

Summary information	
School	Thomas Bullock CE Primary Academy
Academic Year	2017-2018
Pupil Premium Funding for 2017-18	£43620
Total number of pupils 2017-18	NOR: 183    Pupil Premium Children: 29 (15%)

	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving a scaled score of 100 or above reading, writing and maths	5/10 - 50%	61%
% making at least expected progress in reading	8/10 - 80%	71%
% making at least expected progress in writing	8/10 - 80%	75%
% making at least expected progress in maths	7/10 - 70%	75%

**End of 16-17 Percentage of year 6 Pupil Premium Children at Age Related Expectations or better**

**End of 16-17 Percentage of Pupil Premium Children at Age Related Expectations or better**

	1	2 (SATS outcomes)	3	4	5
Maths	75	60	50	75	86

**End of 16-17 Percentage of Pupil Premium Children at Age Related Expectations or better**

	1	2 (SATS outcomes)	3	4	5
<b>Reading</b>	50	40	50	100	86
<b>Writing</b>	75	60	50	75	86
<b>VGPS</b>	75 (Phonics)	60	50	75	86

**Barriers to future attainment (for pupils eligible for PP, including high ability)**

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

A Low self-esteem, confidence and independence in learning.

B Attendance is low for 50% of the pupil premium children.

C Opportunities to demonstrate the higher standards in class.

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

A Attendance issues are the result of parental attitude to attendance and in particular taking in term holidays.

B Opportunities to demonstrate the highest standards have been limited

C Wider life experiences that build self-confidence, self-esteem and aspirations.

**Desired outcomes**

<b>Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
	<b>Desired outcomes and how they will be measured</b>	<b>Success Criteria</b>
A	Percentage of children achieving the combined expected standard at end of year 6 at least in line with national average of non-pupil premium children.	Pace of learning in lessons increases so that PP children experience the more challenging expectations as soon as they have demonstrated that they are ready to do so.
B	Low achievers close the gaps in their learning and make accelerated progress.	Specific interventions provide accelerated learning sequences. Detailed analysis of gaps in learning enables teachers to target interventions accurately.
C	Percentage of pupil premium children achieving the expected standard in maths to be at least in line with national average of non-pupil premium children	Children are increasingly confident and able to use and apply foundation skills fluently.

<b>Planned Expenditure</b>	
<b>Academic year</b>	2017-18
<b>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.</b>	
<b>Quality of teaching</b>	

Planned Expenditure					
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>Increased opportunities to experience the more challenging high expectation tasks.</p> <p>Early identification of required interventions</p>	<p>AFL training for two leaders then delivered to all teachers. New AFL/ feedback policy. Clear communication form teaching staff to PP children on how they can make changes that lead to rapid progress in their work. <b>£3000</b></p>	<p>Monitoring indicates that marking and verbal feedback does not always result in rapid progress in learning.</p>	<p>Regular monitoring of teaching and children's books and pupil progress meetings to identify support required for teachers in ensuring they provide children with the appropriate level of challenge.</p>	<p>PM, AP, SN</p>	<p>Ongoing from September 2017</p>
<p>Learners who have gaps in their learning take part in highly effective accelerated learning sequences that enable them to access the in class curriculum and make accelerated progress.</p>	<p>Staff team meeting to develop new strategies including a specialist resource base to include needs such as independence, memory, learning skills, self esteem. <b>£100 for staff meeting</b> <b>£5000 for SRB development which includes release of leaders from class to develop the base</b></p> <p>Teaching assistants to deliver class support &amp; Accelerated learning sequences <b>£22815</b></p>	<p>Current interventions achieve progress within the program but they are not resulting in improved progress in class.</p> <p>Data indicates good progress within the intervention but this rarely results in good progress in class based learning.</p>	<p>Whole staff team to contribute to designing a new strategy.</p> <p>Train specific staff to become experts in delivery of gap closing interventions.</p> <p>Monitoring of individual children through pupil progress meetings.</p>	<p>PM, DW, SN, AP</p>	<p>Half termly pupil progress meetings</p>

