



Reporting the use of Pupil Premium Funding

Overview

The Pupil Premium is designed to ensure that funding to tackle disadvantage reaches the pupils who need it most. The funding is allocated to Local Authorities and schools with pupils from Reception to Y6 who are eligible for free school meals (FSM), are looked after or have parents currently in the Armed Forces. In 2018/2019 the funding allocated was £1320 per child, £300 for children of Armed Forces families and £2,300 per post-LAC.

Total number of pupils: 336

Pupils eligible for PP funding: October 2018: 61 children (43 FSM, 18 military) 1 LAC, 4 post-LAC (2 whom joined us Sept'18)

Total amount allocated to the school for the current academic year (as of October '18)

September 2018-2019: £51,748 Pupil premium, LAC and Service Children.

Identified barriers to educational achievement

Bassingbourn Primary has identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

- Poor attendance and / or late arrival at school
- Social and emotional problems linked to home circumstances (e.g. domestic violence, separation, bereavement) resulting in low-self esteem, poor behaviour (modelled at home), difficulty building friendships, limited concentration in class and problems socialising with others
- Limited parental engagement with school – especially regarding attendance at information and workshop evenings and completion of homework / reading
- Reduced exposure to cultural / social activities due to reduced household income / no transport
- Home environments that are not conducive to study (no books, limited resources or over crowded)
- Limited access to extra-curricular activities – e.g. physical activities, activities that promote knowledge and understanding of the world
- Low standards re. range of vocabulary, comprehension of concepts – caused by limited life-experience, increased use of technology / social media.

Rationale for expenditure in 2018-2019

1. Maintain relationships with hard-to-reach parents to improve engagement with teaching strategies and enhance pupil learning
2. Ongoing training and reviewing of accountability, outcome / progress and reporting systems.
3. Enable access to resources and opportunities, in school, if identified as not being available at home
4. Accelerate the progress for PP children, so as to diminish identified difference

October 2018

Principles for using the Pupil Premium Grant at Bassingbourn

Bassingbourn has a commitment to raise achievements for pupils who are eligible for Pupil Premium and knows these pupils must make faster progress than non-eligible pupils and is determined to achieve this. Bassingbourn never confuses eligible pupils with low ability and strives to 'bring out the best' in this group of pupils and support them to achieve the highest levels.

Bassingbourn creates an overall package of support aimed to tackle the range of barriers including professional development (focusing on improving outcomes for eligible pupils), raising the quality of teaching and learning, supporting language acquisition, improving parental engagement, offering opportunities for first-hand experiences and the development of literacy and numeracy skills.

How will the school measure the impact of the Pupil Premium?

At Bassingbourn Primary, the usual cycle of data collection and the monitoring and tracking of the cohort's attainment, will be used to inform pupil progress and enable the early identification of need, support and enable planning of appropriate interventions in order to raise attainment and diminish the gap between our PP pupils and other non-PP nationally. Review meetings will take place regularly (informally every half term, and formally at the end of each term) with Headteachers, Senior Leadership (including Pupil Premium Co-ordinator) teachers and TAs.

At each review point, the school will review the impact of actions taken and will plan for how the funding will be specifically allocated over the next phase. This information will be recorded on the child's Pupil Premium Passport. When selecting pupils for Pupil Premium target groups, the school will look at all pupils across the school. There are some pupils who are not eligible for PP who will benefit from these groups if their needs are similar and we believe progress can be made towards individual targets. The Pupil Premium Leader (Miss Vicky Tyas) and the Headteachers have a clear overview of how funding is allocated and the difference it is making to the outcomes of pupils termly. Pupil Premium Funding and the impact of this is a regular item on the governors' Education and Learning and Resources committees who are ambitious for pupils and closely monitor spending / progress / attainment.

