

Badsworth Primary School Pupil Premium Strategy Statement - 2019-2020

Summary Information					
School	Badsworth CE (VC) J&I School				
Academic Year	2019-2020	Total PP budget allocated for the academic year		Date of most recent PP Review by Governing Body	
Total Number of Pupils	200	Number of pupils eligible for PP funding	39	Date of next internal review of this strategy	
Pupil Premium Lead: Jenny Griffiths			Governor Lead:		

Disadvantaged pupil performance overview for last academic year (EYFS) 4 pupils

Measure	Percentage (Number) of PP pupils reaching Exp +	Percentage (Number) of all pupils reaching Exp+	Percentage (Number) of PP pupils reaching Exc	Percentage (Number) of all pupils reaching GDS
Reading	75% (3/4)	83% (25/30)	0%	7% (2/30)
Writing	75% (3/4)	83% (25/30)	0%	13% (4/30)
Maths	75% (3/4)	93% (28/30)	0%	27% (8/30)
GLD	75% (3/4)	80% (24/30)		

Disadvantaged phonics pupil performance overview for last academic year

Measure	Percentage (Number) of PP pupils meeting threshold	Percentage (Number) of all pupils meeting threshold
Year 1	60% (3/5)	83% (25/30)
Year 2 (meeting the threshold Y1 or Y2)	50% (3/6)	79% (23/30)

Disadvantaged pupil performance overview for last academic year (Year 2) 6 pupils

Measure	Percentage (Number) of PP pupils reaching EXS+	Percentage (Number) of all pupils reaching EXS+	Percentage (Number) of PP pupils reaching GDS	Percentage (Number) of all pupils reaching GDS
Reading	33% (2/6)	69% (20/29)	16% (1)	31% (9)
Writing	33% (2/6)	66% (19/29)	0%	21% (6)
Maths	33% (2/6)	66% (19/29)	16% (1)	28% (8)
RWM Combined	33% (2/6)	59% (17/29)	21% (6)	0%

Disadvantaged pupil performance overview for last academic year (Year 6) 4 pupils

Measure	Percentage (Number) of PP pupils reaching EXS+	Percentage (Number) of all pupils reaching EXS+	Percentage (Number) of PP pupils reaching GDS	Percentage (Number) of all pupils reaching GDS
Reading	75% (3/4)	77% (23/30)	25% (1/4)	13% (4/30)
Writing	75% (3/4)	90% (27/30)	0%	20% (6/30)
Maths	50% (2/4)	77% (23/30)	0%	20% (6/30)
RWM Combined	25% (1/4)	63% (19/30)	0%	3% (1/30)

Disadvantaged pupil progress scores for last academic year

Measure	Progress Score for PP pupils	Score for non-PP children
Reading	2.5	-1.4
Writing	1.1	0.4
Maths	-1.9	-0.7

Strategy aims for disadvantaged pupils

Measure	Activity
Priority One	To ensure all pupils receive quality first teaching by teachers receiving continuous professional development so that pupil premium children outcomes can be improved.
Priority Two	To ensure all pupils, specifically the lowest 20%, achieve good or better progress in reading.
Priority Three	To ensure that all pupils are able to have rapid and accurate recall of age appropriate mathematical knowledge to allow them to work with increasing independence.
Other Approaches	To ensure home life does not have a negative effect on pupil attainment and the amount of progress they make
Barriers to Learning addressed by these priorities	Below age expected reading & mathematics skills Poor language Children not being ready and prepared for school, attendance, children having limited or no first-hand experiences.
Projected Spending	

Teaching priorities for current academic year

Aim	Target	Target Date
Progress in Reading	All children to achieve good or better progress.	July 2020
Progress in Writing	All children to achieve good or better progress.	July 2020
Progress in Maths	All children to achieve good or better progress.	July 2020
Phonics	All children except children with a specific learning difficulty to pass the phonic screen check by the end of KS1.	June 2020
Other	All pupil premium children to achieve 96% attendance.	July 2020

Quality of Teaching for all				
Desired Outcome One: To ensure all pupils receive quality first teaching by teachers receiving continuous professional development.				
Chosen Approach/Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
Acting DHT to attend Senior Leadership Training	<p>Newly appointed Acting Deputy Headteacher to attend Senior Leadership training to support him in his role as a school leader so he can better understand the role of pupil premium.</p> <p>To deliver key messages to staff and SMT in order to raise outcomes at Badsworth School ensuring progress is good or better for pupil premium children.</p>	<p>Acting DHT to attend the Aspire Leadership Training</p> <p>After each session ADHT to disseminate training to SLT and discuss implementation at Badsworth</p>	Jake Thomson (Acting DHT)	On-going after each Leadership session, to ensure improvement strategies have a positive impact for pupil premium children
SEND Co to achieve SEND Co qualification	<p>SEND Co has been in place for 2 years and after approaching 3 year in post to complete the required qualification.</p> <p>28% of SEND children are also pupil premium so school's SEND provision can be improved, therefore raising outcomes for pupil premium and SEND children.</p>	<p>SEND Co to apply for qualification at Leeds Beckett University</p> <p>Release time available for assessments to be submitted</p>	Marie Parker (SEND Co)	<p>HT as part of being sponsor of the course</p> <p>Discussion with school governors on the impact of the course</p>
Science SL to attend training	<p>Second year of Science SL being in post and received no training outside of school. Training to provide skills for teachers to plan investigation lessons ensuring pupil premium children's engagement in lessons.</p> <p>Pupil premium children invited to a science after school club to enrich first hand experiences for pupil premium children.</p> <p>New OFSTED Framework September 2019</p> <p>Whole school curriculum review</p>	<p>Release being provided for the Science Leader to attend STEM training and network meetings</p> <p>Time for the Science SL to disseminate information back to SLT and staff meeting and implement in curriculum review</p>	Oliver Musgrove (Science SL)	<p>On going after each Science STEM session</p> <p>Pupil voice through Talking to Children sessions</p>

<p>Computing SL to attend SMART training</p>	<p>School leasing interactive whiteboards and SMART not being used to its full potential.</p> <p>Providing engagement for pupil premium children – children being more ‘active’ learners within the classroom setting.</p> <p>Chrome Books usage increases so children can become independent learners.</p> <p>New OFSTED Framework September, 2019</p> <p>Whole school curriculum review</p>	<p>Release time for Computing SL to attend SMART Training</p> <p>Release time for teachers to attend open classroom at neighbouring schools</p> <p>Time for the Computing SL to disseminate information back to SLT and staff meeting and implement in curriculum review</p>	<p>John Illiffe (Computing SL)</p>	<p>Half termly monitoring the use of SMART through lesson drop ins and speaking to children.</p> <p>Pupil voice by monitoring in Talking to Children sessions</p>
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Quality of Teaching for all				
Desired Outcome Two: To ensure all pupils, specifically the lowest 20%, achieve good or better progress in reading.				
Chosen Approach/Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
To provide a language rich environment in EYFS	33% Pupil Premium not achieving GLD.	Half Termly Pupil Progress Meetings	Kate Rees (EYFS Lead)	Half Termly
	Percent of pupil premium children being below national for expected + in speaking and listening at 75%.	Regular monitoring of the learning environments		Half Termly
		Monitoring of speaking & listening at termly assessment points		Termly
English Hub Phonics Audit	Phonics re- check	Regular Phonics assessments	Jake Thomson (Acting DHT)	Termly
	Monitoring of the lowest 20% show are not making as much progress as others.	Regular monitoring of the teaching of phonics	Marie Parker (SEND Co)	Half Termly
	School's audit of phonic reading books demonstrated a lack of coherence between reading books and phonic phase.	Pupil voice		Half Termly
	Below national in EYFS exceeding in reading at 7%	Children heard to read regularly		Weekly
	<i>EEF – Phonics research</i>	Half Termly pupil progress meetings		Half Termly
		Monitoring of class data by SLT		Half Termly
	Staff CPD time allocated	Half Termly		