Planned Expenditure				
Children have increased confidence and self esteem	<p>Breakfast club which includes board games that develop social and thinking skills.</p> <p>Values and collective worship strategy adjusted to provide all children with time to reflect on their spiritual and educational approaches.</p> <p>Whole school culture days that provide opportunities for children to work together in problem solving.</p> <p>Families of PP children offered financial support to attend after school clubs.</p> <p><b>£5000</b></p>	<p>Children demonstrate increased confidence and independence in class.</p> <p>Children are more reflective and more able to identify their areas for development and act upon it.</p> <p>Children demonstrate increased confidence in social and team situations resulting in better collaborative learning.</p> <p>Percentage of children achieve ARE increases to be at least in line with national averages.</p>	<p>Monitoring of collective worship to ensure it meets expectations.</p> <p>Speaking to and monitoring children to assess their development.</p> <p>Monitor the tracking or progress data.</p>	<p>SG, WH, DW, AH</p> <p>December 2017 - Review the development of breakfast club and Collective worship impact.</p> <p>May 2018 -</p>
Families that do not or are unable to provide good education or home support are provided with strategies and possibly resources resulting in better support and standards for their children.	<p>Family Support worker; Experienced HLTA to meet with children and families with focus on how to break down barriers to progress.</p> <p>Weekly Nurture group to enable children to share their concerns and work together to find solutions.</p> <p><b>£2200</b></p>	<p>This strategy has had a very positive impact in previous years and so continues.</p>	<p>Monitoring of individual children through pupil progress meetings.</p>	<p>DW, JH</p> <p>Half termly reviews during pupil progress meetings.</p>
Pupil Premium children support is identified early and appropriate support and intervention are provided resulting in accelerated progress.	<ul style="list-style-type: none"> <li>• SAFs team leader; Manages the referrals of children to the various strategies.</li> <li>• Benjamin Foundation</li> <li>• Cluster SENCo</li> <li>• Screening by the SENCo to check for specific cognitive issues.</li> </ul> <p><b>£2300</b></p>	<p>More in school support is required to improve the speed at which children are identified and referred to other agencies.</p> <p>Benjamin Foundation to support children in school who have face traumatic home situations.</p>	<p>Monitoring of individual children through pupil progress meetings.</p>	<p>DW, JH</p> <p>Half termly reviews during pupil progress meetings.</p>

Planned Expenditure					
Looked after children funding is accessed in full resulting in improved support and resources for those specific children.	Looked After Children Training for SENCo followed by contacting relevant agencies in order to receive the full LAC funding. <b>£300</b>	We have never had LAC before and so the training is essential if we are to support these children fully.	Monitoring of individual children through pupil progress meetings.	DW	Training to be completed Jan 2018 Funding to be sought Feb 2018
Attendance of PP children is at least 96%	Admin support worker to target children with low attendance by offering support and guidance. <b>£2095</b>	Attendance is a key factor in the progress of children. There is a direct link between good attendance and good progress. We have too many families who perceive holidays in terms time as being OK.	Monitoring of individual children through half termly Admin senior team meetings followed by warning letters and support from attendance officer for families that are unable to improve pupil attendance.	PM, KC	July 2018
For children to be supported, for them to feel safe and able to talk about their feelings and know that they are being listened to.	ELSA Training for SENCo who will work collaboratively with PSA and Family Support Worker - <b>£360– cost of training only</b>  Family support worker training - <b>£450</b>	Children demonstrate increased confidence and independence in class. Children are more ready to learn and more able to focus. Children demonstrate increased confidence in social and team situations resulting in better collaborative learning. Percentage of children achieving ARE increases to be at least in line with national averages.	Speaking to and monitoring children to assess their development and discussions with class teacher and parents.  Monitor the tracking or progress data.	DW, JH, JC	June 2018

<b>Review of Expenditure</b>				
<b>Previous Academic year</b>	<b>2016-17</b>			
<b>Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Social skills, confidence, self esteem to grow. Increased friendships. Increased independence in looking after self. Opportunity to complete home learning, practise reading and maths skills.	Breakfast club; daily session which is free. Children attend by invite only after referral from class teacher.	Action completed and outcomes met.	Continue with this strategy but add learning elements that will impact more on in class progress.	4000
Social skills, confidence, self esteem to grow. Increased friendships. Aspirations and ambitions rise. Greater awareness of the wider world and the opportunities available. Greater number of experiences and real experiences in which to practice and embed learning.	School Trips; All pupil premium children to attend all trips with family supported with the cost of the trips. PM to meet with parents to discuss costs if the costs are proving to be a barrier.	Action completed and outcomes met.		1560

