



Bincombe Valley Primary School Disadvantaged Pupils (PP/LAC) Strategy Statement

What is the Pupil Premium Grant (PPG)?

This is an amount of money the Government allocates to a school to support children who are entitled to Free School Meals (FSM) or have had FSM in the last 6 years (Ever 6), children who are looked after (LAC) and children who are from a service family. It is the aim to enable these pupils to reach their full potential and have the same learning opportunities as all other children.

PPG provides funding for two policies:

- Raising the attainment of disadvantaged pupils and closing the gap with their peers.
- Supporting children and young people with parents in the regular armed forces.



Disadvantaged pupils are defined as pupils in receipt of Free School Meals and pupils who are Looked-After Children.

It is for the school to decide how to best allocate those funds, as they are best placed to assess what additional provision should be made for the individuals in their school. Pupils in receipt of the funding are supported in a variety of ways.

What do we receive at BVPS?

The total number of disadvantaged pupils, in receipt of pupil premium funding, at Bincombe Valley Primary School is currently 140, excluding the Nurseries. This equates to 48% of the school population.

This year, the school receives £197,580 in Pupil Premium Grant (PPG).

This document outlines how we are planning to spend the funding to raise standards for our disadvantaged pupils.



Summary information			
School	Bincombe Valley Primary School		
Academic Year	2018/19	Total PP budget	£197,580
Total number of pupils	291	Number of pupils eligible for PP	140

End of Previous Year Attainment			
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	<i>Difference between PP and Non-PP</i>
% achieving ARE or above in Reading	53%	69%	-16%
% achieving ARE or above in Writing	43%	63%	-20%
% achieving ARE or above in Maths	52%	64%	-12%

End of Previous Year Progress			
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	<i>Difference between PP and Non-PP</i>
% of children made expected progress in Reading	79%	70%	+9%
% of children made expected progress in Writing	81%	73%	+8%
% of children made expected progress in Maths	81%	78%	+3%

End of Previous Year % of Children made Greater Than Expected Progress			
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	<i>Difference between PP and Non-PP</i>
Reading	50%	49%	+1%
Writing	52%	43%	+9%
Maths	49%	47%	+2%

% of children meeting standard in Phonic Screening Check			
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	<i>Difference between PP and Non-PP</i>
Year One	56%	78%	-22%



Desired Outcomes / Expenditure				
Desired Outcomes	Success Criteria	Action/Approach	Target Group	Impact
SDP Priority - 2. Literacy across the school.				
To improve progress and attainment for all children in Reading and Writing.	Increase in the number of PP-eligible children reaching ARE or above in Reading closer to 65%.	Reading intervention programmes - to include Dorset Reading Partnership support and Reading Stars and Governor reading intervention. Accelerated Reader for all pupils in Y 2-6.	Pupils whose reading levels fall below Age Related Expectations (ARE). Whole School.	The number of PP-eligible children reaching ARE or above in Reading increased from 53% to 69%.
	Increase in the number of PP-eligible children reaching ARE or above in Writing closer to 65%.	Continue work we have begun with the South West project: Transforming Reading & Writing in Key Stage 2 with Pie Corbett and Maria Richards. Identify children who have potential to achieve GD in English and put targeted interventions in place to support this.	Whole School. Higher prior attainment pupils.	The number of PP-eligible children reaching ARE or above in Writing increased from 43% to 49%.
	Reading, Writing and SPAG outcomes for pupils match those in line with the National picture by the end of KS2.	Tuition in KS2. Develop Early Writing through the use of: Mighty Writer, Dough Disco.	Year 6 pupils. KS1 pupils whose writing levels fall below ARE. Disadvantaged boys.	The % of PP-eligible children making expected progress in Reading increased from 79% to 94%.
	Increase in number of children reading at	Read, Write, Inc. – Nursery, EYFS and KS1	Nursery, EYFS, KS1.	The % of PP-eligible children making expected

