



Pupil Premium Report 18/19 and 19/20 Expenditure

For the year 2018-19, we had 7.8% of children on Free School Meals (January 2019 Census). So support, provision and impact is based on a relatively small number of children (17). This can lead to some individual children 'skewing results' as each child accounts for a significant percentage of any 'joint outcome'.

Pupil Premium Grant (PPG) Allocation for 2018/19 was: 17 pupils @ £1320 = £22,440

We targeted the PPG towards the following provision – though additional funding was provided by the main school budget as part of the whole-school Provision Map:

- a) First Quality Teaching and the Curriculum
- b) Targeted support
- c) Attendance
- d) Enrichment

This has included the following provision:

- a) 1:1 Targeted teaching by class teacher and teaching assistant
- b) PSHCE support through one of our support teachers
- c) Support from external agencies – including Education Psychology Service and School Nursing
- d) Common Assessment Form discussion and action plan
- e) Small groups support for English and Maths
- f) Focused teaching assistant– Maths & English
- g) Targeted teacher time for English and Maths in Y6 through additional teacher support time
- h) Advice from the Speech & Language Service
- i) THRIVE assessment and targeted intervention and support
- j) Music therapy sessions
- k) Embedding OWL adventures
- l) Additional funding to support residential, class trips and after school clubs.

The impact of the PPG for 2018/19 was:

As the year progressed our numbers of children in receipt of Pupil Premium funding altered. By April 2019, there were 21 children in receipt of funding and by June 2019, just 20. Therefore, the information provided below is relative to the number of children within the school across the academic year 2018/19.

Total expenditure:

£24,895.90 July 2019

Review of expenditure		
1. Quality First Teaching and Curriculum		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost
<ul style="list-style-type: none"> THRIVE has become fully embedded across the school. The SENDO liaises with staff regularly to discuss next steps for PP children as well as non PP children. Assessments are carried out at three points in the year to track progress. Statistics show that children in receipt of THRIVE intervention have made progress throughout the year. Out of all the pupils in receipt of PP funding, there are 5 pupils who have had additional THRIVE support and interventions. THRIVE has had a positive impact for all children participating in the intervention. Pupils enjoy the one to one sessions and have developed positive working relationships with individual staff supporting them. There are currently 5 children accessing THRIVE support (or have accessed throughout the year). In discussions with pupils, they feel happy to participate in this intervention program and class teachers have noticed differences in self-esteem, concentration and attitudes towards learning. All staff now complete costed provision maps linked to the support they provide PP children in their class. These would indicate that feedback marking and verbal feedback has been part of the first quality teaching going on in classes. In 	<ul style="list-style-type: none"> THRIVE will continue to be a part of our social and emotional provision for ALL pupils as well as pupils in receipt of pupil premium. Written feedback marking has taken a great deal of teacher time. However, one to one feedback has had a positive impact on self-esteem, confidence as well as attainment and progress. Future provision will include one to one feedback, but this may be oral feedback as well as written. It is about the relationships between teachers and their pupils and how they address those gaps. A new PSHE lead started at Bathwick in September 2018. This has meant that there has been some progress in the PSHE provision but this will need to be further developed in the next academic year. SLT feel that a focus on PSHE and reviewing the curriculum provision, implementation and impact will be vital in the coming year. Mindfulness and relax kids has been implemented across some classes. However, this has not been evident across all year groups. There will need to be 	£4,380+ £11,914.92 (teacher support: see costed provision maps)= £16,294.92

