

Bidston Village CE Primary School

Pupil Premium Strategy Statement 2019-2020



School overview

| Metric | Data |
|---|----------------------------|
| School name | Bidston Village CE Primary |
| Pupils in school | 358 (plus nursery) |
| Proportion of disadvantaged pupils | 65% |
| Pupil premium allocation this academic year | £282 580 |
| Academic year or years covered by statement | 2019-2021 |
| Publish date | December 2019 |
| Review date | November 2020 |
| Statement authorised by | Lynne Hazeldine |
| Pupil premium lead | Sian Abraham |
| Governor lead | Kelly Langford |

Disadvantaged pupil progress scores for last academic year

| Measure | Score |
|----------------------------------|-------|
| Reading | -1.0 |
| Writing | -0.1 |
| Maths | +1.2 |
| Measure | Score |
| Meeting expected standard at KS2 | 47% |
| Achieving high standard at KS2 | 6% |

Strategy aims for disadvantaged pupils

| Measure | Activity |
|---|---|
| Priority 1 | To ensure that all staff receive relevant training to enable them to deliver quality first teaching in the areas of reading and phonics. |
| Priority 2 | To ensure the provision of a progressive, enriched curriculum including experiential learning in the form of residential trips, educational visits, visitors , cultural and community activities, forest schools, Edible playground and outdoor learning opportunities as well as access to high quality literature and models for reading and writing. |
| Barriers to learning these priorities address | <ul style="list-style-type: none"> Oracy, language and communication barriers identified in baseline assessments using WellComm in Nursery and Foundation 2. On baseline assessment, 89% of children were below age related expectations (Sep 2019). As well as being an issue in EYFS, this has the potential to impact on attainment and progress throughout the primary phase. Cultural Capital Deficit. Children’s experiences and understanding of the world are limited due to contextual and environmental factors. These experiential limitations have the potential to impact on academic progress in all curriculum areas during the primary phase, leading to a potential gap between the attainments of disadvantaged and non- disadvantaged pupils (since pupils are unable to draw upon models for progressive learning). |
| Projected spending | £282,580 |

Teaching priorities for current academic year

| Aim | Target | Target date |
|-------------------------|---|-------------|
| Progress in Reading | Achieve national average progress scores in KS2 reading (0) | July 2020 |
| Progress in Writing | Achieve national average progress scores in KS2 writing (0) | July 2020 |
| Progress in Mathematics | Achieve national average progress scores in KS2 maths (0) | July 2020 |
| Phonics | Achieve above national average expected standard in PSC (95%) | July 2020 |
| Other | To improve attendance of disadvantaged pupils (93.3% in 2019) to a minimum of 95% | July 2020 |

Targeted academic support for current academic year

| Measure | Activity |
|---|---|
| Priority 1 (Reading development) | Purchase and embed use of Oxford Reading Buddy across all groups to increase reading for pleasure. Continue to provide targeted RWI intervention to support KS1 pupils to achieve the phonic standard. Teacher and TA led interventions including On-Track English, IDL, Cracking Comprehension, RWI Fresh Start. |
| Priority 2 (Speech and language development) | Train EYFS HLTA in NELI (Nuffield Early Language Intervention) programme and purchase resources. Introduce Helicopter Stories (EYFS) Continue Wellcomm screening and intervention EYFS/KS1 Increase Talk About Town (Speech and Language therapist) to one and a half days a week (currently one day). |
| Barriers to learning these priorities address | Lack of parental support and engagement with reading outside of school. Oracy, language and communication barriers as identified on baseline assessment. |
| Projected spending | Staffing, resources and interventions- £155,500 |

Wider strategies for current academic year

| Measure | Activity |
|---|---|
| Priority 1 | To build our capacity to support children's social, emotional and mental health needs so that they will be settled and secure in school and ready to engage in learning |
| Priority 2 | To engage and support those families facing challenges which are impacting negatively on the children's social, emotional and mental health, and their ability to access the curriculum and achieve their full potential. |
| Barriers to learning these priorities address | A range of family issues impacting on school attendance, safeguarding, well being, social, emotional, physical and mental health. |
| Projected spending | Pastoral staff support and support programmes - £129,000 |

Monitoring and Implementation

| Area | Challenge | Mitigating action |
|------------------|--|---|
| Teaching | Ensuring a consistent, progressive approach to the teaching of phonics and reading across the school. | Participation in the RWI programme with monthly coaching sessions from the RWI INSET on guided reading, reading for pleasure, teaching comprehension, developing vocabulary. |
| Targeted support | Attendance of pupils limiting access to planned interventions. Ensuring that interventions are having maximum impact on pupil progress. | Rigorous monitoring of pupil attendance and meetings with individual parents to improve attendance. Ensure that appropriate evidence-based programmes and teaching approaches are used to address the root causes of under achievement. |
| Wider strategies | Engaging the families facing the most challenges. Supporting children with a range of issues rising from these challenges. | School Family support worker leading and facilitating a range of courses targeting areas of need (eg Nurture programme, Mental Health First Aid, Mentoring, Food Hygiene etc) and attending a range of social care meetings. School Attendance officer working in conjunction with LA attendance officer |

Review: last year's aims and outcomes

| Aim | Outcome |
|--|---|
| All children eligible for pupil premium will attain expected levels in the phonic screening | 91% of pupil premium children attained the phonic standard (84% National) |
| All children eligible for pupil premium will attain ARE in reading at the end of KS2 | 53% of pupil premium children attained ARE (78% National) and 9% achieved a higher standard (31% National). PP average score for reading was 99.4% (105.5 National) |
| All children and families eligible for pupil premium will be supported to attend school regularly and on time. | 5.8% absence rate for PP pupils in 2019 (5.4% National) |