

Pupil premium strategy statement

School overview

Metric	Data
School name	Burton Bradstock CE Primary School
Pupils in school	82
Proportion of disadvantaged pupils	17.3%
Pupil premium allocation this academic year	£18,480
Academic year or years covered by statement	2019-20
Publish date	November 2019
Review date	July 2020
Statement authorised by	C Staple
Pupil premium lead	C Staple
Governor lead	P Lewis-Badgett

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	4.0
Writing	1.0
Maths	-3.4
Measure	Score
Meeting expected standard at KS2	RWM 50%
Achieving high standard at KS2	RWM 0%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1 - Vocabulary	Improve the range and quality of both spoken and written vocabulary including conjunctions, adjectives, verbs used in writing of disadvantaged pupils across the school.
Priority 2 - Maths	Develop arithmetic skills and mathematical reasoning for disadvantaged pupils across the school.
Priority 3 – Resilience and Independence	Provide children with emotional support and develop independence skills so that children show resilience when tackling their learning.
Priority 4 - Experience	Enhance the curriculum to include equal opportunities for all disadvantaged pupils to experience cultural capital through appropriate resource, visits, trips etc.
Barriers to learning these priorities address	Providing children with the skills, knowledge and mindset to be successful learners across all areas of learning.
Projected spending	£18,480

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading	Sept 20
Progress in Writing	Achieve national average progress scores in KS2 Writing	Sept 20
Progress in Mathematics	Achieve average KS2 Mathematics progress scores in line with our pyramid of schools	Sept 20
Phonics	Achieve national average expected standard in PSC	Sept 20
Other	Improve attendance of disadvantaged pupils to at least 95%	Sept 20
Other	Achieve an increase in disadvantaged pupils achieving the expected standard in RWM	Sept 20

Targeted support on disadvantaged pupils reaching the expected standard in phonics check

Measure	Activity
Priority 1 - Vocabulary	Ensure all new staff are trained on Talk Boost to deliver it effectively. Provide a trained Teaching assistant to deliver targeted speech and language programmes.
Priority 3 – Resilience and Independence	Work with Pie Corbett on Talk for Writing approach and apply the principles in reading and writing teaching.
Barriers to learning these priorities address	Ensuring staff use quality evidence-based whole class teaching alongside targeted intervention programmes to support pupils with an identified need
Projected spending	£8,000

Targeted academic support for current academic year

Measure	Activity
Priority 1 - Vocabulary	Direct tuition of vocabulary through all subjects using knowledge organisers. Monitor and support TAs to run high quality research-based interventions to support pupils improve their language skills (Talk Boost, Speech programmes)
Priority 2 - Maths	Use maths mastery approach to support and challenge pupils in arithmetic and reasoning.

	Train and support staff to deliver high quality interventions to support pupils improve their fluency, reasoning and problem solving skills (pre-teach, Number Counts, Success@Arithmetic)
Priority 3 – Resilience and Independence	Staff are effective in providing learning rich environments which supports positive mindset and emotional regulation. Support is offered through skilled staff, Educational psychologists, Thrive techniques, counselling and play therapy.
Barriers to learning these priorities address	Providing the initial foundations for improving reading, writing and mathematics across the school.
Projected spending	£9,200

Wider strategies for current academic year

Measure	Activity
Priority 1 - Vocabulary	Staff training on modelling rich vocabulary and extending pupils' vocabulary across subjects
Priority 2 - Maths	Whole staff training across the Trust on progression of skills and knowledge from the early years through to year 6 in arithmetic and reasoning
Priority 3 – Resilience and Independence	Access to clubs, 1:1 support and leadership roles and opportunities (school council, sports ambassador)
Priority 4 - Experience	A progression of experiences, visits, trips, clubs to be planned into the whole curriculum to enrich the cultural capital of disadvantaged pupils enabling them to have wider experiences on which to draw for inference within reading and ideas for writing.
Barriers to learning these priorities address	Enabling pupils to have shared experience/opportunities to draw upon Improving attendance Developing a sense of self-worth and pride
Projected spending	£1,280

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to allow for quality staff professional development	Use of Inset days, staff meetings and additional cover. Working with colleagues across the Trust to share expertise and learning
Targeted support	Ensuring there is dedicated time within the curriculum to deliver interventions Monitoring of interventions and their impact	Class termly timetables highlight the intervention programmes SENCo to work with staff to monitor interventions and support with writing provision maps
Wider strategies	Engaging families facing most challenges	Welcoming, open door policy to encourage partnership between home and school

	Planning progression of cultural capital opportunities across the school	Working closely with Trust schools to support joint initiatives
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Review: last year's aims and outcomes

Aim	Outcome
Improved participation in class lessons and increased use of rich language and vocabulary.	Monitoring shows that disadvantaged pupils participate well in class lessons, are enthusiastic learners and have made progress in line with their peers. This is still an area to be targeted as baseline assessments on entry show that pupils are starting school with a language deficit
Higher rates of progress in writing for disadvantaged pupils	100% of disadvantaged pupils in year 6 achieved the expected standard in writing and grammar, punctuation and spelling Increased progress score from the previous year (0.28 to 1.0) 69% of disadvantaged pupils across the school achieved at least the expected standard in writing
Higher rates of progress in handwriting and the development of fine motor skills for disadvantaged pupils	Improved standards of handwriting seen across the school, however this is still a focus for some identified pupils and interventions will continue
Increased self-esteem and aspiration amongst disadvantaged pupils	Disadvantaged pupils continue to participate in a range of subsidised clubs and represent the school in various roles (school council, sports ambassadors, lead roles in productions etc.)