

## Bitham Brook - Pupil premium strategy statement

**Hands**  
Every child knows  
how to be part of  
team



**Head**  
Every child a good  
learner

**Heart**  
Every child knows  
they are valued

1. Summary information					
<b>School</b>	Bitham Brook Primary School				
<b>Academic Year</b>	2016/17	<b>Total PP budget</b>	£61460	<b>Date of most recent PP Review</b>	NA
<b>Total number of pupils</b>	295	<b>Number of pupils eligible for PP</b>	52	<b>Date for next internal review of this strategy</b>	May 2017

2. Current attainment				
	<i>Bitham Brook</i>	<i>National average</i>	<i>Bitham Brook (dis)</i>	<i>National average (dis)</i>
% achieving in reading, writing and maths (KS2 2016)	64%	53%	57%	60%
% making progress in reading	0.73	0	3.33	0
% making progress in writing	-2.15	0	-3.14	0
% making progress in maths	3.12	0	1.70	0
% achieving in reading (KS1 2016)	59%	74%	30%	78%
% achieving in writing (KS1 2016)	44%	65%	20%	70%
% achieving in maths (KS1 2016)	51%	73%	30%	77%
Progress from EYFS to KS1 (2016) Reading – emerging to expected	38%	36%	0	39%
Progress from EYFS to KS1 (2016) Reading – expected to expected	75%	85%	100%	87%
Progress from EYFS to KS1 (2016) Writing – emerging to expected	26%	30%	11%	33%
Progress from EYFS to KS1 (2016) Writing – expected to expected	79%	82%	100%	83%
Progress from EYFS to KS1 (2016) Maths – emerging to expected	27%	36%	0	40%
Progress from EYFS to KS1 (2016) Maths – expected to expected	79%	86%	75%	87%
Y1 Phonics (2016)	84%	81%	50%	70%

<b>Y2 Phonics (2016)</b>	93%	91%	80%	86%
<b>EYFS profile - GLOD</b>	59%	71%	11%	52%

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

#### In-school barriers (issues to be addressed in school, such as poor oral language skills)

- A.** Reading, speaking and listening skills are a barrier to their learning of some children eligible for Pupil Premium (PP)
- This is particularly true in the current Y1 where only 11% (52% nationally) of children with PP achieved Good Level of Development (GLOD). Many of these children also have Education and Health Care (EHC) plans and significant Special Educational Needs (SEN).
  - In current Y2, 50% of children with PP achieved the expected standard in Y1 Phonics (70% nationally).
  - In the current Y3, 30% (78% nationally) of children achieved the expected standard in Reading at the end of KS1.
  - The pattern of children's achievement at Bitham Brook Primary School is that children enter school below national expectations and leave for Secondary School well above national expectations. This is reflected in the progress and attainment of children with PP. In Reading, children with PP showed greater progress than the national expectation and overall their attainment in Reading, Writing and Maths was in-line with national expectations.
  - Other year groups

Year	Reading - Achieving Expected standard+ Autumn assessment in brackets	Reading - Achieving Expected standard+ - Pupil Premium Autumn assessment in brackets	Gap	Number of children with PP
1	60 (57)	11 (11)	49	9
2	76 (52)	60 (40)	16	5
3	51 (27)	27 (0)	24	10
4	67 (64)	50 (50)	17	7
5	70 (59)	86 (71)	-16	8
6	84 (63)	75 (50)	11	4

- By the end of KS2 100% of children with pupil premium reached the expected standard compared to 71% nationally and compared to 82% of children in the cohort

- B.** Children's Writing is a targeted area for improvement in the whole school and children with pupil premium are part of this improvement focus
- In the current Y3, 20% (70% nationally) of children achieved the expected standard in Writing at the end of KS1.
  - Other year groups