	home. Year One Phonic Screening Pass rate for PP-eligible children will be at least in line with National Data.	1:1 RWI Pinny Time Catch-up Literacy intervention Y 2-6. Smaller groups – particularly in Reception and Year 1. SENSS Package: • Diagnostic assessments. • Direct teaching. • Training for Teachers/TAs. • Early indicators checklist for pupils at risk of delayed literacy development. • TA time to deliver programmes (1:1). Speech and Language Therapy support: • SALT resources. • Training for Teachers/TAs. • TA time to deliver programmes (1:1). Introduce 'Talisman' series of books as a tool for developing writing for the lowest attaining KS2 pupils. Organise WOW days for KS1 & KS2 disadvantaged pupils in Writing. Subject Leader TLR Time to monitor Literacy progress	EYFS. Pupils whose English levels fall below ARE. EYFS and Year 1. Pupils failing to make progress in Reading, Writing or Maths in spite of targeted Wave 2 interventions. Pupils who have identified Speech and Language needs. Pupils who have been discharged from SALT but require further support. KS2 pupils whose English levels fall below ARE. KS1 & KS2. Whole School.	progress in Writing increased from 81% to 96%. The % of PP-eligible children making expected progress in Maths increased from 81% to 93%. 95% of non-eligible PP children made expected progress in Reading, Writing and Maths. At the end of KS2, 75% of our children reached the expected standard in Reading. This is in context of 73% National average. At the end of KS2, 79% of our pupils reached the expected standard
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		across the school, attend CPD, deliver CPD to staff, and monitor Literacy initiatives across the school such as developing reading at home. Celebration of World Book Day. SLT intervention time. Phonics intervention.	Whole School. KS1 & KS2. Year 1	in Writing. The National average was 78%. We would still like to see an increase in the number of children reading at home. This will be carried forward into 2019-20, with our English Leader working closely with a National English Hub. 68% of our children passed the Phonics Screening Check. Next year, we would like to continue to work on this to bring our scores in line with the National average.
Budgeted cost			£91,036	

SDP Priority - 3. Meeting the needs of all / 4. Assessment

All children have daily access to quality first teaching that meets the needs of all.	Early identification of and intervention for disadvantaged pupils who are not making expected progress.	High quality, aspirational teaching for all. Monitoring and evaluation: book scrutiny, moderation, observations, planning, pupil progress meetings. SENDCo and Subject Leader time to track progress and attainment and monitor quality of teaching for disadvantaged pupils. Embed and sustain use of assessment and tracking system DC Pro from Y1-6. An ethos of attainment for all pupils – high aspirations and expectations for all. Identification of the main barriers to learning for disadvantaged pupils – Staff CPD and SENDCo time. Disadvantaged school-to-school support trial. Lesson observations and learning walks with a focus on Teaching and Learning.	Whole School. Whole School. Disadvantaged pupils across the school. Y1-6. Whole School. Disadvantaged pupils across the school. Disadvantaged pupils across the school. Whole School. Whole School.	The use of DC Pro has been imbedded and led to impact in identifying gaps and ensuring all children make progress. This is reflected in that 95% of all children made at least expected progress in Writing and Maths. 94% of all children made expected progress in Reading. Lesson observations and learning walks have shown that teaching across the school is at least good and where it is not support has been put in place successfully.
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		Performance Management Reviews with a key focus on disadvantaged pupils.		At the end of KS2, 65% of our pupils reached the expected standard in Reading, Writing and Maths. This is in line with the National average.
Budgeted cost			£7,800	
SDP Priority - 3. Meeting the needs of all / 1. Attendance				
To develop our nurture provision to support the emotional well-being of all children.	ELSA provision is running successfully across the school with an increase of two more ELSA trained staff members. Quiet spaces are being developed and used effectively across the school including sensory room, sensory garden and nurture base.	Two more members of staff to complete ELSA training in the Autumn Term. ELSA provision to be running at full capacity with five trained ELSAs by the Spring Term. ELSA release time. WEB Club (Well-Being Club). Nurture base provision and environment made accessible for vulnerable children. Nurture breakfast club.	KS1 and KS2 with a key focus on all children struggling with emotional health and wellbeing. KS1 children with a focus on emotional wellbeing. Disadvantaged and SEND pupils across the school.	The school now has five trained ELSAs. There is a new ELSA room and provision is timetabled and is running successfully across the school. The Pastoral Lead has set up a supervision group with our school's Educational Psychologist. Our Pastoral Lead has

