



**PUPIL PREMIUM REPORT
2019-2020
Bexton Primary School**

Pupil premium strategy / self-evaluation

Context of the school

The proportion of pupils known to attract pupil premium under the following criteria: Ever 6 FSM rule, current FSM eligibility, adopted from care and looked after children and therefore in receipt of the pupil premium grant is below average.

Objectives for Pupil Premium Spending

- To provide high quality learning experiences across the curriculum
- To provide additional support and intervention to ensure disadvantaged children achieve well across the school
- To provide personalised social and emotional support to disadvantaged children to maximise their wellbeing
- To provide extra home/school support to help overcome any barriers to learning that may affect their wellbeing or academic achievements

1. Summary information

School	Bexton Primary School				
Academic Year	2019-20	Total PP budget	£42,120	Date of most recent PP Review	-
Total number of pupils	435	Number of pupils eligible for PP	31 (not inc reception)	Date for next internal review of this strategy	10.2.20

2. Current Attainment for Disadvantaged Pupils

2019 Year 6 cohort

Waiting for a screen shot from ASP

End of KS2 Attainment		
	Pupils eligible for PP 2019	Pupils not eligible for PP 2019
% achieving EXPECTED in reading, writing and maths	50	91
% achieving EXPECTED in reading	66	93
% achieving EXPECTED in writing	100	100
% achieving EXPECTED in maths	83	98
% achieving AT GREATER DEPTH in reading	33	62
% achieving AT GREATER DEPTH in writing	17	48
% achieving AT GREATER DEPTH in maths	17	62
End of KS1 Attainment		
% achieving EXPECTED in reading	50	90
% achieving EXPECTED in writing	75	86
% achieving EXPECTED in maths	50	85
% achieving AT GREATER DEPTH in reading	25	55
% achieving AT GREATER DEPTH in writing	25	33
% achieving AT GREATER DEPTH in maths	50	45
EYFS Attainment		
GLD	67	82
Attendance		
Percentage attendance	97	98
Percentage persistent absence		

3. Barriers to future attainment (for pupils eligible for PP)

Academic barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Lower proportions of disadvantaged pupils reaching the higher standard
B.	Lack of support from home with homework & daily reading (as measured by our 2019 pupil survey)
C.	Low prior attainment of disadvantaged pupils (particularly in Y4) so academically behind, although some have made good progress
D.	Higher proportion of disadvantaged children in reception with special educational needs

Additional

D.	Pupils needing support with transition to ensure academic and pastoral success in Y7
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4. Intended outcomes *(specific outcomes and how they will be measured)*

Success criteria

A.	Attendance to continue to be high for disadvantaged children	<ul style="list-style-type: none"> ▪ Individual disadvantaged pupils having an attendance of 97% or above ▪ Lateness for disadvantaged pupils is minimised through effective tracking and parental engagement.
B.	Improve the quality of teaching for disadvantaged pupils	<ul style="list-style-type: none"> ▪ Teaching of disadvantaged pupils is good and frequently outstanding. ▪ Quality teaching results in disadvantaged pupils making the same levels of good progress and achieving the same achievement standards as non – disadvantaged pupils.
C.	Disadvantaged pupils in EYFS achieve a Good Level of Development	<ul style="list-style-type: none"> ▪ Disadvantaged pupils to achieve a good level of development by the end of EYFS
D.	Outcomes for Disadvantaged pupils from different groups are in line with National Other by the end of KS1 and KS2	<ul style="list-style-type: none"> ▪ Disadvantaged pupils achieve a positive progress score by the end of KS2 ▪ Disadvantaged pupils in Year 2 achieve working at standard in all three subjects (RWM) ▪ Disadvantaged pupils across the school achieve a standardised score over 100
E.	Meet individual learning needs of all disadvantaged pupils	<ul style="list-style-type: none"> ▪ Disadvantaged pupils' learning barriers overcome as their needs are met resulting in positive progress and achievement outcomes.
F.	Improve social experiences and provide enrichment opportunities	<ul style="list-style-type: none"> ▪ Improve self-esteem and confidence of disadvantaged pupils.
G.	Ensure disadvantaged children feel positive about school	<ul style="list-style-type: none"> ▪ Disadvantaged children to report positive levels of engagement about school and feel well supported academically and pastorally
H.	Ensure vulnerable disadvantaged pupils are well supported and have a trusted adult to talk to	<ul style="list-style-type: none"> ▪ Regular pastoral support allows children to understand their emotions and have positive coping strategies