2. Targeted Support		
Outcomes and Impact	Lessons learned (and whether you will continue with this approach)	Cost
<p>Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate</p> <ul style="list-style-type: none"> This year the SENDCO along with the Deputy Headteacher has monitored and observed interventions across the school led by teaching assistants. Pupil premium pupils have formed part of these groups as well as non-pupil premium children. Intervention groups observed including pupil premium children involved; number work (EYFS, Y1,Y2), handwriting/letter formation (KS1 and Y3/5), phonics and spelling (KS1), fine motor skills groups (KS1). Progress has been recorded and next steps set for individuals. Some classes have also begun to record evidence of progress in 'TARGET WORK BOOKS'. This has worked well and the SENDO aims to roll this out across the school in September 2019. This would clearly show progress for those children accessing additional support across the curriculum. Targeted interventions and work books to evidence their learning has meant that the children value their additional learning and can reflect on their progress throughout the year. OWL adventures has had a significant impact on the whole schools social and emotional well-being. Pupils thoroughly enjoy OWL adventures, and the lead practitioner has really seen progress in their independence, resilience and communication skills. The children have had to adapt to working collaboratively in a different environment and this has been really valued by pupils, staff and parents. Strategies used to develop cooperation have then been mirrored in the classroom, as teachers have been able to apply strategies in the classroom environment too. The Bath behaviour panel support has meant that across the academic year 2 pupils in receipt of pupil premium have been granted support through Brighter Futures. This has been an excellent outcome for both the children and their families. The school felt that their social and emotional needs needed to be 	<p>Lessons learned (and whether you will continue with this approach)</p> <ul style="list-style-type: none"> Bespoke interventions and support have been effective this year, however, there has been little opportunity for TAs to observe others in their school or another setting. It was also identified that it does not always have to be TAs that complete interventions. Teachers have also taken on this role, and this will need to be discussed further in the next academic year. Data would also indicate that we will need to review our provision in the Early Years Foundation Stage to ensure pupils meet the Early Learning Goals in the Prime areas. Pupils will also need to be targeted as they move into KS1 so that they meet the Expected standard in Year 1 and Year 2. 	£ 7,548.48 (includes TA support, see costed provision maps)

3. Attendance			
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost	
<ul style="list-style-type: none"> Attendance has continued to remain a high priority across the school. Both senior leaders and staff have remained visible and accessible to all families throughout the year. ALL staff are available before and after school to discuss attendance. The school target for attendance was set at 98%. During the academic year 2018-2019 attendance figures are 96.6% (2.6% illness, and 0.3% unauthorised). Therefore, the school is slightly below the original target set in September 2018. SLT are aware of those children whose attendance is lower than average. The SLT, along with the families are working together to ensure that those pupils attendance is targeted. 			
4. Enrichment			
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost	

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| <ul style="list-style-type: none"> This year, ALL pupil premium pupils have taken part in THRIVE music sessions led by trained practitioners. This has been weekly 1 hour sessions over 8 weeks. This has included drumming sessions and these sessions have been observed by TAs from the school. This has been an excellent enrichment opportunity for all PP children as well as other selected by class teachers. It has impacted on pupil engagement and confidence, and also provided some of our TA team with some professional development. Feedback from parents has been positive, with one parents sharing <i>"he really loves it... the other day he showed me how to do his breathing technique. I think I might try it myself!"</i> PP children can access all of our after school clubs. Clubs attended and funded through PP have included infant football and KS2 art club. This has meant that PP children have had access to the same opportunities as other non-pupil premium pupils. | <ul style="list-style-type: none"> The 'blue hat' buddy system has continued run this academic year, with Y6 supporting the infant children. However, there was little training for the 'blue hats' and this will need to be reviewed in the next academic year. The Key Stage 2 leader has already devised a program to support the new Y6 pupils in the next academic year. This will need to be monitored by the KS2 leader along with the Y6 teacher and PSHE lead. The impact hasn't been as positive as previous years. Although, there were discussions about developing the reading scheme across the school, this was not fully developed. The Key English leaders had already purchased materials to enrich the infant and junior reading schemes. This has meant there are more materials and a range for all pupils. Therefore, additional resources were not purchased. English leads |
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TOTAL SPEND: £24,895.90 July 2019

School Performance: Current overview of PUPIL PREMIUM Attainment

Performance of Pupil Premium Pupils at END of EYFS			
	2017	2018	2019
% of PP pupils achieving GLD	100% (1)	50% (2)	0% (0 out of 3)
% of PP pupils achieving expected in Reading	100% (1)	50% (2)	0% (0 out of 3)
% of PP pupils achieving expected in Writing	100% (1)	50% (2)	0% (0 out of 3)
% of PP pupils achieving expected in Number	100% (1)	100% (2)	33% (1) (1 out of 3)
% of PP pupils achieving expected in Shape and Space	100% (1)	100% (2)	66% (1) (2 out of 3)

Performance of Pupil Premium Pupils at Year 1 Phonics Check			
	2017	2018	2019
% of PP pupils achieving Phonic Standard Year 1	100% (1)	50% (2)	66% (2/3)
% of PP pupils achieving Phonic Standard Year 2	n/a	n/a	100% (2)

