



Bathampton Primary School Pupil Premium Statement

1. Barriers to attainment for pupils eligible for Pupil Premium	
In-school barriers	
A.	Social and emotional intelligence (attachment)
B.	Maths reasoning skills
C.	Poor reading skills (inference and deduction)
External barriers	
D.	Childwell-being (attendance, home routine, family situation)
E.	Parental support

2. Desired outcomes		
		Success criteria
A.	Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved	Children are able to express their concerns and anxieties and feel secure within school Children have less fall-outs Children are more resilient when overcoming difficulties or challenges Where necessary PP children have an individual Thrive plan, which enables them to have their individual needs met
B.	Improved Maths outcomes for Pupil Premium children	Children perform better in end of term and end of year tests They are more confident to tackle questions involving reasoning Children are able to apply their understanding to different situations
C.	PP children's reading improves in line with non-PP children	PP children make better progress in reading so that their writing is influenced by this PP children have better comprehension skills, particularly inference and deduction, this is evident in their benchmark scores

		and end of year and termly tests Children have the ability to read and understand Maths reasoning questions
D.	The attendance of PP children improves Parents are provided with appropriate strategies to help children develop (Thrive)	Reduce the number of persistent absentees among pupils eligible for PP Attendance for the children is in line with national at 96% Where necessary PP children have an individual home Thrive plan, which enables them to have their individual needs met
E.	Parents feel able to support their children at home	Children are completing homework at home, with the opportunity to complete it at school if necessary Parents attend parent teacher meetings

Academic Year 2016-17

1. Summary information					
Academic Year	2016/2017	Total PP budget	£22,011	Date of most recent PP Review	March 2017
Total number of pupils	213	Number of pupils eligible for PP	17	Date for next internal review of this strategy	September 2017

2. Planned expenditure					
Academic year	2016/17				
Use of 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	Review date
Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	PHSE lessons are regular Circle time etc Worry eaters have been introduced in each class to enable children to share their wishes and worries Growth Mindset strategies have been introduced All children to be assessed on Thrive programme and class targets are in place	PSHE sessions allow a child to share anything on their mind and seek support or advice from children and adults in the room. Worry eater allow children to share their thoughts/fears/worries. This will mean the teacher is aware of concerns early on before they become a barrier to learning. Growth mindset strategies enable a child to learn more easily and overcome difficulties. Areas identified in the Thrive class targets will be addressed.	Thrive targets will be reviewed to ensure the children are making good progress. Worry eaters and posters are on display around the school Growth mindset is evident in every class and children are able to talk about the skills they are using	Kerry Kelly Heidi Wood Nicola Lake Paul Falkus	September 2017

Improved Maths outcomes for Pupil Premium children and all classes throughout the school	All classes to focus on reasoning skills in Maths and reinforce links between calculations and real life problems	Ensure planning and lesson content includes a mix of skills, so that children are able to answer questions with an emphasis on reasoning Children are familiar with SAT style questions and are well prepared for their end of Key Stage SATs	Overseen by Maths coordinator	Nicola Lake	September 2017
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	Review date
Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved	Some PP children will attend nurture time to talk about their feelings Some PP children will have an individual Thrive plan to identify strategies to support their development	Children open up and learn strategies to cope with their feelings. They find solutions to problems or friendship issues and they can then become more engaged in school work.	Trained TA will work alongside class teachers to identify children needing a Thrive plan and help to implement the strategy.	Kerry Kelley	September 2017
Improved Maths outcomes for Pupil Premium children	Weekly small group sessions in Maths with the class TA, to include reasoning skills, times tables (Key Stage 2) Year 6 children will attend Maths booster classes, with a teacher	Ensure planning and lesson content includes a mix of skills, so that children are able to answer questions with an emphasis on reasoning Year 6 children are familiar with SAT style questions and are well prepared for their end of Key Stage SATs	Overseen by Maths coordinator	Nicola Lake	September 2017