Headteachers: Mrs Sue Brown / Mrs Rachael Schofield

Pupil Premium Co-ordinator: Miss Vicky Tyas

Nominated governor: Mrs Pippa Sutcliffe

Date of next Pupil Premium Strategy Review: February '19

Planned Expenditure Academic Year 2018-2019

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	Review
Maintain relationships with hard-to-reach parents to improve engagement with teaching strategies and enhance pupil learning	<p>Family Support Worker to arrange regular, ongoing, opportunities through year for parents to come to school – coffee mornings, problem solving, training.</p> <p>Family Worker drop-ins / phone calls to continue.</p> <p>Family Worker to monitor current caseload using EHA / TAF meetings (regularly reviewing)</p> <p>Family Worker to undertake professional training re. role and continue link with others in similar role.</p> <p>Expand role through provision of further HLTA to cover supply / additional responsibilities.</p> <p>Begin action planning re. Barracks liaison and potential role.</p> <p>Use plan / assess / do early intervention system to make links with SENCO / record.</p>	<p>High percentage of new children arriving – more on waiting list and military children scheduled to arrive.</p> <p>Reported increase workload for SENCO and family worker with new arrivals / TAF meetings / less support from county and services being cut (fewer links to e.g. school nurse).</p> <p>Vital role – pre-referral support in place and evidenced before high level therapists become involved.</p> <p>Prioritise higher level cases.</p> <p>Case-study of successful integrations of pupils who are transitioning to us having been school-refusers, demonstrating high-level behavioural issues.</p> <p>Courses made available to adults with literacy difficulties and English as additional language – and aim to develop this work</p> <p>Positive impact seen on pupils attending support groups / friendship groups enabling raised standards within the classroom.</p>	<p>Monthly meetings with SO / SLT to discuss key families and opportunities.</p> <p>Regular AHT liaison / SENCO liaison.</p> <p>SDQ evaluation before and after enable progression to be shown.</p> <p>Plan / assess / do forms</p> <p>Family worker qualification achieved</p>	SO, VT	Review in January, April and July '18

<p>Ongoing training and reviewing of accountability, outcome / progress and reporting systems.</p>	<p>Staff training – to ensure understanding of provision required for PP children.</p> <p>Scheduled post-assessment key stage time to conduct reviews and plan support for named children.</p> <p>Lead instigates tracking – and works with RS to update intervention plan as data record. Update to date list provided to children of what is available.</p> <p>Review tracking system and assessments tools so as to ensure detailed analysis and information available leading to effective support.</p>	<p>Accountability of all staff at all levels</p> <p>Increase continuity of PP tracking / raise profile of these children – to enable swift and appropriate intervention.</p> <p>Recording of provision – in style of assess, do, review so as to evidence effective tools and enable ineffective tools to be changed more swiftly.</p> <p>Expansion to pupil numbers in school has led to strains being placed on existing tracking tool / assessment resources – necessary to select something robust which will work well with more transient pupils and also reflect other issues e.g. attendance. SIMS (current FMS / SIMS system) is being withdrawn so early planning required to enable to thorough solution to be found.</p>	<p>Documentation completed</p> <p>Documentation stored and accessible easily by PP lead</p> <p>Cohesive systems enable smooth handover of records</p> <p>Reporting to E&L govts / Resources committees</p> <p>Tracked through key stage minutes</p>	<p>SLT</p>	<p>Report to E&L / Resources – termly</p>
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<p>ii. Targeted support</p>					
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>Review date</p>
<p>Continue to raise outcomes through accelerated progress for PP children, so as to diminish identified differences</p>	<p>Maths – 2023 (Yr1) Introduction of first class number to embed basic mathematical understanding / concepts.</p> <p>Writing –2024, 2023 (YrR, Yr 1) Vocabulary project – increased proactive use of linked vocab and concepts to feed into writing</p>	<p>Evidence based programme recommended by STT. Current year group 67% expected, 0% above. Baseline via Sandwell.</p> <p>50% expected (2023 cohort) and 0% above. Project based on EEF guidance and language Tiers (Alex Quigley / Time to Talk)</p>	<p>Training for staff – funded designated lead. Regular and consistent intervention with evaluated results. Termly tracking / monitoring.</p> <p>Termly tracking and monitoring.</p>	<p>ARD, LC, SB</p>	<p>Jan '19, April '19, July '19</p>

