Bruton Primary School - Pupil Premium Strategy Statement 2019-2020

1. Summary information:					
School	Bruton Primary School				
Academic Year	2019-2020	**Total PP budget**	£54,600	**Date of most recent PP Review**	Sept 2019
Total number of pupils	225	**Number of pupils eligible for PP**	31	**Date for next internal review of this strategy**	Dec 19

2. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers *(issues to be addressed in school, such as poor oral language skills)*	
A.	There are a small number of children eligible for Pupil Premium (14%). Trends are difficult to measure due to the statistically small groups. The focus is on every individual child and meeting their unique needs.
B.	42% of PPG children do not achieve the ELG. However, 39% of those pupils make ARE in Reading and Maths and 16% achieve accelerated progress.
C.	Results in Writing progress fall below expected. This is a focus on the school development plan.
External barriers *(issues which also require action outside school, such as low attendance rates)*	
D.	Attendance for the whole school was 95.5% and for PPG eligible children 93.7% (1.8% gap) Attendance is monitored for all PPG children to ensure this does not impact on their learning. There are some pupils known to 'social care'.

3. **Desired outcomes** *(Desired outcomes and how they will be measured)*		**Success criteria**
A.	To track progress termly making sure all PPG pupils make at least expected progress in R,W,M with a particular focus on Writing.	All children making at least expected progress termly in line or above non-disadvantaged pupils.

B.	To provide targeted intervention for PPG pupils with a particular focus on those not reaching the standard in phonics or achieving the GLD.	To close the attainment gap compared to non PPG children
C.	To increase the % of PPG children meeting ARE and achieving Greater Depth in RWM combined so that they are better prepared for the next stages of their education.	Percentage of pupils achieving RWM combined is increasing
D.	To identify and address the gaps in learning in writing in order for PPG to narrow the attainment and progress gap.	The attainment and progress gap is narrowing.

4. Planned expenditure

Academic year	**2019/2020**

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

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact
To continue to improve the quality of teaching and learning across the school by working collaboratively within the federation	Shared practice, observation, book scrutiny and feedback. Shared moderation and planning times	To maximise the skill set within the school and federation by collaboratively working to ensure better outcomes for children	Planned INSETs and staff meetings along with Key Stage meetings. New and shared ideas evident in book scrutiny and observation.	Executive Head teacher Head of School Deputy Head of School	

To improve the provision for all pupils through targeted guided reading and quality whole class text	Staff training by English subject leader and SLT. Team teaching across the federation. LSA training by federation English subject leaders.	Collaborative working to share and develop best practice	Through learning walks, lesson observations and work scrutiny	Head of School, Deputy Head of School, Maths subject lead.	
To ensure we can provide ELSA support for all children with identified need across the school.	Pay into TLC for weekly PFSA support and provide ELSA support	To ensure that a trained professional is supporting the emotional needs of our pupils and families, which in turn will have a positive impact on outcomes	PFSA/ELSA to feedback to Head of School and liaise with parents	Head of School and Deputy Head of School	
To continue to provide highly targeted intervention through strategies such as pre-teaching, use of T4W and power of 2	Planned and delivered by class teacher and support staff	To provide opportunities to maximise progress and close the attainment gap.	Monitoring of progress and attainment termly. Monitoring of interventions.	Head of School, Deputy Head of School and SENDco	
				Total budgeted cost	£2200.00

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact
To increase the % of PP children making expected or more than expected progress in Writing	Class teachers and LSA to deliver targeted intervention in addition to QFT which is planned for and reviewed by the class teacher	Individual s identified along with targeted area of need Progress from intervention is reviewed regularly	Overseen by Head of School/SENDco and by class teachers.	Head of School and Deputy Head of School	

To increase the % of PP children making more than expected progress in Reading and Writing	Class teachers and LSA to deliver targeted intervention in addition to QFT which is planned for and reviewed by class teacher	Individual s identified along with targeted area of need Progress from intervention is reviewed regularly	Overseen by Head of School/SENDco and by class teachers	Head of School and Deputy Head of School	
To increase the % of PP in year 6 attaining RWM combined.	Teacher/LSA to deliver wave 2 intervention and wave 3 for targeted pupils	Small groups/individual intervention.	Overseen by Head of School/SENDco and by class teachers.	Head of School and Class teachers	
To increase the percentage of pupils achieving ARE in Writing	Teachers to teach small groups of Year 6 pupils to enable them to achieve expected and above in end of year tests Reading and writing tuition in place for year 6 pupils including PPG pupils	Larger number of pupils achieving at or exceeding the expected standard in end of year tests in Writing through teacher assessed results at KS2	Overseen by English subject lead, Deputy Head of School and Head of School.	Head of School, Deputy Head of School English subject lead	
Provide ELSA/PFSA social and emotional support for all PP children with identified need across the school.	PFSA individual support. ELSA individual support.	Targeted pupils	TLC supervision, ELSA supervision, reporting to parents and liaison	Head of School and Deputy Head of School	
				Total budgeted cost	£50400
iii. Other approaches					
Desired outcome	**Chosen action / approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**Impact**

To support all eligible PP families to access all curriculum and learning opportunities	PP families able to access support for residential, school trips, uniform, extracurricular activities	Enable all families to access all learning/curriculum opportunities	Through business manager	Executive Head teacher and Business Manager	6 children received additional funding enabling them to access extra -curricular activities.
				Total budgeted cost	**£2000**

Progress of PP **Children making expected progress across the school- 13/31= 42% and 11/31 35% making more than expected progress**