5. Review of expenditure

Previous Academic Year		2018-2019		
i. Quality of teaching for all				
Action	Desired Outcome/ Success Criteria	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
There is an increase in the number of PP children (in Year 6) achieving the expected standard	Increase from 50% EXS in reading, 50% EXS in writing and 50% EXS in maths (KS1 data)	In reading 66% of children achieved EXS. Of the two who scored below 100, one scored 98 and the other 99. In writing 100% of children achieved EXS In maths 83% of children achieved EXS	Teachers and teaching assistants have worked closely in class with specific children to support their progress. This approach has been effective as the adults supporting the children have a very detailed knowledge on their strengths and areas for development. Support has been targeted towards these children and their progress throughout the year has been strong.	£19,325 for additional TA support
There is an increase in the number of PP children (across the school) reaching the higher standard	Increase from 17% GDS in reading, 7% GDS in writing and 17% GDS in maths (summer 2 2018)	23% of disadvantaged children achieved GDS in reading. 11% of PP children are now achieving GDS in writing. 26% of disadvantaged children across the school are now achieving GDS in maths	Teachers have been giving targeted in class support in order to raise the attainment of specific children in their classes. Their progress has been regularly discussed in progress meetings and interventions have been delivered. The impact has been greatest when interventions/ support has been delivered by adults working closely with the children so they can effectively move their learning forward. Feedback has been received from each year group to ensure this support continues in the autumn term.	
Pastoral support supports effective, positive relationships between parents and school	Parents engage in meetings, Parents' Evenings, school events & children's attendance improves/ stays above 90%	90% of Pupil Premium parents attended parents evening in the spring term and the other 10% were followed up by the class teachers.	Teachers have been asked to actively promote engagement with parents of disadvantaged children. When parents haven't requested a parents evening appointment, teachers have approached parents to ensure this happens. Attendance at Parents' Evenings are good and for those who are reluctant to engage, our Pastoral Lead develops relationships to keep dialogue between home and school open.	£500 for Pastoral Lead time
ii. Targeted support				

Action	Intended outcome	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
Additional transitional arrangements for specific Year 6 children effectively to support them in transition to high school	Pupils talk positively about the move to high school and know who will support them at high school, positive feedback from high schools	Three children from this group have been on additional visits to the high school with their parents/ our pastoral lead.	The costings attached to this target are related to the wider pastoral work the Pastoral Lead does with these children. A number of the year 6 children have needed additional support (along with their families) such as 1 to 1 support in class and 1 to 1 pastoral sessions. The visits to the high school have been very successful and will need to be repeated. The way the support is being costed will be changed.	£15,000
Coaching for individual pupils to improve their self-organisational skills and independence	Pupils have necessary strategies to cope with homework, timetables and new routines at high school	Our pupil survey showed that this group of children rated homework more highly than non-pupil premium children. In the pupil survey these children gave examples of being more independent this year, e.g. reading by myself at night, doing my homework and improving my spelling scores, challenging myself with harder maths work.	This work has been supported by our wider school development priority of supporting all children to be more independent. This target will be continued through the work of the teachers, teaching assistants and the L6 TA targeting specific children in 19-20.	

iii. Other approaches

Action	Intended outcome	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
Offering free after school clubs for disadvantaged children	Improve the self- esteem and confidence of disadvantaged learners.	For some children this has been very successful, but the take up has been low for many of the children.	Ensure that parents are very aware through better communication that extra-curricular clubs are fully funded.	£500
Fund residential visits and school trips	Improve the self- esteem and confidence of disadvantaged learners.	This funding has supported the children to grow in self-esteem and enjoy new experiences which build confidence, particularly the Year 5 residential.	The impact of residentials and visits is high. As we currently only run a Year 5 residential we would like to extend this to Year 3 and Year 6 to expand the opportunities for all children. This would therefore increase the funding needed in 19/20.	£1300
			Total	£36,625

6. Additional detail

At Bexton Primary School we are committed to meeting the needs of all pupils eligible for the pupil premium grant both to support their academic needs and their social and emotional needs. We use an evidenced based approaches (EEF's School's Guide to Implementation) and regularly evaluate the impact our approaches as having on eligible pupils through careful data analysis and pupil voice questionnaires. We have also benefited from working closely with other schools, comparing their approaches and improving our own.

