



Bridge and Patricbourne CE Primary School

Pupil Premium Strategy Statement 2017-2018



1. Summary Information					
School	Bridge and Patricbourne CE Primary School				
Academic year	2017-18	Total PP Budget	£33,000	Date of most recent PP strategy review	March 2017
Total number of pupils	417	Number of pupils eligible for PP	24	Date of next PP strategy review	March 2018

2. 2016/17 Data outcomes			
	School Disadvantaged	School Non – Disadvantaged	National Non-Disadvantaged
% achieving GLD in EYFS	N/A	97%	73%
Key Stage 1			
% achieving expected standard in phonics in Y1	100%	98%	84%
% achieving expected standard in phonics in Y2	100%	-	100%
% achieving expected standard or above in Reading	80%	96%	79%
% achieving expected standard or above in Writing	80%	98%	72%
% achieving expected standard or above in Maths	60%	96%	79%
Key Stage 2			
% achieving expected standard or above in Reading	86%	93%	77%
% achieving expected standard or above in Writing	71%	96%	81%
% achieving expected standard or above in Maths	57%	89%	80%
% achieving the expected standard or above in Reading, Writing and Maths	43%	83%	67%

Data outcomes: Year Groups (Pupil premium children achieving end of year expectations or above)

	Reading	Writing	Maths
Year 5	75%	100%	75%
Year 4	100%	100%	100%
Year 3	100%	100%	100%
Year 1	50%	50%	50%
Year R	N/A	N/A	N/A

Attendance %	School Dis-advantaged	School NON - Disadvantaged	National NON -Disadvantaged
Pupil Premium	96.23%	97.39%	

3. Planned Expenditure

Academic Year	2017-18				
Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
To close attainment gaps and ensure progress and maximise achievement.	Specifically qualified Teaching assistants to work with pupil premium children throughout the school on identified target areas including Maths, English, Speech and Language and Emotional Wellbeing. In class support and out of class interventions.	100% make expected progress. 50% make accelerated progress.	Monitoring data and termly progress meetings Pupil progress meetings, Monitoring of provision maps. Monitoring of lessons.	CL subject leaders SLT	Termly Annual review March 2018
To teach self- soothing, management of feelings leading to improve emotional wellbeing	Relax Kids Therapy	Improved self-esteem which has increased focus in class (Leuven	Pupil Progress meetings to identify pupils who can are needed	CL	End of each session

to enable children to make progress.		scale for monitoring). Children have greater independence and are able to manage their feelings effectively. Reduction in recorded incidents for children with PP	Leuven scale monitoring by CL Provision map reviews		
To provide emotional support for vulnerable children to allow them to focus in class.	Play Therapist	Children no longer need monitoring in social situations. Overall reduced behaviour incidents. Improved emotional literacy as a result of the therapy. SDQs show progress at home and school.	CL monitoring Teacher identification of Pupils	CL	End of each session feedback and report for CL and class teachers
1:1 reading with children to develop their enjoyment and confidence in reading.	Beanstalk reading support Books for more able readers	100% made expected+ progress 75% made accelerated progress	Pupil Progress meetings Assessment data tracking	CL	Termly
To meet the psychological needs of all Pupil Premium children	Educational Psychologist	Expected or above progress is made through appropriate use of strategies and information.	CL monitoring	CL	As needs arise
To inspire and enhance learning, develop understanding through experiential learning. To develop talents and interests.	Educational visits and activities	Children approach learning with enthusiasm making expected and above progress. Children are included and have equal opportunities to	As trips and activities arise	Class teachers School Finance officer	Ongoing

		<p>partake in clubs, sports or events.</p> <p>Disadvantaged children have enrichment opportunities and the balance is redressed.</p>			
To ensure all PP children have the correct school uniform.	School Uniform	<p>Increased attendance.</p> <p>All children feel valued and included regardless of any financial disadvantage.</p>	<p>Monitor pupil need and appearance</p> <p>Discussion with parents</p>	School Finance Officer	Ongoing
<p>To develop specific skills, enhance learning and develop independence.</p> <p>Resource packs to ensure disadvantaged children make effective progress in basic skills and to ensure that more able are challenged</p>	Resources	<p>Identified most able challenged so that 100% reach greater depth in Reading, writing and maths</p> <p>100% of children make expected + progress in reading, writing and maths</p>	<p>Observations</p> <p>Pupil Progress meetings</p> <p>Assessment data tracking</p>	CL, SLT, Subject leaders, TA	Termly
To enable parents to support their children in using the Relax Kids strategies to improve and maintain wellbeing.	<p>Parents workshop</p> <p>Staff workshop</p>	<p>Informed, supportive parents. Improved self-esteem which has increased focus in class.</p> <p>Children have greater independence and are able to manage their feelings effectively.</p>	Clear communication	CL, Subject Leads, Relax Kids	As needs arise
To encourage and develop imaginative and collaborative play opportunities.	Emporium play equipment	<p>PP children effectively engage in play opportunities across the school</p> <p>(playground</p>		CL	

		observation)			
<p>To enrich the teaching of phonics and maths in the classroom and provide parents with appropriate methods to help support their children's learning at home.</p> <p>To assess identify specific areas of need and provide interventions to support and develop children's language skills.</p>	<p>Subscriptions:</p> <p>My Maths</p> <p>Phonics Play</p> <p>Language Link</p>	<p>Home learning has impact on standards.</p> <p>100% of PP children achieve phonics threshold in Year 1 and Year 2</p> <p>100% of PP children make expected progress in maths;50% make accelerated progress</p> <p>Children's language difficulties are targeted, and addressed. Difficulties are reduced through successful intervention and support. Positive impact on progress.</p>	<p>Assessment tracking</p> <p>Monitoring</p> <p>Observations</p> <p>Parent feedback</p>	CL	Termly and end of year review
<p>To ensure that individual needs are carefully assessed and targeted with relevant additional support which is monitored, evaluated and adapted to ensure it is relevant and successful.</p> <p>To track progress over time using achievement data</p> <p>PP champion to carry out pupil's work scrutiny, lesson observations, learning walks, case studies and parent, child</p>	Pupil Premium Champion	<p>All children make expected or accelerated progress.</p> <p>Parents feel confident in the school's PP procedures and are informed of their children's progress and how the funding has impacted on their child's progress.</p> <p>Children are happy, keen to learn and</p>	<p>Pupil progress meetings</p> <p>Book Scrutiny</p> <p>Observations</p> <p>Provision Reviews</p>	CL, HT	Termly and end of year review

<p>and staff voice. To monitor and evaluate the spending of pupil premium funding and report to GB 3x per year. PP champion to have parent consultations with PP parents. PP champion to target parents who may be eligible.</p>		<p>thrive in a supportive environment.</p> <p>Attendance is increased : 100% of PP pupils have attendance of 95% or above 50% of PP children 97% attendance</p> <p>Increased take up of PP</p>			
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