Year	Writing - Achieving Expected standard+ Autumn assessment in brackets	Writing - Achieving Expected standard+ - Pupil Premium Autumn assessment in brackets	Gap	Number of children with PP
1	55 (40)	11 (0)	44	9
2	62 (48)	40 (40)	22	5
3	49 (32)	27 (18)	22	10
4	59 (41)	50 (17)	9	7
5	63 (39)	86 (43)	-23	8
6	72 (34)	50 (25)	22	4

- By the end of KS2 57% of children with pupil premium reached the expected standard compared to 79% nationally and compared to 72% of children in the cohort
- 2 children from Year 5 and 2 children from Year 6 are currently having an additional reading/writing session weekly with the English KS2 lead as they were identified at a recent pupil progress meeting as needing additional support.

<b>C.</b>	Children can have similarly weaker mathematical skills which could limit their mathematical progress in school																																			
	<ul style="list-style-type: none"> <li>In the current Y3, 30% (77% nationally) of children achieved the expected standard in mathematics at the end of KS1.</li> <li>Other year groups</li> </ul>																																			
	<table border="1"> <thead> <tr> <th>Year</th> <th>Maths - Achieving Expected standard+ Autumn assessment in brackets</th> <th>Maths - Achieving Expected standard+ - Pupil Premium Autumn assessment in brackets</th> <th>Gap</th> <th>Number of children with PP</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>55 (28)</td> <td>11 (0)</td> <td>44</td> <td>9</td> </tr> <tr> <td>2</td> <td>69 (38)</td> <td>60 (40)</td> <td>9</td> <td>5</td> </tr> <tr> <td>3</td> <td>43 (30)</td> <td>27 (18)</td> <td>16</td> <td>10</td> </tr> <tr> <td>4</td> <td>51(44)</td> <td>17 (33)</td> <td>34</td> <td>7</td> </tr> <tr> <td>5</td> <td>57 (50)</td> <td>86 (71)</td> <td>-29</td> <td>8</td> </tr> <tr> <td>6</td> <td>84 (50)</td> <td>75 (50)</td> <td>9</td> <td>4</td> </tr> </tbody> </table>	Year	Maths - Achieving Expected standard+ Autumn assessment in brackets	Maths - Achieving Expected standard+ - Pupil Premium Autumn assessment in brackets	Gap	Number of children with PP	1	55 (28)	11 (0)	44	9	2	69 (38)	60 (40)	9	5	3	43 (30)	27 (18)	16	10	4	51(44)	17 (33)	34	7	5	57 (50)	86 (71)	-29	8	6	84 (50)	75 (50)	9	4
Year	Maths - Achieving Expected standard+ Autumn assessment in brackets	Maths - Achieving Expected standard+ - Pupil Premium Autumn assessment in brackets	Gap	Number of children with PP																																
1	55 (28)	11 (0)	44	9																																
2	69 (38)	60 (40)	9	5																																
3	43 (30)	27 (18)	16	10																																
4	51(44)	17 (33)	34	7																																
5	57 (50)	86 (71)	-29	8																																
6	84 (50)	75 (50)	9	4																																
	<ul style="list-style-type: none"> <li>By the end of KS2 (2016) 86% of children with pupil premium reached the expected standard compared to 75% nationally and compared to 90% of children in the cohort</li> <li>In Year 6, 3 children have an additional weekly maths sessions with the DH (also the Maths Lead)</li> </ul>																																			

**D.** Lack of self-confidence and self-belief for some children with pupil premium can have a negative impact on their learning. Some children are less likely to volunteer for leadership roles and positions of responsibility. Teachers evaluate that 57% (30/52) children with pupil premium have significant self-confidence issues which will inevitably impact on their learning and therefore needs addressing.

**E.** There are a number of children (21/52 = 40%) with pupil premium who have emotional difficulties which leads to low resilience and a fear of failure, which again will have a negative impact on their learning and therefore needs addressing.