We believe that good teaching is the most important approach to help improve outcomes for disadvantaged pupils. Over the last three years, we have significantly improved the quality of teaching across the school and consequently outcomes for our disadvantaged pupils have also improved. We also have high aspirations for all pupils and do not limit the support we give. Our aim is for all pupils to achieve highly and put in place strategies to ensure all children achieve their academic best.

Over the past three years outcomes have improved for all children and the number of disadvantaged children achieving the expected standard and greater depth in reading, writing and maths has increased. The progress in reading, writing and maths has also increased. In 2019 the progress for the Year 6 cohort was extremely strong, although the attainment gap was larger as their starting points were lower.

	No. of Pupils	Budget	EX RWM+		GD RWM+		Reading Progress		Writing Progress		Maths Progress		ASS Reading		ASS Maths	
			ALL	PP	ALL	PP	ALL	PP	ALL	PP	ALL	PP	ALL	PP		
	-	-														
2016	25	36,960	62	60	5	0	-0.3	0.63	-5.3	-3.13	-1.4	-2.30	106	103	105	103
2017	26	44,160	69	78	14	11	-1.4	-1.5	0.4	1.2	-0.5	-1.2	105	104	105	104
2018	32	44,906	93	78	23	11	3.3	2.32	1.6	-0.03	2.9	2.14	111	105	111	104
2019	30 (not inc R)	42,120	91	75	41	25	2.86	7.82	2.8	8.07	4.2	7.10	111	108	111	107

In 2019, the Year 6 cohort consisted of eight children. One child was adopted and one child received funding for forces children. The rest were receiving free school meals. Four of the children joined us in Y4 or Y5 and three of these were at the time of joining us, working significantly below year group expectations. In reading 75% reached the expected standard and the two who didn't scored 98 and 99. In maths 88% achieved the expected standard and the one child who didn't scored 96.

Overall across the school 80% (91% all) of pupil premium children are working at the expected standard in reading and 23% (51% all) working above the expected standard. Of the 20% who are working below three have significant special educational needs. In writing 77% (86% all) are working at the expected standard and 11% (33% all) working above the expected standard. In maths 72% (89% all) are working at the expected standard and 26% (46% all) are working above the expected standard.

There are still significant gaps between disadvantaged children and all children, especially for those working above year group expectations. Therefore this year we are going increase the focus and support by introducing a L6 TA with a specific responsibility for increasing outcomes for a targeted group of eligible children and an increased focus on evaluating the impact of interventions each half term to ensure we are focusing on the right areas.

7. Planned expenditure

Academic year

2019-2020 (42,120)

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Ensure disadvantaged children are given targeted feedback to ensure they achieve	-All disadvantaged children are clear about how well they are doing and what they can do to improve	Focusing on effective feedback has a high impact and low cost (+8) based on moderate evidence. We have improved our feedback methods across the school and want to ensure that disadvantaged children are given a heightened focus.	Learning walks/ conversations with pupils evidence disadvantaged children are using feedback to make good progress Pupil progress meetings evidence disadvantaged children making expected or better progress	JS/EA	Termly in HT report
Ensure disadvantaged children are effectively challenged and master skills in reading, writing and maths	-Disadvantaged children with middle or high prior attainment continue to achieve well -Increase the proportion of disadvantaged children achieving above the expected standard	Ensuring children achieve well in the curriculum (mastery learning) has a moderate impact for low cost, based on moderate evidence (+5). Exposing children to challenges, with support of their peers and teachers, will help build confidence and resilience.	Learning walks/ conversations with pupils evidence disadvantaged children are being challenged Aspirational targets set Pupil progress meetings evidence disadvantaged children making expected or better progress	JS/EA	Termly in HT report
Total budgeted cost					£6000

