Pupil Premium Strategy Statement

School overview

Metric	Data
School name	Bidston Avenue Primary School
Pupils in school	420
Proportion of disadvantaged pupils	142 (34%)
Pupil premium allocation this academic year	178,320.00
Academic year or years covered by statement	2019-2020 (some 3 year plans have been included).
Publish date	October 2019
Review date	September 2020
Statement authorised by	Mr S.G. Brady
Pupil premium lead	Mrs D. Smith
Governor lead	Mrs J. Monty

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-1.8
Writing	-2.1
Maths	-1.3

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	55%
Achieving high standard at KS2	5%

Measure	Activity
Priority 1	Improved attainment in all three areas (particularly reading) through enhanced quality first teaching.
Priority 2	Develop metacognition and effective feedback strategies within the classroom.
The Barriers to Learning these priorities address:	An effective CPD programme of events. Ensuring our classrooms promote metacognition and independent learning using research-based strategies. Ensuring our feedback is relevant, moves the learning forward and is completed within the lesson.
Projected spending	£10,000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Improve on the progress score of -1.8 by 2020. Achieve national average progress scores in KS2 Reading (0) by 2022 (3-year plan).	2020 2022
Progress in Writing	Improve on the progress score of -2.1 by 2020. Achieve national average progress scores in KS2 Writing (0) by 2022 (3-year plan).	2020 2022
Progress in Mathematics	Improve on the progress score of -1.3 by 2020. Achieve national average progress scores in KS2 Maths (0) by 2022 (3-year plan).	2020 2022
Phonics	2019 Data shows that 91% of PPM children achieved the standard (Non PPM – 87%). In 2020, the priority is to maintain the excellent standard of phonics teaching, so all scores remain positive.	2020
Other	Improve attendance data of PPM children (to at least 97%).	2020

Targeted academic support for current academic year

Measure	Activity
Priority 1	To increase progress scores in Reading, Writing and Maths: • An extra teacher in Year 6 to provide targeted interventions in reading, writing and maths. • Two Teaching Assistants employed in EYFS to ensure early intervention.
Priority 2	To improve reading (whole school priority): • A teacher who specifically delivers Reading Recovery Lite to PPM children. • Orrets Meadow programme delivered to PPM children. • CLA children to receive targeted interventions from Beanstalk or alternative.

Barriers to learning these priorities address	Ensuring that the children are receiving additional reading support. Children receive targeted interventions in reading, writing and maths.
Projected spending	£99,209.02

Wider strategies for current academic year

Measure	Activity
Priority 1	To provide personalised, targeted pastoral support for individual PPM pupils to enable them to be happy, secure and fully engaged in school: • Parent Support Advisor to support vulnerable families 3 days a week. • Place2Be school counsellors to support children 2 days a week. • Attendance Officer develops strategies to ensure attendance is above 97% for our most vulnerable children. • ESWO (Education Social Worker) supports vulnerable families with attendance issues (working closely with our Attendance Officer).
Priority 2	Ensure all PPM pupils have the opportunity to access learning opportunities beyond the classroom (i.e. school trips and extra-curricular activities): • Reduce the costs of holiday clubs, school trips and residential visits. • Part-funding for peripatetic teaching of musical instruments.
Barriers to learning these priorities address	Ensuring that our PPM children are accessing wider learning opportunities.
Projected spending	£70,831.90

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	To ensure that an effective programme of CPD events are organised to develop metacognition and feedback strategies within the classroom. Quality first teaching is our priority.	Use of staff meeting time and INSET days to provide CPD.
Targeted support	Ensuring that targeted interventions have the desired impact.	Careful monitoring of both interventions and progress data to make sure that the difference is diminishing.

Wider strategies	Engaging the families facing most challenges.	Careful monitoring of attendance data of PPM children. Ensuring that our pastoral support removes any SEMH barriers to learning.

Review: last year's aims and outcomes

Aim	Outcome
To improve KS2 PPM data.	Difference between Pupil-Premium pupils and non-Pupil Premium pupils has been diminishing in some areas. This is because of increasingly strong provision. Teaching and learning includes much focused and targeted provision for Pupil Premium pupils linked to PPG funding.
To improve KS1 PPM data.	The difference between Pupil Premium and Non-Pupil Premium has diminished for children reaching the higher levels, but we need to ensure the gap is closing for those reaching the expected levels.
To improve Year 1 phonics data.	Our Pupil Premium children have performed better than our Non-Pupil Premium children have. Out of our Pupil Premium children, only 1 child did not achieve the expected standard.