b>
<b>E. To improve the attainment of PP children to ensure that they achieve expected attainment above or in-line with national average in science</b>	<b>Pupils eligible for PP across the school make good to outstanding progress in science thus making our scores at least National average or above</b>

Pupil Premium Target Area	Cost	Attainment / Progress / Care / Guidance and Support	Year Groups / Timescales	How will you ensure it is implemented well?	Impact at end of Summer Term 2019
<b>1.Maintain attainment and progress in writing at the end of KS2 2019</b>	£66,650 KM,CM,HB	To continue to provide a high calibre teaching assistant to support children's learning in class and high quality intervention	Nursery-Y6	Appointments of new teaching assistants and training for staff already in school	
	£1,500	CPD for whole school staff during twilight sessions on spelling		All staff to be included in Local Authority training from English adviser team	
	£600	Purchase NFER reading tests to be completed at beginning and end of year		Lesson observations and scrutiny of work to ensure high quality	

	<p>£23,000</p> <p>£200</p> <p>£5,700 £1,350</p> <p>AS, JD, BG, RR</p> <p>£1,000 CH</p>	<p>for y1-y6</p> <p>Appointment of .5 reading recovery teacher</p> <p>Purchase new handwriting scheme 'Cambridge Penpals'</p> <p>Purchase new reading books 'Oxford Reading'</p> <p>Boosting reading programme. 4 TAs to deliver boosting reading.</p> <p>Over &amp; over programme in Year 1</p> <p>Boosting library resources</p>		<p>teaching is consistent</p> <p>Focus seen in main corridor, classrooms. Teachers planning will show how writing and spelling is being addressed, with spelling being highlighted yellow for Headteacher to see in journals across the whole school</p> <p>Learning walks from staff and Governors</p> <p>High quality books to be provided, English and assessment leaders to audit and purchase where needed</p> <p>Tests scores to be analysed at the beginning and end of year</p>	
<p><b>2.Improve Greater Depth writers across the school and ensure all children make good progress in writing</b></p>		<p>Termly progress meetings will ensure secure and Great depth children are making significant progress</p>		<p>English/assessment lead and Head teacher will carry out meetings and make sure next steps identified with the class teacher</p>	

	<p>£17,040 JD, ES, LA,HB</p>	<p>Work with 2 partner schools outside of Authority to moderate greater depth writing</p> <p>To continue to implement and train staff with the intervention programs “Dragons and Pirates”</p> <p>To provide extracurricular opportunities to enhance children’s learning and experiences (Spring 1)</p> <p>To arrange visits across the year to enhance children’s prior knowledge which will impact on their writing</p> <p>Daily intervention with Basic skills delivered from Teacher and TA</p>		<p>Staff to meet every term and moderate writing with other schools and a report completed</p> <p>Choose focussed groups and deliver programme weekly Headteacher will monitor the planning and assessment weekly</p> <p>Focus group to Residential trips</p> <p>Recorded in planning and through AFL</p> <p>Teacher monitoring through children making end of term progress</p>	
	<p>£2,400</p>	<p>Appoint .1 teacher to deliver booster to Y5 children</p>			

<b>To track attendance of children who are being highlighted from the Census</b>		Monitor the attendance data daily from registration and also form the census which highlight individual attendance		Track and share with staff and pick up with individual families to offer support and strategies Reward in school (treat)	
<b>To support the emotional and welfare of our children</b>	£17,040 CM, HB	Support children in their emotional and wellbeing to ensure this is not a barrier to learning		Two TA's within school who are trained in Thrive to deliver Thrive to children identified  Provide resources for the THRIVE area  TA appointed as a "nurture" support to children who require some extra well being time	
	£4,000	Support children in breakfast club, wrap around care, uniform, extracurricular such as music/trips/food		Children meeting the criteria as needed	
<b>To improve the attainment of PP children to ensure that they achieve expected attainment above or in-line with</b>		Science to be given high priority, with PP children highlighted within a lesson and supported by teacher or TA.		Children Prior knowledge to be assessed and support given to 'fill' any gaps in the child's	

national average in science		Prior knowledge to be assessed and support given to 'fill' any gaps in the child's knowledge Key vocab to be explained prior to the start of each topic		knowledge Key vocab to be explained prior to the start of each topic	

Reflection of the year:

