



# Bayards Hill Primary School Pupil Premium strategy statement

1. Summary information					
School	Bayards Hill Primary School				
Academic Year	2018-19	Total PP budget	1485,000	Date of most recent PP Review	Oct 17
Total number of pupils	369	Number of pupils eligible for PP	165 48%	Date for next internal review of this strategy	Oct 18
2. Current attainment					
			<i>PP</i>		<i>Non PP</i>
% achieving age expected in reading KS2			20%		54%
% achieving age expected in writing KS2			48%		66%
% achieving age expected in maths KS2			32%		62%
% achieving age expected in RWM combined KS2			16%		43%
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>					
A.	Base line data shows that pupils eligible for PP enter reception with low communication and interaction skills. This slows progress in subsequent years				
B.	Significant gap in boys eligible for PP attainment in literacy, particularly reading across the school				
C.	Low level disruption due to lack of engagement for all pupils eligible for PP including higher ability				
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>					
D.	Lack of knowledge about healthy lifestyles including healthy eating, sleeping habits, good mental health appropriate parental boundaries and risk taking.				
4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>				Success criteria	

<b>A.</b>	Improve early language and communication skills for pupils eligible for PP in reception and year 1	Pupils eligible for PP in Reception classes make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations (GLD/ Phonics screening).
<b>B.</b>	Raise attainment by closing the attainment gap for boys eligible for PP in literacy by 10%	Boys eligible for PP across the school make rapid progress in reading to raise attainment so it is in line with non PP eligible pupils.
<b>C.</b>	Improve the quality of teaching and learning so that lesson is engaging and challenging.	Observation of better engagement and well developed learning behaviours in disadvantaged pupils – leading to better progress and attainment
<b>D.</b>	Improve pupil and parent knowledge of healthy lifestyles	Improve the number of healthy snacks in lunchboxes. Parental knowledge of healthy lifestyles has increased. Lower levels of SDQ scores for children and higher QCA scores to promote positive values and behaviour. Pupils know how to keep safe

## 5. Planned expenditure

<b>Academic year</b>	<b>2018 -2019</b>
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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

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. Improve early language and communication skills for pupils eligible for PP in reception and KS1	Speech and language screening for all children in Reception and Y1  Additional Trained speech and Language TA  RWI Phonics teaching	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest early intervention is an effective way to improve attainment in the longer term and has a high impact on pupil outcomes.	RWI and SPL screening tool selected using evidence of effectiveness. Use INSET days to deliver training. Peer observation of attendees' classes after, to embed learning.  Inclusion leader to monitor RWI groups	Amy Jones (Inclusion leader)	Termly

<p><b>B. Raise attainment by closing the attainment gap for boys eligible for PP in literacy by 10%</b></p>	<p>Intervention programme / trackers for all SEND/PP pupils</p> <p>RWI fresh start for KS2</p> <p>HT and DHT teaching Maths and Reading in KS2</p> <p><b>Focus on Identification and High quality feedback (Priority person Pledge( PPP)</b></p>	<p>We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest early intervention is an effective way to improve attainment in the longer term and has a high impact on pupil outcomes.</p>	<p>RWI FS selected using evidence of effectiveness.</p> <p>Use INSET days to deliver training.</p> <p>Inclusion leader to monitor RWI FSgroups</p>	<p>Amy Jones Charley Eaglestone</p>	<p>Termly</p> <p>Termly Phase evaluation reports</p> <p>HT reports</p> <p>Pupil progress meetings and RAP plans</p>
<p><b>C Improve the quality of teaching and learning so that lesson is engaging and challenging.</b></p>	<p>Coaching and mentoring to improve the quality of teaching. Use of IRIS</p> <p>Embed daily raising attainment strategies into teaching</p> <ul style="list-style-type: none"> <li>• Live feedback</li> <li>• PPP</li> <li>• Spelling and handwriting teaching</li> </ul>	<p>Evidence based intervention: Teacher to teacher support and immediate feedback</p>	<p>Regular timetabled time for teachers to meet in Learning teams 6x a year</p> <p>Purchase if IRIS licences</p> <p>Purchase of spelling scheme</p>	<p>Charley Eaglestone (DHT)</p>	<p>Termly</p> <p>Termly Phase evaluation reports</p> <p>HT reports</p> <p>Pupil progress meetings and RAP plans</p>
<b>Total budgeted cost</b>					£62,000
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

A Improve early language and communication skills for pupils eligible for PP in reception and KS1	1:1 and group S+L therapy RWI 1:1 catch-up Early Talk boost intervention Additional S+L TA	Some of the students need targeted support to catch up. These are programmes which have been independently evaluated and shown to be effective in other schools nationally and locally. Small group interventions with highly qualified staff have been shown to be effective. RWI recognised by DfE.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.	Amy Jones (AHT inclusion) Hailey Stopper	Termly Phase evaluation reports HT reports Pupil progress meetings and RAP plans
B. Raise attainment by closing the attainment gap for boys eligible for PP in literacy by 10%	RWI 1:1 catch-up Freshstart Y4-Y6 Provide higher quality feedback through PPP and Live feedback	Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. Some of the students need targeted support to catch up. These are interventions which have been independently evaluated and shown to be effective in other schools locally. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.  Impact overseen by literacy co-ordinator and Inclusion leader. Teaching assistant (TA) CPD for TAs supporting the sessions.  4 TAs attended RWI Freshstart central training	Amy Jones (AHT inclusions)	Termly data capture Governor monitoring visits  Termly Phase evaluation reports  HT Reports  Pupil progress meetings and RAP plans
<b>Total budgeted cost</b>					27450
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

D. Improve pupil and parent knowledge of healthy lifestyles	<p>Train in house play therapist</p> <p>Employ a family liaison officer</p> <p>Train all staff in circle time and mindfulness</p> <p>Healthy eating policy</p> <p>Cooking club</p>	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	<p>Ensure identification of target pupils is fair, transparent and properly recorded using QCA and SDQ assessments.</p> <p>Boxall profiling of all Y1 pupils</p> <p>Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.</p>	Amy Jones AHT Inclusion/ PSHE lead	<p>Termly Governor monitoring visits</p> <p>Termly HT reports</p>
Increased attendance rate for pupils eligible for PP so that it is in line with attendance of other groups	<p>Employ family liaison officer</p> <p>Implement more robust attendance policy</p>	In school evidence shows that implementing and applying a consistent attendance policy has driven up attendance	Policy will be followed and LA attendance team will support FLO in working with parents who are finding maintaining good attendance difficult.	Anna Hogg FLO	Termly HT report and attendance report
<b>Total budgeted cost</b>					<b>55500</b>

6. Review of expenditure				
Previous Academic Year		2017-18		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost
Improve early language and communication skills for pupils eligible for PP in reception and year 1	<p>Speech and language screening for all children in Reception and Y1</p> <p>Extra adult support in Reception</p> <p>RWI Phonics teaching</p>	Phonics screening outcomes improved from 78%- 93% overall and from 75-100% % for PP eligible pupils	Continue with these strategies and extend to older pupils who have still not gained these early skills	£7000

<p>Raise attainment by closing the attainment gap for boys eligible for PP in literacy by 10%</p>	<p>RWI Phonics teaching (N-Y2) Intervention programme / trackers for all PP pupils</p> <p>RWI fresh start for KS2</p> <p>Maths attainment teacher for Y5/6</p> <p>Focus on Identification and High quality feedback (Priority person Pledge( PPP)</p>		<p>Fresh start RWI not started due to staffing and recruitment issues.</p>	<p>£5000</p>
<p>C Improve the quality of teaching and learning so that lesson is engaging and challenging.</p>	<p>Coaching and mentoring to improve the quality of teaching. Use of IRIS</p> <p>Embed daily raising attainment strategies into teaching</p> <ul style="list-style-type: none"> <li>• Live feedback</li> <li>• PPP</li> <li>• Spelling and handwriting teaching.</li> </ul>	<p>Pupils eligible for pp are now making better rates of progress</p> <p>71% of PP eligible pupils made expected progress compared to 79% of non PP eligible pupils</p>	<p>Continue with coaching and learning teams</p> <p>Continue with PPP</p>	<p>£4000 0</p>
<p><b>ii. Targeted support</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action / approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>

A Improve early language and communication skills for pupils eligible for PP in reception and year 1	1:1 and group S+L therapy RWI 1:1 catch-up Early Talk boost intervention Additional adults in early years	Phonics screening outcomes improved from 78% to 93% KS1 r overall and from 75% to 100% for PP eligible pupils	Continue with these strategies and extend to older pupils who have still not gained these early skills	£6000
B. Raise attainment by closing the attainment gap for boys eligible for PP in literacy by 10%	RWI 1:1 catch-up Provide higher quality feedback through PPP	Phonics screening outcomes improved from 78% to 93% KS1 overall and from 75% to 100% for PP eligible pupils		
<b>lii Other approaches</b>				
D. Improve pupil and parent knowledge of healthy lifestyles	Train in house play therapist Employ a family liason officer Train all staff in circle time and mindfulness	Exclusions both internal and external have reduced. Fixed term exclusions in line with national averages	Continue with policy	£3000 0