



Bishop Wilson CE Primary Pupil premium strategy 2018-2019

Summary information of pupil premium (PP)

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| Name of school: | Bishop Wilson CE Primary School | | |
| Academic year: | 2018 1919 | Total PP budget for year: | £6600 |
| Total number of pupils: | 76 | Number of pupils eligible for PP: | 5 PPG children |
| Amount per pupil: | £1320 | Date of next PP strategy review: | Summer Term 2 |

Mission statement

Barriers to future attainment for pupils eligible for PP

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| <p>Bishop Wilson CE Primary School believes that all of the pupil premium funding should be used to support the academic and personal development of disadvantaged pupils. We ensure that all disadvantaged pupils receive additional, targeted, support to raise their attainment. Our aim is to ensure that all disadvantaged pupils get the support they need to achieve their very best in our school. We use up to 30% of the funding to support pupil's access to cultural development, extending experience and maintaining self-esteem which in turn supports academic achievement.</p> | |
| In-school barriers: | |
| A. | <p>Baseline assessment shows that the large majority of pupils join Bishop Wilson CE Primary with skills, knowledge and understanding either at or above national averages in the key areas of English and Maths. However, a significant minority start well below this standard and require extra support. We strive to support these vulnerable pupils' needs in order to access the curriculum and make progress.</p> |

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| B. | |
| C. | |
| External barriers: | |
| D. | Most pupils are well supported at home and relationships between home and school are strong. There are no real barriers to most achieving well although financial restraints within families can cause inequalities within our setting to be apparent. |
| E. | |
| F. | |

Aims and outcomes

| | Desired outcome: | Success criteria: (how will we evaluate) |
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| A. | For disadvantaged pupils to attain at least the age expected standards in maths and English, | Analysis of data particularly at the end of each key stage, shows that the majority of disadvantaged pupils achieve EXS. |
| B. | For more able disadvantaged pupils (identified by high prior attainment) to achieve a greater depth of understanding | Analysis of data particularly at the end of each key stage, shows that the majority of more able disadvantaged pupils achieve GDS. |
| C. | The maintenance of self-esteem and access to wider opportunities | Pupils will not identify themselves as disadvantaged within school and their self-esteem will be maintained and not have a detrimental impact upon achievement. |

Planned expenditure

| Desired outcome | Action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | Budget | Review date |
|------------------------|--|---|---|-------------------|---------------|---|
| A & B | Each pupil in receipt of the PPG (disadvantaged pupils) additional small group or 1:1 tuition at least once each week to raise attainment. | Previous experience has demonstrated positive impact of this programme. | Senior leaders/ the SENCo will monitor the effectiveness of the sessions closely and ensure that teaching is impacting on learning. | Head teacher | £4620 | July 2019 (when 2018-19 assessment data is available) |

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| A & B | The progress of all disadvantaged pupils will be tracked termly as part of the assessment process with those PPG pupils at risk of not making progress identified and targeted. | Previous experience has demonstrated positive impact of this focussed scrutiny. | All PPG pupils identified on class tracking grids and to be discussed at pupil progress meetings. | Headteacher | _____ | Jul 19 |
| A | When pupils are presenting as having vulnerabilities in learning (e.g. SEND, social or emotional difficulties, safeguarding concerns), leaders will consider how to best support the pupil (and family) through various strategies, interventions or liaison with partner agencies and support. | Previous experience has demonstrated positive impact of this programme and recommendations from colleagues/research | Class teachers to identify any concerns Headteacher. Leaders to ensure effective provision is put in place. If SEND, the IEP implemented and carefully monitored by Headteacher. | Headteacher | _____ | Jul 19 |
| C | Financial support will be offered to parents to support pupils with activities. | Research suggests that low self-esteem can be detrimental to learning progress. | Class teachers to identify any concerns. Headteacher to ensure effective provision is put in place and monitor provision. | Headteacher | £1980 | July 19 |