

Pupil premium strategy statement (primary)

1. Summary information					
School	Byfield School				
Academic Year	2018/2019	Total PP budget	£15,680	Date of most recent PP Review	Feb 2019
Total number of pupils	84	Number of pupils eligible for PP	14	Date for next internal review of this strategy	June 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school) End of 2018 results</i>	<i>Pupils not eligible for PP (national average for ks2 based on the 2018 interim assessment data)</i>
% working at age related at end of last academic year for reading, writing and maths	61%	64%
% working at age related at for reading	77%	75%
% working at age related at for Writing	61%	78%
% working at age related at for Maths	61%	76%
% making progress at national expectations or above in reading	100%	
% making progress at national expectations or above in writing	100%	
% making progress at national expectations or above in maths	100%	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers

A.	Attainment in writing, reading and language skills.
B.	Attainment in mathematics,
C.	Social and Emotional Resilience, which is linked to children's low levels of self-esteem.
D.	Specific special educational needs.

External barriers

	Poor working memory and SEN issues.
	Low expectations of children

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	All Pupil Premium make at least 1 years progress in writing, those children who are below age related make accelerated progress in order to close the gap.	10/10 make at least a year's progress in writing. 4/10 make more than a year's progress in order to close the gap.
B.	All Pupil Premium make at least 1 years progress in reading, those children who are below age related make accelerated progress in order to close the gap.	10/10 make at least a year's progress in writing. 4/10 make more than a year's progress in order to close the gap.
C.	All Pupil Premium make at least 1 years progress in maths, those children who are below age related make accelerated progress in order to close the gap.	10/10 make at least a year's progress in writing. 4/10 make more than a year's progress in order to close the gap.
D.	Children with barriers to learning are identified on needs map, and interventions put into place. These children will have opportunities to celebrate their achievements, and be given opportunities to	9/10 children take part in extracurricular social, sport/music or dance and given chance to perform and compete.

5. Planned expenditure			
Academic year	2018-2019		
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	Staff lead	When will you review implementation?
English Support	SEN pupils have intervention with Dyslexia Teacher weekly working on spelling and reading, Nesy – a literacy based software that supports children who are falling behind in reading. The software is designed to address specific difficulties caused by dyslexia but are effective for children of all abilities. Reading and inference group interventions, run in ks1 and ks2. Aimed at children who are working at or just below age expectations – with a focus on inference. Ensuring resources of Read-Write-Inc Phonic scheme are shared with parents and parent 1:1 meetings giving advice on the way they can support at home – focused in year 1 and reception. Have a range of good quality reading materials.	English and Phonics Lead	Termly
Improve progress in maths.	Use of online subscriptions. Extra time in timetable to mental calculation skills. Maths resources to support visual representation of number. Use of ipad resources and subscriptions to books mental arithmetic speed.	Maths Lead	Termly
Total budgeted cost			£4,680
ii. Targeted support			
Desired outcome	Chosen action/approach	Staff lead	When will you review implementation?
Improve attainment in phonics, spelling and reading for named ks2 children.	Use scheme word wasp, with daily 1:1 sessions with HLTA, Use of Specialist Dyslexia Teacher 3 hours weekly,	SENCO	Termly
Education Phycologist to advice on strategies to make accelerated progress for specific children with additional SEN needs.		SENCO	Termly
1:1 sessions with interventions or precision teaching.	1:1 sessions in ks1 and ks2 targetted at sight reading and decoding, and reading of high frequency words.	SENCO	Termly

Special Educational Needs Co-ordinator.	A sizeable proportion of our children eligible for PPG also have an additional educational need. Our SENCO is 0.3 non class based ensuring that children with SEN receive the highest quality provision	SENCo	Increased progress for pupils with SEN, closing the achievement gap
Total budgeted cost			£9,000
iii. Other approaches			
Desired outcome	Chosen action/approach	Staff lead	Impact Expected
Extra-curricular opportunities for children who are more able.	Subsidised Dance, Pottery, Basketball, Music sessions weekly.	Head	
Enable children to access learning experiences off school site and enrichment, well being and engagement activities.	Subsidised school visits, and access subsidised access to arts, history and cultural visitors.	Head	
Children have access to extracurricular opportunities to boost self-esteem or give them opportunity to boost social skills	Subsidised Dance, Pottery, Basketball, Music sessions weekly.	Head	
Children are given emotional support and counselling to raise confidence, self-esteem and establish a positive self-image.	Therapy and Counselling provided on a needs basis.	Head	
Total budgeted cost			£2,000

6- Last Year's Pupil Premium Interventions (£15,680)

Desired outcome	Chosen action / approach	Review
Improve Writing Progress	Use of online subscriptions for Grammar and Spelling. Introduce Talk for writing. SEN pupils have intervention with Dyslexia Teacher weekly working on spelling and reading,	SEN children with pupil premium all made expected progress or above for writing. All children who were pupil premium made expected progress or above in writing.
Improve Progress in reading	Use of online subscriptions. Extra time in timetable to work on reading comprehension skills. Introduction of Read-Write-Inc Phonic scheme across the school. Have a range of good quality reading materials. SEN pupils have intervention with Dyslexia Teacher weekly working on spelling and reading,	All pupil premium children made expected progress or above for reading. Children who were working with Dyslexia teacher made accelerated progress in spelling and reading.
Improve progress in maths.	Use of online subscriptions. Extra time in timetable to mental calculation skills. Maths resources to support visual representation of number. Use of ipad resources and subscriptions to books mental arithmetic speed.	All children made expected progress or above in maths=.
Improve attainment in phonics for named ks2 children.	Use scheme word wasp, with daily 1:1 sessions with HLTA, Use of Specialist Dyslexia Teacher 3 hours weekly,	1/2 children made accelerated progress in spelling who worked with word wasp.
Improve attainment in phonics for named ks2 children.	Use scheme word wasp, with daily 1:1 sessions with HLTA Use of Specialist Dyslexia Teacher 3 hours weekly,	
Education Phycologist to advice on strategies to make accelerated progress for specific children with additional SEN needs.		Education report enabled SEN child to make accelerated progress in reading, and maths.
1:1 sessions with interventions or precision teaching.		Child who received precision teaching made accelerated progress in spelling, and mathematics.
Extra-curricular opportunities for children who are more able.	Subsidised Dance, Pottery, Basketball, Music sessions weekly.	
Enable children to access learning experiences off school site	Subsidised school visits.	
Children have access to extracurricular opportunities to boost self-esteem or give them opportunity to boost social skills	Subsidised Dance, Pottery, Basketball, Music sessions weekly.	
Children are given emotional support and counselling to raise confidence, self-esteem and establish a positive self-image.	Therapy and Counselling provided on a needs basis.	