**F.** More able children with PP do not always achieve as well as their peers. They can lack self-confidence and self-belief which can hold them back. At end of KS2 in 2016, the percentage of children achieving the higher standard was:

	Bitham Brook (dis)	National (dis)
Reading	14 (26)	23 (19)
Writing	0 (10)	18 (15)
Maths	43 (21)	20 (17)

All children in brackets

**External barriers (issues which also require action outside school, such as low attendance rates)**

**G.** Positive engagement of parents has been shown to have a major impact on children’s wellbeing and success in school. For some children with PP, parents are not always able to provide the support and encouragement to help their children with their learning and provide rich learning environments at home. This can be evidenced in limited aspiration and expectation for what children can achieve.

**H.** Baseline assessment of children entering Foundation Stage indicates that they are below national expectations across the full range of Early Learning Goals. Children with PP are even further below national expectations on entry to school. Baseline assessment shows that children with PP are well below the cohort in writing and maths, and just below the cohort in their reading.

**I.** Many children with PP are also on EHC plans (15%), Child Protection plans (37%) or are Looked After Children (12%). There are regular review meetings for all these children to support them and the families to help their children to be confident and successful in school.

**J.** Most children with PP have good attendance and punctuality which supports their learning in school. There are a small number of families of children with PP, who do not provide the support to ensure that children’s attendance and punctuality is good.

**4. Desired outcomes**

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Children's reading, speaking and listening skills will improve so that their progress and achievement in reading is the same as for all children through quality first teaching and targeted intervention.	<ul style="list-style-type: none"> <li>Removing any gaps in children's progress and achievement, wherever possible, for children with pupil premium and all children. As children with PP enter school with lower attainment, this gap will gradually reduce so that the gap is removed by the end of KS2.</li> <li>Children who achieve well at the start of school will continue to perform well throughout both Key Stages</li> </ul>
<b>B.</b>	Children's writing skills will improve so that their progress and achievement in writing is the same as for all children through quality first teaching and targeted intervention	<ul style="list-style-type: none"> <li>Removing any gaps in children's progress and achievement, wherever possible, for children with pupil premium and all children. As children with PP enter school with lower attainment, this gap will gradually reduce so that the gap is removed by the end of KS2.</li> <li>Children who achieve well at the start of school will continue to perform well throughout both Key Stages</li> </ul>
<b>C.</b>	Children's mathematical skills will improve so that their progress in mathematics is the same as for all children through quality first teaching and targeted intervention	<ul style="list-style-type: none"> <li>Removing any gaps in children's progress and achievement, wherever possible, for children with pupil premium and all children. As children with PP enter school with lower attainment, this gap will gradually reduce so that the gap is removed by the end of KS2.</li> <li>Children who achieve well at the start of school will continue to perform well throughout both Key Stages</li> </ul>
<b>D.</b>	Self-belief and self-confidence for children with PP improves so that this is not a barrier to children's learning or leadership development.	The percentage of children with PP who have 'significant' self-confidence issues reduces by half by the end of the year (target 28%)
<b>E.</b>	Emotional difficulties for children with PP are addressed so that this does not negatively impact on their learning and leadership development.	The percentage of children with PP who have 'significant' emotional health challenges reduces by half by the end of the year (target 20%)
<b>F.</b>	More able children to achieve well at the end of KS2	More able children to achieve at least in line with national averages at the end of KS2
<b>G.</b>	Parents are fully informed and involved in their children's learning with no difference in parental engagement for children with PP.	Attendance at parent's evenings including curriculum information evenings is the same for parents of children with PP as it is for all parents. Children's reading at home is the same for all families regardless of whether they have pp.
<b>H.</b>	The school targets intervention early for children e.g. Talkboost so that children who start school with low baseline scores are supported. Any SEN is quickly identified so that specific support can be provided and an IEP (Individual Education Plan) is created	Overall children achieve above national expectations by the time they reach the end of KS2 even though baseline assessment indicates that children enter school below national expectations.
<b>I.</b>	Children with EHC plans, Child Protection plans and Looked After Children achieve as well as their peers with the same challenges	Removing any gaps in children's progress and achievement, wherever possible, for children with pupil premium and all children.
<b>J.</b>	Children with PP have good punctuality and attendance	Removing any gaps in children's punctuality and attendance, wherever possible, for children with pupil premium and all children.