PP children's reading improves in line with non-PP children	Weekly 1:1 reading and comprehension sessions with a TA or an assigned teacher each week	To support reading comprehension skills across the curriculum, to enable children to achieve their full potential PP children have better comprehension skills, particularly inference and deduction, this is evident in their benchmark scores and end of year and termly tests	Class teachers and TAs	Jackie Ovigne	September 2017
The attendance of PP children improves Parents are provided with appropriate strategies to help children develop (Thrive)	Parents are made aware of below expected attendance levels and meet with the head teacher to discuss solutions Where necessary PP children have an individual home Thrive plan, which enables them to have their individual needs met	Children need to be in school regularly to improve attainment Barriers to learning are reduced or removed through targeted strategies	Paul Falkus to monitor attendance regularly and contact relevant parents when necessary Class teacher or Kerry Kelley to meet with parents to discuss Thrive strategies and review plans	Paul Falkus Kerry Kelley	September 2017
Parents feel able to support their children at home	Teachers ensure parents attend parent teacher meetings, with the support of Paul Falkus Homework is monitored, the children are given the opportunity to complete the homework in school if necessary	Children perform better when supported by a team at school and home Homework reinforces and extends learning	Class teacher to make every effort to contact parents to arrange parent teacher meetings Class teachers to monitor homework	Class teachers	September 2017

Academic Year 2015-16

1. Attainment 2015-16		
Attainment for whole school (Year 1-6)	12 Pupils eligible for PP	School - Pupils not eligible for PP
% achieving expected standard or above in reading, writing and maths	25%	62%
% achieving expected standard or above in reading	67%	86%
% achieving expected standard or above in writing	67%	80%
% achieving expected standard or above in maths	33%	79%
Attainment at end of KS1 (Year 2)	4 Pupils eligible for PP	National - Pupils not eligible for PP
% achieving expected standard or above in reading	50%	78%
% achieving expected standard or above in writing	25%	70%
% achieving expected standard or above in maths	50%	77%
Attainment at end of KS2 (Year 6)	2 Pupils eligible for PP	National - Pupils not eligible for PP
% achieving expected standard or above in reading, writing and maths	0%	60%
% achieving expected standard or above in reading	100%	71%
% achieving expected standard or above in writing	100%	79%
% achieving expected standard or above in maths	0%	75%

Additional detail

Bathampton Primary school is a small school and the proportions of disadvantaged pupils are therefore also small. Caution must be taken when considering the results of such small groups as these will not always be statistically significant.

PROGRESS for the school as a whole

Reading: Eight out of twelve children made the expected or better progress (two made better than expected progress)

Writing: Eleven out of twelve children made the expected or better progress

Maths: Twelve out of twelve children made the expected or better progress (three made better than expected progress)

2. Review of expenditure				
Previous Academic Year		2015-16		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Impact/effect	Lessons learned	Cost
<p>Improve attainment cross curricular</p> <p>Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved</p>	All staff attended an emotion coaching and attachment awareness training	Staff are more able to deal with emotional/behavioural issues, which can act as a barrier to learning	<p>Staff are more understanding of the emotional needs of the children and have good strategies to deal with situations</p> <p>Having recognised the impact of this approach, we now need to build on this approach using Thrive</p>	£1,115.40
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact (include impact on pupils not eligible for PP)	Lessons learned	Cost
Improve academic achievement for PP children	Small group targeted support for reading, spelling and Maths	The children made similar progress to their peers	Targeted TA support and 1:1 sessions with a support teacher enable the children to make the best progress. These sessions need to be time tabled carefully and progress must be carefully monitored using specific targets	KS1 £7,340 KS2 £10,079
	1:1 tuition	This had more of an impact in terms of the children's independence and self confidence	Continue to use targeted 1:1 support, with class teachers working closely with support teachers	KS1 £1,612
	Music tuition	Enrichment activities	Continue providing music tuition, where this is a priority	KS2 £440
	School trips			£84
	Educational equipment	School uniform and books	This has enabled all children to have access to the curriculum	£100

3. Additional detail