

Blackwell Primary School Pupil premium strategy statement

1. Summary information					
School	Blackwell Primary School				
Academic Year	2018-19	Total PP budget	£60.720	Date of most recent PP Review	Oct. 2018
Total number of pupils	115	Number of pupils eligible for PP	46	Date for next internal review of this strategy	Oct. 2019

2. Current attainment		
2017-18 Attainment Year 6 pupils	Pupils eligible for PP (School)	All pupils in cohort (National)
% achieving at least expected standard in reading, writing & maths	0%	29% (64%)
% making at least expected standard in reading	28%	53% (75%)
% making at least expected standard in writing	57%	70% (76%)
% making at least expected standard in maths	0%	42% (76%)

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Academic achievement in Maths
B.	Academic achievement in English
C.	Social and emotional needs of pupils
D.	Attitudes to learning
External barriers	
E.	Attendance

F.	Diet and eating habits	
G.	Social, emotional and mental health issues	
4. Desired outcomes		Success criteria
A.	<p>Academic ability</p> <p>Pupils make consistently good or better progress in mathematics (particularly in using & applying, reasoning skills), leading to a higher percentage of achievement.</p>	<p>Clear evidence that teachers plan activities to ensure the pupils are applying their understanding fluently and accurately. Pupils have increased ability to rapidly recall mathematical knowledge. PP children to achieve in line with non-PP children. Teachers ensure that pupils have access to a range of resources to support them in every lesson. Clear evidence of reasoning activities in books weekly.</p>
B.	<p>Academic ability</p> <p>Pupils make consistently good or better progress in English (particularly for inference when reading), leading to a higher percentage of achievement.</p>	<p>Clear evidence that teachers plan activities to ensure the pupils are applying their understanding. PP children to achieve in line with non-PP children. Teachers ensure that pupils have access to a range of resources to support them in every lesson. Clear evidence of pupils being given activities that promote inference and deduction.</p>
C.	<p>Social and emotional well-being</p> <p>Pupils are more engaged, have improved concentration skills; as a result, growth mind set & learn to learn activities.</p>	<p>Pupil progress meetings demonstrate increased confidence/well-being. Those children in positive play/nurture interventions will demonstrate improved self-esteem (through Boxhall diagnostic profile scores etc). Children will share ideas, ask questions, learn from mistakes, keep trying in different situations, and apply learning in different situations. Greater self-awareness and self-discipline to solve problems and discuss them.</p>
D.	<p>Attitudes to learning</p> <p>Children will be confident learners with positive attitudes to learning. Pupils are ready to learn and make progress. Learn to learn skills are demonstrated increasingly in and out of the classroom.</p>	<p>Pupil progress meetings demonstrate how pupils are sharing ideas, asking questions and learning from mistakes. Interventions such as Positive Play, sibling work and Anger Gremlins demonstrate that this has an impact within the classroom and learning behaviours.</p>
E.	<p>Attendance</p> <p>The attendance of disadvantaged pupils is good and in line with other pupils - aim is 96%. Regular attendance checks are carried out and prompt action is taken where attendance dips.</p>	<p>Reduction in persistent absentees for disadvantaged children so that they are at 96% attendance. Absences are short and pupils return to school quickly.</p>

F.	Diet and eating habits Cooking will be mandatory in the curriculum at school. Pupils will be identified to join after school and morning physical clubs. Parental engagement in opportunities for healthy workshops to be increased.	The Healthy School Award bid will be successful. Increase in the take up of clubs in school. Increased physical fitness demonstrated in lessons. Evidenced increase in the number of healthy snacks being chosen by pupils.
G.	Social, emotional and health issues Pupils and their families are referred quickly to appropriate external agencies and support is quickly put in if needed.	TAF meetings/individual chronologies demonstrate quick response to needs of children/families. Due to robust and sustained support, there is a decline in the number of pupils needing this support within school.

5. Planned expenditure					
Academic year		2018-2019			
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. Pupils make consistently good or better progress in mathematics leading to a higher % of expected+ attainment.	CPD for maths for all staff Maths week (spring term) Maths rewards every two weeks Pre learning and post learning tasks clearly demonstrate progress across units of work. Regular work scrutiny / learning walks identifying opportunities for reasoning and using/applying Y6 booster lessons weekly after school from November 2018	End of year attainment in mathematics at the end of KS2 is low. Progress from KS1 to KS2 is low.	Cohort profiling termly. QDD focus observations on mathematics. Mathematics work scrutiny SLT learning walks Link Governor meetings Quality feedback is an effective way to improve attainment	AW RB GG	termly

<p>B. Pupils make consistently good or better progress in English (particularly reading) leading to a higher % of expected+</p>	<p>CPD for reading for all staff Cold and hot learning tasks clearly demonstrate progress across units of work. Regular work scrutiny / learning walks identifying opportunities for inference and deduction Y6 booster lessons weekly after school from November 2018</p>	<p>End of year attainment in English (particularly reading) at the end of KS2 is low. Progress from KS1 to KS2 is low.</p>	<p>Cohort profiling termly. Work scrutiny SLT learning walks Link Governor meetings Quality feedback is an effective way to improve attainment</p>	<p>RB GG</p>	<p>termly</p>
<p>C, D and G. Pupils are more engaged, have improved concentration skills; as a result, growth mind set & learn to learn activities. in order to embrace learn to learn skills</p>	<p>Yoga training for staff and children. Use of mindfulness activities. Links and advice from Autism Outreach/Education psychologist, BSS, SSEN, MAT. Referral process is swift and robust. Learn to learn skills are used regularly to enable children to understand what helps them to learn better. To develop the Personal, social and health education (PSHE) curriculum by introducing a new scheme throughout the school. 'Leaders popping up everywhere', a culture where children and staff have positive relationships and aspirations, supporting them to be confident and resilient.</p>	<p>Yoga & PSHE programme integrates personal, social, health and economic education with emphasis on emotional literacy, mental health and SMSC, especially spiritual development. Weekly celebrations to promote learn to learn skills in lessons. Opportunities for greater confidence through leadership roles and responsibilities.</p>	<p>Yoga timetabled across school. Pupil interviews with a focus upon pupil engagement / concentration. SLT to carry out learning walks and look books for evidence of PSHE. Pupil leadership roles are visible throughout school and on the school website. Measured by concern forms/individual chronologies/meeting minutes.</p>	<p>GG RB All teaching staff</p>	<p>Ongoing</p>
<p>E.</p>	<p>Workshops for parents Increased opportunities for links with healthy eating within the curriculum Cookery lessons for pupils</p>	<p>Healthy Schools workshop audit undertaken.</p>	<p>Action plan written shows clear steps towards improvement in opportunities to improve knowledge of healthy eating/activities. Achievement of Healthy Schools Award.</p>	<p>All staff</p>	<p>ongoing</p>