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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Teaching Assistant Training in BR@P, Reading Comprehension Strategies and maths strategies	To increase the confidence of teaching assistants to deliver interventions in reading and maths -To increase the number of children reaching the expected standard in	In 2018/19 we delivered a number of training sessions to TAs and these were very effective and a number of new interventions are taking place across the school and has increased the proportion of children reaching the expected standard.	Adequate time devoted to training sessions Feedback from TAs Feedback from teachers in pupil progress meetings	JS/CB/JC/ AA	Termly in HT report
Total budgeted cost					£1000
Targeted in class support/ interventions from year group teaching assistants for disadvantaged children not currently achieving the expected standard	-To increase the number of children reaching the expected standard in reading, writing or maths. -To increase the confidence & approaches to learning for targeted pupils	Building on last year's evidence, the staff who are working closely with children are best placed to give immediate support and feedback to enable them to fully access the curriculum. Some will be delivering focused interventions such as BR@P, precision teaching for reading, writing or maths, kumon activities or delivering support in smaller groups.	Pupil progress meetings will evidence expected or better progress Pupil results on standardised assessments will improve	JS/AA	Termly in HT report
Total budgeted cost					£9000
Targeted in class support/ interventions from L6 TA for disadvantaged children not currently achieving the expected standard	-To increase the number of children reaching the expected standard in reading, writing or maths. -To increase the confidence & approaches to learning for targeted pupils	One to one tuition has a moderate impact for a high costs, based on extensive evidence (+5). The member of staff appointed to this role is highly skilled and will be able to reduce the barriers that some children have, e.g. specific learning difficulties. The children will have regular short sessions and the sessions will be delivered in the classroom ensuring the class teacher is kept fully informed.	Pupil progress meetings will evidence expected or better progress Pupil results on standardised assessments will improve Individual tracking sheets for targeted children	JS/VR	Termly in HT report
Total budgeted cost					£10,000

Pastoral support for disadvantaged children who are in need of additional approaches to support their wellbeing and resilience	-To increase children's wellbeing, resilience and strategies for independence	Our Pastoral Lead is highly trained and has delivered resilience courses last year with very positive feedback. Children who work with her respond very well to the strategies and parents give very positive feedback.	Measured by pupil voice, feedback from Pastoral Lead, pupil survey in summer term, comments from parents	JS/WS	Termly in HT report
Early years interventions put in place for disadvantaged children to ensure they make GLD (Moderate impact/ high cost)	-To ensure disadvantaged children have a good start to their schooling life and any gaps are reduced quickly	High quality provision with well-qualified staff is essential to ensure the success of the interventions. Our early year's staff are well trained and deliver effective interventions such as squiggle while you wiggle and dough disco. All of which have had a big impact on children's readiness to learn.	Early years lead will monitor the interventions on a day to day basis Pupil progress meetings will monitor the impact on children's overall attainment	JS/KP	Termly in HT report

Total budgeted cost £15,000

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Residential Trips- Outdoor Learning including day trips.	-To facilitate learning and enhance personal growth. -To assist the teaching of disadvantaged pupils, resulting in quality that is good and frequently outstanding. -So disadvantaged children can understand and can control their emotions more effectively.	Residential trips are proven to support growth mind sets, increase confidence and teach team building skills. Children learn vital life skills of perseverance and resilience and this in turn impacts on their academic progress within lessons as they are able to apply these skills when back in the school environment.	-Using reputable and innovative residential settings. -Using specialist staff during residential visits / trips to ensure exciting and unique learning opportunities.	Residential organising staff.	After residential visits and trips

Total budgeted cost					£2,300
Extra-curricular sports/ arts participations (Low impact/ moderate cost)	-To engage children in a wide range of sports/ arts activities - To widen children's experiences and encourage skills and talents	Sports/ arts participation can increase educational engagement and attainment. Our own experience shows that children who are involved in the wider life of the school feel more engaged and happier.	-Staff who run the activities are either school staff or are well known to the school so we know they are well run -Communication to parents will ensure they are aware of the offer and encourage their child to participate	JS/VG	£1000
Music tuition	To further increase the self-esteem, confidence and engagement of disadvantaged pupils	Improvements in confidence as a result of learning to play an instrument has a positive impact on children. This can help broaden future opportunities and discover talents.	Regular feedback from music tutors Liaison with music 4 life Observations	JS	£2000
Financial assistance with uniform purchases	To enhance children sense of belonging To improve their self-esteem and confidence To improve the relationship between the school and parents	School uniform supports the development of a whole school ethos and supports confidence and motivations. Purchasing branded school uniform helps parents financially and helps pupils' emotional wellbeing.	Observations Eligible children have the correct uniform	JS/VG	£1000
Total budgeted cost					£4000
Total					£37,300

Year 1 Review (2020)		Amendments for next year	Year 2 Review (2021)		Amendments for next year
Impact	Issues		Impact	Issues	
Overall review: End of Year 3 (2022)					
Desired Outcome	Actions / Approach	Estimated Impact		Lessons Learned	Cost