Review of Expenditure				
Self esteem and confidence increases. Fewer barriers to learning in class.	Family school resources; families supported in purchasing school focused resources for their children. PM to offer this option to families as the need arises.	Not met	Of the families offered support - none took up the offer. We will not continue with this offer.	1000
Social skills, confidence, self esteem to grow. Increased friendships. Children take home games and play with family. Strategy games are the focus so improved reasoning, logic and strategic thinking.	Strategy Games club; Weekly games club by invite only to encourage children to develop social skills at school and home.	Action completed and outcomes met.	Whilst this strategy worked we were not clear as to the impact on in class progress plus these children were missing a weekly afternoon lesson - discontinue.	855
Increased confidence, higher aspirations, increased friendships, improve organisation skills, greater independence, improved strategic thinking and reasoning.	Play leaders; develop play leaders in upper KS2 to lead games for other children at dinner time, to include Pupil Premium children	Not met	Due to extensive staff absence it was not possible to complete this strategy.	850
Children & families who face barriers to making progress meet with JH. They complete a process of target setting that is led by the child and based on the wishes and needs identified by the child. This also has the potential to "sign post" families to local offer support.	Family Support worker; Experienced HLTA to meet with children and families with the focus on how to break down barriers to progress.	Action completed and outcomes met.	Continue this strategy and look at the possibility of extending the remit to include even more children.	1100
Central point for all staff and parents to contact in order to raise concerns about the progress, health and well being of children leading to a child taking being placed into one of the support strategies.	SAFs team leader; Manages the referrals of children to the various strategies.	Action completed and outcomes met.	Continue this strategy and look at the possibility of extending the remit to include even more children.	5666
Improved progress in any subject resulting from in class strategies, interventions or referral to SAFS team leading to inclusion in a PP strategy.	Pupil Progress meetings; Half termly meetings between every teacher and the SENCo, English & maths leader with a specific focus on progress of Pupil Premium children.	Action completed and outcomes met.	Pupil progress meetings to continue and be refined so that they come at the end of a monitoring cycle so the teachers are challenged	1200



Review of Expenditure				
Improved progress in any subject resulting from in class strategies, interventions or referral to SAFS team leading to inclusion in a PP strategy.	Achievement Team meetings; Half termly staff meeting including TAs to focus on an area of school development which results in referrals to SENCo and SAFS leader.	Action completed and outcomes met. TAs increasingly aware of their role in pupil progress.	Involving TAs in staff meetings and the development of in class strategies to continue and be expanded.	300
All staff highly aware of who the pupil premium children are in order to ensure they provide appropriate support.	Lesson plans and in class identification; All lesson plans to identify the PP children. Children's books to indicate which children are PP.	Action completed and outcomes met.	Pupil Premium children to be a bigger focus in Pupil Progress meetings so continue identification of pupils at the planning stage.	0
Improved confidence, self esteem, reasoning and strategic thinking resulting in higher attainers achieving their potential.	STEM Group; Weekly STEM based activities for KS2 high attainers which includes some of the Pupil Premium children.	Action completed and outcomes met.	Culture days to be increasingly focused on STEM activities. STEM group to continue.	1100
Children have the ability to support their home learning, access the wider world, access to wider reading materials.	IT lending system; Tablet devices lent out to parents who have limited IT at home with Pupil Premium children having first refusal.	Offered the service but not taken up by any parents.	No need to continue as families have the IT they require.	300
All children including Pupil Premium children keep up - no catching up resulting in above national average percentage of PP pupils achieving age related expectations.	Teaching assistants to deliver interventions, in class support & Accelerated learning sequences	Action completed and outcomes met.	Continue this strategy but review and look to develop further targeted support to rapidly close gaps in learning.	28254
More attractive and enticing room with a wider range of books for all children to encourage a love of reading	Library refurbishment and refresh.	Complete	Complete	3315
Assist teachers and School finance manager resulting in less admin work and more time spent on teaching.	Admin support worker	Action completed and outcomes met.	Continue as attendance was above national average and persistent absences were rapidly dealt with and improved.	2500

**Review of Expenditure**

Selection of maths games that children can take home to play with their families and on their own resulting in improved using and applying of learnt maths skills.

Maths games for home

Action completed and outcomes met.

Continue this strategy

1000