	<p>Maths 2021, 2022, 2019 (Yr 3,4, 6) - Maths unit blocking and training from NRICH Booster and intervention groups</p>	<p>20% (2021) of these pupils working at expected standard and accelerated (not just expected) progress required to close gap.</p> <p>60% (2022) of these pupils working at expected standard and accelerated progress require to close gap.</p> <p>60% (2019) of these pupils working at expected standard (0% above) and accelerated progress required to close gap.</p>			
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<p>iii. Other approaches</p>					
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>Review date</p>
<p>Enable access to resources and opportunities, in school, if identified as not being available at home</p>	<p>Continue to provide playleaders at lunchtime to support positive play and maintain behavioural guidance. Continue to provide sensory circuits each morning and extend provision to KS1 Provide daily reading / toolkits / maths manipulatives / reading books/ access to clubs/ access to breakfast club / music lessons and events as determined by need.</p>	<p>PP limited by life experiences and failure, for wide variety of reasons, for parents to provide socially / emotionally or culturally at home. Class teachers to tailor provision for each child dependent on level of need. Class teachers to maintain awareness of limited opportunities that may have been experienced by PP children and encourage role play / speaking and listening / hands-on opportunities as part of best practice. Staff assessments reveal limited vocabulary and comprehension of word / concepts amongst reception and KS1 pupils.</p>	<p>Discussion at pupil progress meetings. Tailored provision visible on pupil tracking Lesson observations and teacher plans evidence consideration / provision for potentially limited experiences of some PP children.</p>	<p>SLT</p>	<p>Review in Jan '19, April '19 and July '19</p>

How the money was spent during 2017-2018:

i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Made school more accessible to hard-to-reach parents to improve engagement with teaching strategies and enhance pupil learning	Appointed family worker who has built relationships with new families; shared information re. phonics, calculation methods; helped write EHA and attended TAF meetings re. key families so as to help maintain good pupil attendance. Family worker informed staff re. key pupil needs so tailored provision is possible. Scheduled parent events – to which individual invitations are given to key parents e.g. about new spelling scheme. Family worker provided social skills / friendship groups and referred to Allyance counsellor school SENCO where helpful for child / family. Family worker was available one day a week for drop-ins and phone calls.	High: New parent meetings well attended and information gathered has enabled support / interventions. Parents engaged well with family worker and used her for advice / sign-posting and behavioural management at home. Increased parental engagement at events e.g. parent evenings. Increased contact / attendance at meetings from hard to reach families. All new intake (parents and children) have met with her – positive feedback. Preventative referrals made to Allyance and EHA applications – giving families more access to school nurse and outside services.	<ul style="list-style-type: none"> • This is a crucial role connecting with families and providing opportunities for parents to come into school • Family worker role is growing – and cannot be combined with class TA role. • In future family worker role may need to be full-time • Triage system required for referrals to ensure family worker not overloaded • Ensure class teachers do quality first pastoral care first 	£12,500 Family worker Social skills grps Resources Allyance therapist

<p>Increased accountability of staff members for pupil premium outcome / progress (social and academic)</p>	<p>Trained staff re. barriers to learning for pupil premium children. Monitored provision of quality first teaching with PP as priority in groups / resources etc. Pupil passports updated by staff termly and were focus for termly pupil premium reviews. Behaviour strategies to be implemented by all – as part of PM. SLT release time to lead pupil progress meetings.</p>	<p>Medium: Results recorded below – evidence seen through lesson observations of quality first teaching have a good impact. Tracking re. pupil premium passports however has not been updated as regularly as ideal. This was due to changes in the assessment cycle mid-year. RS/ KB trained re. Step On</p>	<p>Ensure that updating of PP passports is monitored element of annual assessment cycle. Current PP passports slightly too unwieldy – suggest streamlining them. Data suggests that difficulties in maths begin to appear in KS1 – so provision for First Class Number or additional maths input at Year 1 may be the answer. Maths in Years 5 and 6 was the weaker subject – so focus on these children with regard to blocking / mastery. Step-on training not yet adopted as guidance has changed.</p>	<p>£3500 training, release and purchase of resources</p>
<p>Enable all pupils to have access to high quality teaching / resources even if not available at home.</p>	<p>Provision of Easter maths booster group and targeted pre-school intervention through the year. Input for Year 5 mathematicians. Audit of maths / reading / writing toolkits and purchase of new equipment / texts as necessary. Purchase of new library books – available to be borrowed by all and subscription to Education City; accessible to all children (through homework and ICT clubs if necessary). Utilised Reading Ambassadors / reading parent helpers.</p>	<p>Medium: Easter holiday club was effective – enabling many children (especially those new to the school) to make accelerated progress. Consistent physical resources available to all children – enabling equality of provision. We have perceived a distinct difference in pupils whose parents engage with reading / homework at home; and those who do not. Many children attend homework / ICT clubs and receive in-school reading to help accelerate progress. Feedback re. Education City from pupils and parents – very positive.</p>	<p>Education city subscription to continue Maths booster to begin in October for current new Year 6 – revisiting concepts which many newer pupils do not yet have embedded. Easter holiday club can be too late for some. Blocking of units to be trialled after being successfully tried in Year 2 New maths manipulatives to be purchased in 2018.</p>	<p>£7,900</p>