Performance of Pupil Premium Pupils at END of KS1			
	2017	2018	2019
% of PP pupils achieving the expected standard+ in Reading (EXS)	n/a	100%(1)(GD: 100%)	50% (1/2)
% of PP pupils achieving the expected standard+ in Writing (EXS)	n/a	100%(1) (GD: 100%)	0% (2)
% of PP pupils achieving the expected standard+ in Maths (EXS)	n/a	100%(1) (GD: 100%)	50% (1/2)

Performance of Pupil Premium Pupils at END of KS2			
	2017	2018	2019
% of PP pupils achieving expected standard and above in Reading	67% (3 children)	100% (3) (GD: 67%)	100% (4) 100% GD (4)
% of PP pupils achieving expected standard and above in Writing	67% (3 children)	100% (3) (GD: 33%)	100% (4) 25% GD (1)
% of PP pupils achieving expected standard and above in Maths	67% (3 children)	67% (3) (GD: 33%)	100% (4) 25% GD (1)
% of PP pupils achieving expected standard and above in R,W & M	67% (3 children)	67% (3) (GD: 33%)	100% (4) 25% GD (1)



Pupil Premium Report 19/20

Pupil Premium Grant (PPG) Allocation for 2019/20 is £23,760 (18 children)

(A) Summary of main barriers to learning faced by eligible pupils:

- Support with changes in home situation
- Building confidence and developing social and communication language
- Specific spelling difficulties with traits of dyslexia
- Confidence in Maths
- Difficulties retaining information
- Difficulty remaining focused
- Delayed development
- Emotional and Social support and nurture
- Parental engagement
- Persistent lateness and attendance

(B) Strategies to address main barriers to learning

In addition to main budget 'Provision Map' funding, the PPG allocation for 2019/20 is targeted towards the following strategies that will address the barriers to learning identified above:

- a) 1:1 Targeted teaching by class teacher and teaching assistant
- b) PSHCE support through one of our support teachers
- c) Small groups support for English and Maths (focusing on reading, writing (spelling) and areas of problem solving and reasoning in maths)
- d) Focused teaching assistant– Maths & English
- e) Targeted teacher time for English and Maths in Y6 through additional teacher support time/booster groups
- f) Advice from the Speech & Language Service
- g) THRIVE assessment and targeted intervention and support

h) Recorded intervention programs to track progress and the introduction of ‘target work books’

(C) The impact of these strategies will be measured through one or more of the following:

- ½ yearly assessment tasks
- Teacher assessment
- Review of IP targets
- Discussion with the SENDCO
- Feedback from specialist support services (including Speech & Language and Education Psychologist)
- Review of CAF action points
- Feedback from teaching assistants supporting individuals / small groups
- Termly Cohort assessments and Termly SENDCO review meetings
- Pupil Premium tracking grids (3 times per year)
- Pupil progress meeting reviews
- THRIVE assessments 3x per year.

(D) The date of next review: January 2020

Context: From September 2012 school leaders and governing bodies need to ensure that their school is publishing information to parents about how all Pupil Premium funding has been used and what the impact has been on learning, attainment and pupil wellbeing and/or pastoral care.

The Pupil Premium is allocated in order that support is given to those children identified as being entitled to and in receipt of free school meals – either currently or at any time in the past six years. However, it is not ring-fenced to those children and can be spent in any way that the school sees fit, so long as the school is able to demonstrate that the specific needs of the FSM pupils have been addressed and how this additional – and specific – funding, which is intended to compensate for disadvantage, is being used for this purpose.

School leaders and governing bodies need to ensure that their school is tracking the progress of pupils in receipt of free school meals (FSM) to demonstrate how the school is using the Pupil Premium. It is for the school to determine how best to use the funding. The Pupil Premium is for pupils eligible to claim for free school meals (*Benefit entitlement FSM*) now (or who have ever claimed in the past six years) and for pupils in care who have been continuously looked after for six months. [There is also additional funding for children whose parent(s) are serving members of the armed forces.]

Principles: At Bathwick St. Mary Church School:

- We ensure that Quality First Teaching aims to meet the needs of all pupils

- We ensure that the additional needs of any vulnerable groups are adequately assessed and addressed through our schools Provision Map (which is constantly kept under review – and formally reviewed three times a year in line with our Inclusion meetings)
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged nor will need specific support in addition to Quality First Teaching
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate parts of the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.