<p>To provide opportunities for children to read widely and often as a vehicle to develop a love of reading which gives them the foundation for future learning</p>	<p>EEF – Phonics research</p> <p>KS2 results being below or in line with national expected standard or above</p> <p>0 Pupil Premium children passing phonics retake in Year 2</p> <p>Below national in EYFS exceeding in reading</p>	<p>Half termly pupil progress meetings</p> <p>Focused QLA</p> <p>Monitoring of class data by SLT</p> <p>Staff CPD time allocated</p>	<p>Jake Thompson (Acting DHT)</p> <p>Jenny Griffiths (Headteacher)</p>	<p>Half Termly</p> <p>Termly</p> <p>Termly</p> <p>Half Termly</p> <p>Termly</p>
<p>To use QLA accurately to target areas for specific cohort needs.</p> <p>To improve the pupil's understanding of assessment domains</p>	<p>KS2 results being below or in line with national expected standard or above</p>	<p>English Lead visiting neighbour schools to develop reading strategies for QLA</p> <p>SLT to review and adapt for Badsworth School</p> <p>Teachers to carry out QLA and to be used to target pupils at Pupil Progress Meeting</p> <p>English Lead to visit neighbouring schools to improve pupil's knowledge of assessment domains</p>	<p>Jake Thompson (Acting DHT)</p> <p>Jenny Griffiths (Headteacher)</p>	<p>Termly at each assessment point</p>

Quality of Teaching for all				
Desired Outcome Three: To ensure that all pupils are able to have rapid and accurate recall of age appropriate mathematical knowledge to allow them to work with increasing independence.				
Chosen Approach/Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
To improve the speed and recall of times tables	<p>Only 23% of children in Year 4 achieved above 20/25 in Year 4 Times Tables Trial</p> <p>50% of pupil premium children achieving age expected+ in maths at the end of KS2.</p>	<p>Subscribe to Times Tables Rockstars</p> <p>Set half termly competitions to engage children</p> <p>Timetabling of Chromebook/ipads for Year 3 & 4 to ensure weekly practise.</p> <p>Pupil usage discussed at half termly pupil progress meetings</p>	<p>Dominique Jenkins (Maths SL)</p> <p>John Illiffe (Year 4 teacher)</p>	<p>Half Termly</p> <p>Half Termly</p> <p>Half Termly</p> <p>Half Termly</p>
Training for new Maths Subject Leader	<p>New SL starting April 2019</p> <p>33% of children achieving age expected + in maths at the end of KS2</p> <p>50% of children achieving age expected + in maths at the end of KS2</p>	<p>Subject leader to attend Maths Hub Training</p> <p>Maths Subject Leader to feed back to SLT and agree implementation process</p>	<p>Dominique Jenkins (Maths SL)</p>	<p>After each SL training session</p>

<p>Continued focus on CPA approach across school</p>	<p>% of pupil premium children achieving age expected in maths at the end of KS2 in 2019.</p> <p>QLA of Year 6 SATs</p>	<p>Regular SL release time</p> <p>Monitoring of maths across school – talking to children, lesson drop ins, maths book monitoring</p> <p>Resources to be purchased</p> <p>Consistency across school</p> <p>Booster groups for Year 6 children within lesson time</p> <p>After school club for Year 6 SATs Revision</p>	<p>Dominique Jenkins (Maths SL)</p> <p>SLT</p>	<p>Half termly monitoring</p>
<p>A HLTA will use 0.5% of her time to lead groups from years 2-6 and catch up groups for Year 6.</p>	<p>End of year Year 1 – 6 assessments</p> <p>Termly assessment measuring pupil progress</p>	<p>Maths groups identified at Pupil Progress Meeting</p> <p>Timetabled time for the HLTA</p>	<p>Class teachers</p> <p>Jenny Griffiths Assessment Leader (Headteacher)</p>	<p>Half termly at assessment point</p>