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Accelerate the progress for PP children, so as to diminish identified differences	<p>Maths – 2018 cohort. Gaps identified. Staff ensured daily provision re. non-negotiables and application through oracy / drawing / building. Booster / intervention teaching. Purchase of Headstart resources.</p> <p>Writing – 2019/20 cohorts. Extended writing opportunities developed. Purchase, training and implementation of spelling strategy. Purchase of SPAG resources.</p> <p>Reading – 2022 cohort – increased test practice (new resources purchased). New spelling / SPAG resources used.</p>	<p>Medium: 2018 cohort – increase from 58% at expected to 71% at expected and retaining 29% at greater depth.</p> <p>2019 writing achieved 80% expected (but 0% greater depth) and 2020 writing increased from 60% to 67% (increase from 20-33% at greater depth).</p> <p>2022 cohort – 60% expected+, 20% greater depth for reading (increase from 40% expected + and 0% greater depth)</p>	<p>Maths: Blocking of units to be introduced so as to ensure that maths knowledge is really strong and cross-applied. Embed knowledge. Friday application / challenge day.</p> <p>Writing planning to be more aligned and increased focus in breakdown of skills for writing to drive standards. Focus for Autumn term '18 observations.</p> <p>2021 cohort – tailored targets for these children to be monitored termly via passports. Introduction of DERIC</p> <p>Introduce First Class @ Number for KS1 to begin consolidating understanding before children get any further.</p> <p>Roll out DERIC model – trialled in Year 5 across rest of school.</p>	£8,500

iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Enabled access to resources and opportunities, in school, if identified as not being available at home	Continued to provide play leaders at lunchtime to support positive play and maintain behavioural guidance. Continue to provide sensory circuits each morning in KS2. Provided daily reading / toolkits / ICT club or homework club / reading books/ access to sports clubs / music lessons and events as determined by need. Linked children to wider organisations e.g. Young Carers – if applicable for support.	High: Perceived increase – emotional wellbeing. Children verbalise that they have solutions in school e.g. homework. Sensory circuits perceived to help calm pupils in KS2 to enable classroom learning. Children access clubs, engage with others – and take part in mile run etc. survey reflected good uptake.	Sensory circuits – rolled out into KS1 as well as continuing in KS2 Lunchtime play leaders – high quality TA staff to be retained and children able to return to class post-break without behavioural incidents Children benefit from involvement in clubs e.g. drama / dance and music – and parental engagement also improved as a consequence.	£16,600

Outcomes 2018 for PP children

Year group	Maths			Reading			Writing		
	% at expected	% above	Scaled score progress	% at standard	% above	Scaled score progress	% at expected	% above	Scaled score progress
6	71	29	-2.2	86	0	+2.1	83	0	-0.3
5	60	0		80	43		80	0	
4	78	11		78	33		67	33	
3	20	20		40	20		40	0	
2	60	0		60	20		20	0	
1	80	0		80	0		80	0	
R	67	0		67	0		50	0	

October 2018