

Pupil premium strategy / self-evaluation **Bishops Tawton Primary School DRAFT**

1. Summary information					
School	Bishops Tawton Primary School				
Academic Year	18/19	Total PP budget	£27,300	Date of most recent PP Review	1/19
Total number of pupils	172	Number of pupils eligible for PP	21 (12%)	Date for next internal review of this strategy	7/19

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	89%	64%
% making expected progress in reading (as measured in the school)	100%	
% making expected progress in writing (as measured in the school)	89%	
% making expected progress in mathematics (as measured in the school)	94%	

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Writing progress and attainment below reading/maths for this group
B.	Meeting the needs of the most able
C.	Physical development (gross/fine motor skills) Enhanced curriculum for most able
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
D.	Family support. Pastoral care, Working with other agencies (attendance)

4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	Narrow the gap for disadvantaged groups between reading/writing	Gap closes
B.	Most able children exceed expected outcomes from their starting points	% greater depth dis group

C.	Health and wellbeing needs are met for disadvantaged groups	Participation in PE + extra-curricular activities
D.	Attendance for disadvantaged group, remove barriers to learning	Attendance % increases

5. Review of expenditure				
Previous Academic Year		2017/18 (£25,617)		
i. Quality of teaching for all				
Action	Intended outcome	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
Quality first teaching	ARE and above	88% met or exceeded ARE in Reading, Writing and maths	How well are the PP children support in reaching expectations in all subjects? (2 children not met)	*22,300
Senior Leadership target and review of PP children	All group needs are revised and met	Leading provision across the school and monitoring progress via pupil progress meetings. Case study project.	Ensure most up to date information re PP children is available to all staff. Continue with case studies and raising awareness for TAs	As above
TA supported teaching	ARE and above	As above	How well do support staff target PP children in order for them to meet or exceed?	*7,500
ii. Targeted support				
Action	Intended outcome	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
Interventions (TA and teacher led) See SDP	ARE and above	1:1 reading: Impact 100% met Maths intervention: 94% met	How can interventions in writing close the gap between reading and writing for this group?	As above

Ability groupings within class	ARE and above	All groups met or exceeded in reading, vast majority in maths and writing	Quality first teaching and teacher input has direct impact on learning outcomes	As above
iii. Other approaches				
Action	Intended outcome	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
Family support, Thrive	Attendance for disadvantaged group, remove barriers to	Gap closing for attendance of this group?	Attendance data shows gap closing but still very low for one PP child: continue to work with other agencies.	HLTA 12,000
Play therapy	Removing barriers	Child is more engaged in learning and making progress	How can this approach support other PP children?	300.00
Music Tuition	Enhanced curriculum	Progress made in music? Impact on learning behaviours?	How could this intervention improve outcomes for other children?	600.00
Residential and Trip subsidy Fun fit intervention	PP children access enhanced experiences beyond the classroom	PP children as learners? Self-esteem and relationship development. Self-confidence and resilience Improved gross and fine motor skills	How can these experiences be evidenced as directly improving outcomes for this group? Children and parents report that they can access a wider curriculum and enhanced learning experience as a result of subsidised trips and music lessons that they would not otherwise get	Up to 50% per trip 1,000
6. Planned expenditure				
Academic year	2018/19 (£1,516 per child)			
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies				
i. Quality of teaching for all				

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Quality first teaching	ARE and above in all subjects	To ensure that children reach their potential in all areas of the curriculum	Curriculum review, action research. Cover supervisors provide non-contact time	Lead Teacher (HH)	Termly
Senior Leadership target and review of PP children	All group needs are revised and met	Leading provision across the school and monitoring progress via pupil progress meetings. Case studies embedded.	Regular monitoring and sharing data	SLT	Termly
TA supported teaching	ARE and above in all subjects	Targeted in class support for groups and 1:1	Class teachers review and monitor impact	DC/DP	Termly
Total budgeted cost					29,800
ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Interventions (TA and teacher led)	ARE and above	Direct teaching of specific difficulties	Review outcomes	SENDco DC	Termly
Ability groupings within class	ARE and above	How well teachers can deliver quality first teaching with TA support for all groups	Review outcomes	All	Termly
Total budgeted cost					As above
iii. Other approaches					

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Family support, Thrive	Attendance for disadvantaged group, remove barriers to learning	Removing barriers to learning and supporting the child within the family	Case reviews and pupil progress	HLTA (DP)	Annually
Play therapy	Removing barriers	More in depth approach for individual children	Case reviews	HLTA (DP)	Termly
Revised curriculum and action research	All children achieve across the curriculum	SLs lines of enquiry to address those children falling below across the curriculum	SDP	SLT	Termly
Music Tuition	Enhanced curriculum	Learning an instrument impacts upon development...	Review outcomes for this group	Lead Teacher (HH)	Annually
Residential and Trip subsidy Fun Fit	PP children access enhanced experiences beyond the classroom	These experiences improve learning behaviours and attitudes beyond the curriculum	Review outcomes for this group	HT SENDco	Annually
Total budgeted cost (*= 10% total teaching/TA costs)					13,900
Total:					47,300
7. Additional detail					
Costs calculated at % of total staff costs depending on how many pp children in cohort (12% actual but calculated at 10%)					