Other Approaches				
Desired Outcome One: To ensure home life does not have a negative effect on pupil attainment and the amount of progress they make				
Chosen Approach/Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
To purchase CPOMS to allow all SLT to monitor behaviour, home life and attendance.	<p>New SLT and Safeguarding Team, DHT trained DSL March 2020.</p> <p>All SLT and Safeguarding Team being updated with home life issues and incidents in school.</p> <p>SLT to have the ability to monitor attendance, working with families to improve over attendance percentage for pupil premium children.</p>	<p>CPOMS training for DSL which will allow monitoring of homelife and attendance resulting in support being offered if required.</p> <p>Whole staff training</p> <p>Removal of paper cause for concern forms.</p>	Jenny Griffiths (Headteacher)	Discussed at SMT meetings

Other Approaches				
Desired Outcome Two: To ensure social and emotional issues do not prevent pupils from making at least expected progress in all subjects.				
Chosen Approach/Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
HLTA to lead nurturing sessions to share SEMH skills to resolve situations and understand emotions.	Pupil Premium children in school require additional emotional support in a safe environment	Timetabled slots Half termly meetings to feedback with Safeguarding Team	Jenny Griffiths (Headteacher)	Each half term at regular meetings Pupil Voice
Staff training to support pupil premium children with social and emotional issues which are barriers.	Staff training required updating Increased percentage of pupils with social and emotional needs	Training organised for all staff Time for staff to disseminate training across school	Jenny Griffiths (Headteacher) Jake Thomson (Acting Deputy Headteacher) Marie Parker (SEND CO)	Through monitoring of children's behaviour
Planned sessions with early intervention Future in Mind support.	Pupil premium children being identified early to for school/children/parents to receive early intervention strategies to support children with social and emotional issues.	Termly meetings with CAMHS support worker Intervention meetings to be arranged for CAMHS worker and parents/pupils Half termly update meetings with HLTA and Safeguarding Team.	Jenny Griffiths (Headteacher) Marie Parker (SEND CO)	Each term at meeting with CAMHS practitioner

<p>To improve cultural capital for pupil premium pupils</p>	<p>Low percentage of pupil premium children who attend after school clubs and out of school activities.</p> <p>We feel it is important that pupil premium children experience curriculum enrichment that they may not experience elsewhere giving the children a rich experience to help them in their studies.</p>	<p>50% reduction in cost for school visits, music lessons and after school clubs.</p> <p>Transport offered for attendance of matches and tournaments.</p> <p>All Year 4 learn flute by Wakefield Music Services</p>	<p>Jenny Griffiths (Headteacher)</p> <p>Rachel Maguire (SBM)</p>	<p>Each half term via HT and SBM meetings.</p>
<p>To ensure all children have the appropriate school uniform.</p>	<p>To ensure school is inclusive for all so uniform if not a barrier for attending school.</p> <p>Offer 50% off a jumper/cardigan as our pupil premium offer each academic year.</p> <p>Offer support for other aspects of uniform if required.</p>	<p>Offer this to parents the start of the school year.</p>	<p>Jenny Griffiths (Headteacher)</p> <p>Rachel Maguire (SBM)</p>	<p>When children join school/July in preparation for the new academic year.</p>
<p>To offer free school milk for all pupil premium pupils</p>	<p>To ensure children are having a healthy drink during the morning</p> <p>To support a healthy diet</p>	<p>Administrative staff to organise via payment and letters to parents of pupils on the pupil premium register.</p>	<p>Rachel Maguire (SBM)</p>	<p>Each term when milk is re-ordered.</p>