<p>G. To reduce the number of children classified as Persistent Absentee (PA).</p>	<p>Text messages sent by 9:30am if not in school. Parent meetings with RB if attendance drops below national average. Attendance certificates given half termly. Class attendance reward for highest percentage weekly and half termly. Weekly attendance reward and reported through newsletters and texts.</p>	<p>Attendance was 95.6% (93.8% National average for Spring 2017/2018).</p>	<p>Half termly absence report collected and given to RB. Letters/meetings for pupils that dip below 95%. Wider opportunities, learning and "wow" experiences are shared in advance with the children so that they want to attend school.</p>	<p>GG & RB SW</p>	<p>Daily Half Termly</p>
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Total budgeted cost					£11,720
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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?
<p>Pupils make consistently good or better progress in mathematics leading to a higher percentage of attainment.</p>	<p>Targeted support for pupils through interventions with a focus upon mathematics support (particularly Y5) which are robustly monitored by the leadership team. Exemplar maths intervention for targeted pupils in KS2) 1:1 maths intervention where PP pupils need concepts revisiting or embedding</p>	<p>Not all pupils eligible for PP are achieving expected progress.</p>	<p>PP intervention impact reviewed by SLT and Governors. Impact of interventions measured by SENCo and Pupil Premium leader termly Start and end point tracked for Y6 booster group using progress points. PP 'more able' pupils progress is in line with non PP pupils (more able).</p>	<p>GG RB & AW AW, GG & RB PB</p>	<p>Termly Termly</p>
<p>Pupils make consistently good or better progress in mathematics leading to a higher percentage of attainment.</p>	<p>Switch on Reading intervention to improve fluency in reading Reading Recovery intervention to improve inference and reading ability Talk boost intervention.</p>	<p>Not all Pupils eligible for PP are achieving expected progress.</p>	<p>PP intervention impact reviewed by SLT and Governors. Impact of interventions measured by SENCo and Pupil Premium leader termly Start and end point tracked for Y6 booster group using progress points. PP 'more able' pupils progress is in line with non PP pupils (more able).</p>	<p>RB AW GG PB</p>	<p>Termly</p>

<p>Pupils are more engaged, have improved concentration skills; as a result growth mind set& learn to learn activities. in order to embrace learn to learn skills.</p>	<p>Anger Gremlins intervention. Sibling work intervention. Positive Play. Yoga incorporated into daily interventions. Children to build resilience through weekly learning activities. Learn to learn skill referred to and evident throughout the school.</p>	<p>Children / parents highlighting this as an area they want to more of. Lack of resilience and perseverance in task which require a deep level of thinking. Outdoor learning is shown to have a profound impact on the future success of individuals in both education and employment, and on their overall wellbeing. (Outward bound trust 2017)</p>	<p>Pupil / parent questionnaires. Yoga positively impacting upon behaviour and well-being. Subject leaders to focus on this when carrying out subject inspections.</p>	<p>GG RB SLT All Staff</p>	<p>Half Termly</p>
<p>To reduce the number of children classified as Persistent Absentee (PA).</p>	<p>Text messages sent by 9:30am if not in school. Parent meetings with RB if attendance drops below national average. EWO involvement/Nurse involvement for pupils that attendance is low. Attendance reported on at all parent consultations and phone calls for pupils where it is beginning to dip.</p>	<p>Attendance was 95.6% (93.8% National average for Spring 2017/2018).</p>	<p>Half termly attendance report collected and given to RB</p>	<p>SW RB</p>	<p>Daily Termly</p>
<p>Total budgeted cost</p>					<p>£35,500</p>

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?
All PP pupils to achieve in line with non-eligible PP from relevant starting points in all areas of the curriculum. To develop and extend cultural awareness - locally and beyond.	<u>Transition</u> Aspire project with Tibshelf Community School Futures week aspirational project with cluster Y6 pupils	Good transition aids aspirational progress	Learning mentor cluster meetings	AW	Summer term
	Wizard work of the week to promote vocabulary.	Children enter school with low starting points for speaking and listening.	Report given to SLT	FB	Weekly from Autumn term
	<u>School environment / community</u> Support of Nurture room as required. Development of sensory room.	Confident and safe in 'constant' Environment.	Cluster events	DK	Weekly
	Involvement in enrichment activities, clubs and additional provision eg. Trips and Bikeability. To achieve the 'Arts Mark'. Platform 31/Black Shale (links with 5PPS cluster) for pupils to achieve Explorer and Discovery arts award.	Pupils feel that they fit, part of whole school and all treated equally.		All staff	
Total budgeted cost					£13,500