

Pupil premium strategy statement - Bungay Primary School

1. Summary information					
School	Bungay Primary School				
Academic Year	2018-19	Total PP budget	£89200	Date of most recent PP Review	31/08/18
Total number of pupils	201	Number of pupils eligible for PP	70	Date for next internal review of this strategy	15/02/19

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	33	
Progress score in reading	-4.5	
Progress score in writing	-3.0	
Progress score in maths	-3.1	

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.	Insufficient pupils are achieving ARE. Pupils need to make accelerated progress and achieve ARE.
B.	Many pupils require pastoral support and care in order to fully access their learning.
C.	Pupils lack wider experiences. This restricts their knowledge and understanding of the world.
D.	Self esteem and emotional literacy can be an issue and this restricts access to both curriculum and wider experiences
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Attendance rates for disadvantaged pupils is at 94.33% compared to other pupils, which is at 95.56%, this is not significantly lower, due to support provided by pastoral support worker, but needs to be monitored. Reduction of persistent absence amongst disadvantaged children. - Currently 60% of children with persistent absence are PP.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To improve access for all to quality first teaching and provide targeted and precise intervention, enabling pupils to make accelerated progress.	The % of disadvantaged pupils achieving ARE will continue to increase in response to pupils having their learning gaps directly and rapidly addressed. For more able disadvantaged pupils to achieve greater depth.

		<p>Targeted, rapid and personalised intervention will continue to positively impact pupils attainment</p> <p>The % of lessons observed to be outstanding will continue to rise</p>
B.	To ensure our disadvantaged families have good access to high quality pastoral support, enabling pupils' readiness to learn is at its optimum.	<p>Parents / carers and families will continue to access the wide range of support offered by our support team</p> <p>Families will have an increased confidence in supporting their children's learning and emotional needs.</p> <p>Teachers will continue to report an increase in pupil readiness to learn and good learning behaviours as a result of this support.</p>
C.	To provide disadvantaged pupils with an increasing range of wider opportunities after and throughout the school day.	<p>The % of disadvantaged pupils involved in after school clubs will continue to rise and teachers will continue to report a positive impact on pupils learning / readiness for learning/ learning attitudes. This involvement will be sustained rather than short term.</p> <p>Access to wider opportunities during the school day will continue and pupils will gain key skills to transfer to all areas of their learning.</p>
D.	To ensure that disadvantaged pupils have the necessary reasoning skills and self awareness when solving problems around well-being, friendships and behaviour, whilst maintaining and raising self-esteem	<p>Reduction in disadvantaged children accessing additional support for well-being through pastoral support worker and Thrive.</p> <p>Improved attendance as children have a more positive experience of school.</p> <p>Reduction in persistent absences.</p> <p>Reduction in behaviour incidents and exclusions amongst disadvantaged children.</p>
E.	To ensure our attendance policy is upheld, particularly for our disadvantaged and vulnerable pupils, ensuring that pupils are in school for as many sessions as physically possible.	<p>To increase our % for attendance and punctuality, particularly for our disadvantaged and vulnerable families</p> <p>To provide rapid follow up to absence or lateness</p> <p>To provide tailored intervention for those families that need support to reach 100% attendance</p>

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 will you review implementation?
A To improve access for all to quality first teaching and provide targeted and precise intervention, enabling pupils to make accelerated progress.	Key staff- subject leaders,, SENCo - are released to ensure that there is quality first teaching and consistent implementation of practice and expectations within each phase.	Releasing key staff is crucial in ensuring and maintaining quality first teaching across and within each phase through monitoring, coaching and support. This approach is identified as an effective strategy in the NFER document to support the attainment of disadvantaged pupils – ensuring access to high quality teaching. The effectiveness of this strategy is also recognised in the NIESR toolkit: Improving outcomes for disadvantaged pupils	Key staff will identify the individual needs of teachers, provide direct action, and follow up support as appropriate - team teaching, lesson modelling, team planning and frequent monitoring of planning, teaching and outcomes. Senior Leadership Team will monitor regularly. Subject leaders will support staff in ensuring good practice is shared and staff are able to participate in regular targeted CPD	SLT Subject leaders SENCO	Ongoing Feb 2019 July 2019
C To provide disadvantaged pupils with an increasing range of wider opportunities before, after and throughout the school day.	After school clubs Residential visits Visitors Workshops Theatre visits Provide children with a range of experiences and skills to support their wider learning.	Giving children opportunities to participate in a wide variety of enrichment activities is crucial and its impact is well supported with evidence from pupils. The NFER document highlights that it is best practice and an effective strategy to deploy the best staff to teach disadvantaged pupils. This strategy is also highlighted as good practice in the NIESR toolkit: Improving outcomes for disadvantaged pupils.	Pupils' participation in high quality experiences within and beyond the school day will increase and be sustained. Wider opportunities for all children will be provided and documented. The impact of these experiences will be closely monitored through observing pupils' work, pupil confidence, their readiness for learning, pupil attitudes and approaches to tasks. Learning walks, scrutinies and pupil perceptions will highlight the effectiveness of this approach in working to raise attainment and accelerate progress	SLT	July 2019
Total budgeted cost					£26,862