	Pupils with sensory sensitivities will experience less anxiety and will spend more time in class. Increase of attendance of PP-eligible children at nurture breakfast club. Increase of PP-eligible pupil's attendance to be in line with National Average.	Nurture break and lunch clubs. Development and implementation of sensory room and have more sensory equipment available. Quiet area developed on the playground and being used effectively. Request support for Breakfast Club from the Magic Breakfast programme. School Counsellor (*£20,000) Whole school/cluster INSET delivered by Andy Cope.	Children with sensory needs across the school. KS2 pupils. All pupils who attend breakfast club. All pupils. All staff.	received coaching regarding supervision. We now run a supervision group across our three local cluster schools in which professionals share best practice and ideas. The school has employed a further Nurture trained member of staff to support the development of our nurture base. We would like to continue to develop our sensory room and source support for this from the local community. Support was requested from the Magic
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				Breakfast programme and we now offer daily breakfast to all of our children. 65% of the children who attend nurture breakfast club are PP-eligible. Attendance for PP-eligible children is 93.39% and whole school attendance is 94.4%. We will continue to have a focus on this next year.
*Appointment of full-time post not yet made.			Budgeted cost	£9,325
SDP Priority - 3. Meeting the needs for all.				
All children have access to a wide range of enriching experiences and activities.	All disadvantaged pupils have access to extra-curricular activities and school	Specialist coaches: tennis, dance, gymnastics. Swimming provision.	All pupils across the school.	All children have access to a wide range of sporting activities.

	trips. All children have achieved at least one of their “11 before 11” experiences by the end of the year.	Residential visit subsidy. School trips subsidy. Music lessons subsidy. Forest school provision. Enrichment afternoon every Friday across the school: TAs and SLT provide a wide range of alternative enriching opportunities and activities which are not typically provided within the normal curriculum. “11 Before 11” – 11 enriching activities that children will have the opportunity to take part in throughout their time at BVPS. Broad and balanced curriculum across the school to offer a wide range of learning experiences.		PP-eligible children have equal access to trips such as to the British Museum, Lulworth Cove and Stone Henge and the Year 4 and Year 6 residential trips. Staff created “11 Before 11” enriching activities. The curriculum will be a main focus on the 2019-20 School Development Plan to ensure we offer a wide range of experiences and learning opportunities.
Budgeted cost				£33,030



SDP Priority - 3. Meeting the needs of all / 1. Attendance				
All children eligible for PP funding have equal access to school life and experiences.	Increase of attendance of PP-eligible children at nurture breakfast club.	Costs of school trips, uniform, meals etc. subsidised by using PP funds as and when required.	Disadvantaged pupils across the school.	All PP-eligible pupils have had equal access to trips and the Year 4 and Year 6 residential trips. Breakfast is offered daily for all children in the school and an increase in punctuality has been seen.
	Use of PP funding to support individual pupils.	Milk.		
	Increase of PP-eligible pupil's attendance to be in line with National Average.	Nurture breakfast club – free for vulnerable children (available daily).		
		No child excluded from all school activities due to monetary barriers.		
		Time for Pastoral Lead to support referrals to food bank and other services if required.		
Budgeted cost			£11,660	
Total planned expenditure to date			£172,851	
Reserve fund for contingency support of disadvantaged pupils through additional intervention			£24,729	