

Bidford on Avon C. of E Primary School PPG spending 2018 - 2019.

1. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (issues to be addressed in school)	
A.	Reading at age related expectations
B.	Consistency in behaviour and concentration.
C.	Emotional resilience
D.	Lack of aspiration/ expectation
E.	Security of basic skills – number/ calculation
F.	Special Educational Needs
G.	Confidence – oral and written language skills
H.	Thinking, problem solving and reasoning skills
I.	Engagement in wider school curriculum
J.	Cultural experience
Additional barriers (including issues which also require action outside school)	
A.	Financial limitations
B.	Home support

Range of activities, support and interventions to Support Pupil Premium Children 2018/19

Initiative	Cost £	Context/ Evaluation	Impact
Quality of teaching for all			
SEN PPG support	11000	Pupils in group demonstrate barriers to learning which impact on progress. Evidence shows that support ensures they access the curriculum and develop greater resilience and self-directed learning. SEN/ PPG pupils are able to access the curriculum and receive appropriate support	Observations demonstrate SEN PPG pupil engagement and progress Yr 6 reading progress in average range: 1.5/ maths 5.6/ writing - 0.79.
Pupil coaching meetings	1500	Regular one- to one meetings with pupils developed high expectations for the content and presentation of their maths and written work	Pupil developed a pride in their work and confidence to edit, redraft and improve their work, paying attention to the quality of presentation. 3 100% Y2/ 5 83% PPG pupils made standard in writing
Attendance review	1900	Absence has a direct impact on pupil's progress. Close monitoring and engagement with parents support improved attendance and progress across the curriculum. Close monitoring and timely communication with pupils and parents ensures they access fully the curriculum and have high expectations of themselves. Pupils attend regularly and are punctual ensuring limited disruption to their learning	PPG attendance 96.1%, showing an improving trend on past three years.
Topic resourcing	1700	Planning English from quality texts and designing appropriate cross-curricular activities engages pupils by providing excellent teaching and learning opportunities – enhancing progress across the wider curriculum.	External review commented on the good standard of curriculum provision. Pupil interviews supported the use of quality texts. Lesson observations identified pupils quality engagement through use of topic related texts.
Curriculum enrichment	1000	Research demonstrates that cultural experience and a creative curriculum engages pupils and enhances progress.	Pupils take part in a broad range of sporting, musical and cultural events and are actively supported to ensure their engagement.
Quality English/ maths resourcing	1100	Evidence demonstrates that access to quality resources enhances staff planning, leading to improvements in overall provision and standards	Pupil interviews demonstrate that pupil enjoy English/ maths lessons, that they find them challenging and that the use of quality texts and maths resources improves their productivity and engagement.
	£18200		
Targeted support			
Reading intervention	3200	Lower ability pupils not engaging regularly in home reading demonstrate slower progress in comprehension skills and reading age. One to one and group support ensures pupils develop comprehensions skills and ability to read confidently. Close monitoring of book choices ensures pupils read appropriate and challenging texts.	Y6 pupils made good progress over the year. 4 67% Y6 pupils achieved standard – progress (0.2) was within the average range. 6 83% had positive scores. Average scaled score 103. 3 100% Y2 pupils achieved the standard.
Maths basic skill groups	4500	Lower ability pupils demonstrate inconsistency in their use of calculation and relevant mathematical language, but show rapid progress when taught in a focussed group with direct feedback and review. Pupils develop confidence in their use of times tables, place value, number and age appropriate calculations.	Y6 pupils made good progress over the year. 5 83% Y6 pupils achieved standard – progress (1.48) was within the average range. 6 83% had positive scores. Average scaled score 105. 3 100% Y2 pupils achieved the standard.
Maths pre teaching groups	2000	Pre –teaching has shown to be a successful strategy in ensuring able, but less confident pupils engage and make expected progress in lessons. Pupils become confident in their use of new mathematical ideas and in the application of their own skills.	Pre teaching impacted on pupil's confidence and engagement in class. Y6 . 5 83% Y6 pupils achieved the standard.
SAT support	6500	Pupils require targeted support to access tests and to develop the resilience and focus to perform at their full potential. Pupils are able to access tests and use exam techniques.	Post SAT pupil interviews demonstrate that pupils felt supported in their SAT preparation, that it helped them to feel confident and capable in approaching assessments and that it was a purposeful.
Therapeutic writing	1400	Provision has demonstrated that pupils with emotional/ relationship barriers are more able to express and regulate emotions, leading to improved confidence and social engagement. Weekly sessions support pupils resilience and emotional needs.	Improved social interactions and enabled them to build resilience and access well –being support. Pupil's interviews demonstrate positive responses from pupils in supporting their emotional needs.

Speech and Language groups	1500	Provision has demonstrated that pupils with S&L issues improve their vocabulary use and participation in classroom speaking and listening activities, enabling them to communicate confidently and develop their vocabulary.	Vocabulary rich classroom environments supported all pupils. Communication, language and literacy for PPG pupils was above national. Y1 PPG passed phonics test. Identified pupils developed greater fluency in speech and pronunciation.
Counselling	1500	Provision has demonstrated that pupils with emotional issues demonstrate improved behaviour and social interaction, greater confidence and emotional resilience. It supports pupils emotional needs, confidence and resilience	All pupils identified positive response to counselling sessions, supported by parental feedback.
Play therapy		Provision has demonstrated that pupils with emotional issues demonstrate improved behaviour and social interaction, greater confidence and emotional resilience.	Parental feedback very positive impacting on pupils emotional literacy and resilience.
More Able Support	1200	Evidence shows that additional MA provision provides challenge and enrichment ensuing pupils engagement and working within greater depth. More Able pupils access a range of curriculum activities that develop learning in greater depth	More Able pupils made significant progress and support ensured their engagement in developing their understanding at greater depth.
Nurture group	1600	Provision has demonstrated that pupils with emotional issues demonstrate improved behaviour and social interaction, greater confidence and emotional resilience. Pupils are emotional and sociably able to engage in the school day and able to access support when needed.	Ensures conflict resolution and development of pupil's leadership and problem solving skills, their ability to negotiate and their emotional resilience.
Peer mediation	500	Provision has demonstrated improvements in pupil relationships and in the managing of playground conflicts. Pupils are able to use their mediation skills to support other pupils with friendships and conflict.	Pupils demonstrate improved engagement and progress, through consistent support/ dialogue with both pupils and parents.
Pastoral support	8000	Provision has demonstrated that by supporting pupils with emotional, social and family issues they demonstrate improved behaviour and social interaction, greater confidence and emotional resilience. A broad range of initiatives enhance pupils engagement and experience of school life.	Pupil's access after school clubs and competitions ensured their participation in the wider community.
	£31300		
Other approaches			
Forest School	4500	Provision demonstrates marked improvements in pupil's social engagement and team work. Reduction in lunchtime behaviour reports	Impacted on playground engagement and social interactions for identified pupils. Supported younger pupils in their confidence to problem solve and take risks.
Family Financial support	800	A number of families experience financial barriers. Financial support ensures that pupil are able to take part in the wider curriculum and feel included e.g. school uniform and equipment.	Pupils wear standard school uniform, access to appropriate learning resources and community events..
	£5300		

Total PPG received: £54711 PPG eligible pupils 38 All pupils 316.