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 To improve access for all to quality first teaching and provide targeted and precise intervention, enabling pupils to make accelerated progress.	Using non-teaching staff for interventions across the school.	Interventions run by non-teaching staff enable us to top-up our provision across the school This is a strategy that is identified as an effective approach in the EEF and the NIESR toolkits. NFER highlights that making decisions based on data is an effective strategy.	The effectiveness of earlier and personalised intervention for pupils identified as underachieving will be seen through individual progress and attainment. Basic literacy and numeracy skills will be gained, developed and extended along with self and subject confidence. Class teachers will continue to report that pupils are transferring skills. Evidence will be found of the effectiveness of these interventions through book scrutinies and analysing data.	Subject Leads and SLT	Ongoing Termly with key assessments Nov 2018 Feb 2019 July 2019
Total budgeted cost					£33,218
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?
B To ensure our disadvantaged families have good access to high quality pastoral support, enabling pupils' readiness to learn is at its optimum. E To ensure our attendance policy is upheld, particularly for our disadvantaged and	Pastoral support offered by Pastoral support worker	This year one of the main areas of focus is to concentrate on will be increasing disadvantaged pupils' engagement and well-being at school and ensure that attendance remains in line with non PP children at school. The EEF toolkit recognises that this is an effective strategy. It is also supported in the NFER document, which places support for overcoming barriers and pupils' emotional needs as a highly effective approach to raising attainment. It is also a key theme from the NIESR toolkit.	We will see an increase in the engagement in their learning through targeted provision. Attendance and punctuality will increase, especially among our targeted cohort. Family / pupil referrals to outside agencies as appropriate / necessary will continue with rigor. Families will continue to be supported to overcome all barriers to learning. Behaviour/ will improve of disadvantaged children through	Pastoral support worker SLT	July 2019

<p>vulnerable pupils, ensuring that pupils are in school for as many sessions as physically possible.</p>			<p>targeted support on managing thoughts and feelings.</p> <p>The evidence and impact of this will be seen and monitored through pupils' readiness to learn, improved behaviour for learning, increased attendance rates and decrease in persistent lateness and non-attendance.</p>		
<p>D.To ensure that disadvantaged pupils have the necessary reasoning skills and self awareness when solving problems around well-being, friendships and behaviour, whilst maintaining and raising self-esteem</p>	<p>To implement the Jigsaw mindfulness approach to PSHE throughout the school and Thrive</p> <p>Targeted support for individual children through Thrive</p>	<p>This year one of the main areas is to concentrate on developing the self esteem and emotional literacy of disadvantaged pupils in order to increase engagement and well-being at school and ensure that attendance remains in line with non PP children at school and incidents of poor behaviour and exclusions decrease.</p> <p>The EEF toolkit recognises that this is an effective strategy. It is also supported in the NFER document, which places support for overcoming barriers and pupils' emotional needs as a highly effective approach to raising attainment. It is also a key theme from the NIESR toolkit.</p>	<p>We will see an increase in the engagement through increased self esteem and self awareness.</p> <p>Attendance will improve as a result of a more positive experience of school.</p> <p>Incidences of poor behaviour and exclusion will decrease due to the development of the appropriate problem-solving skills.</p>	<p>Humanities coordinator</p>	<p>Termly with key assessments</p> <p>Nov 2018 Feb 2019 July 2019</p>
<p>C To provide disadvantaged pupils with an increasing range of wider opportunities before, after and throughout the school day.</p>	<p>To subsidise educational visits</p>	<p>Educational visits are important to both the pupils and their families. Educational visits are subsidised in order to make them affordable for families.</p> <p>The importance of this as an effective strategy is highlighted in the EEF toolkit – outdoor learning and is mentioned in the NIESR toolkit – engagement and enrichment activities.</p>	<p>The evidence and impact of this will be monitored and shown through an increase in school visits / visitors being planned and accessed by all disadvantaged pupils.</p> <p>Data and pupil perceptions will be kept to show impact.</p> <p>As part of the school risk assessment each visit / visitor / experience will be evaluated. This will be monitored.</p>	<p>Educational visit coordinator</p>	<p>July 2019</p>
<p>C To provide disadvantaged pupils with an increasing range of wider opportunities before, after and</p>	<p>Subsidising after school clubs to ensure all disadvantaged pupils can access it without charge.</p>	<p>Both the NFER and EEF toolkit recognise this as an important strategy – overcoming barriers and extending school hours</p>		<p>SLT</p>	<p>July 2019</p>

throughout the school day.						
					Total budgeted cost	£29,120
					Total	£89,200