## 5. Planned expenditure

<b>Academic year</b>	<b>2016/17</b>
----------------------	----------------

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	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Children’s reading, speaking and listening skills will improve so that their progress and achievement in reading is the same as for all children through quality first teaching and targeted intervention.</p>	<ul style="list-style-type: none"> <li>• INSET sessions on explore high quality writing can be used to embed the raised expectations for spelling, grammar and punctuation. This will include external expertise</li> <li>• The English Lead in KS2 will train to become a County Moderator</li> <li>• Support for teachers through shared planning and modelling good practice in the classroom</li> </ul>	<p>Quality-first teaching has a big impact on children’s learning and progress</p> <p>Having access to external moderation expertise will ensure that decisions made in school are well informed and offer clarity to staff about national expectations.</p>	<p>Planning scrutiny, pupil progress meetings to ensure that teachers are responding to the direction and support provided, so that it is having an impact on children’s learning in their reading.</p> <p>Book scrutinies by members of the SLT will occur at regular intervals to ensure that there is an understanding of expectations and consistency in school.</p> <p>Termly moderation and book scrutiny of writing as well as planning scrutiny, pupil progress meetings to ensure that teachers are responding to the direction and support provided, so that it is having an impact on children’s learning in their writing. These will involve all teaching staff</p> <p>The English Lead will attend a series of Governor meetings to report on the progress of moderation and standardisations work happening in school</p>	<p>CR</p>	<p>Termly</p>
<p>Children’s mathematical skills will improve so that their progress in mathematics is the same as for all children through quality first teaching and targeted intervention</p>	<ul style="list-style-type: none"> <li>• INSET sessions on progression in calculation, mastery, problem solving, practical resources, good mathematical resources</li> <li>• Working alongside teachers with shared planning and modelling by the Maths Subject Leader</li> <li>• Workshop sessions for Teaching Assitants</li> <li>• Drop-Ins on maths lessons</li> </ul>	<p>Quality-first teaching has a big impact on children’s learning and progress</p>	<p>Termly book scrutiny in Maths, planning scrutiny, pupil progress meetings to ensure that teachers are responding to the direction and support provided, so that it is having an impact on children’s learning in mathematics. These will involve all teaching staff</p> <p>Book scrutinies by members of the SLT will occur at regular intervals to ensure that there is an understanding of expectations and consistency in school.</p>	<p>AB</p>	<p>Termly</p>
<p>Children’s progress and achievement in reading, writing and mathematics is the same as for all children through quality first teaching and targeted intervention.</p>	<ul style="list-style-type: none"> <li>• ‘Mark First’ initiative introduced so that teachers mark first the children with PP</li> <li>• Seating plans reviewed by each teacher to ensure that children with PP are prominent</li> <li>• Working partners for PP children in school will be planned and monitored to ensure the best partner for the PP child.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher CPD to help understand and appreciate the significant challenges that some children with pp face.</li> <li>• Simple initiatives which are rooted in ‘quality-first’ teaching and do not cost</li> </ul>	<p>The gap in children’s progress and achievement is reduced by the end of KS2</p>	<p>DR</p>	<p>July 2017</p>

<b>Total budgeted cost</b>					£1300
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Emotional difficulties for children with PP are addressed so that this does not negatively impact on their learning and leadership development.	<ul style="list-style-type: none"> <li>Provide counselling support through in-school counsellor from Relate (Time to Talk)</li> <li>'Garden of Dreams' intervention provides emotional support for children who might be experiencing challenges and difficulties emotionally. This is provided for all children who would benefit from this and children with pp are given priority</li> </ul>	Our in-school counsellor has been invaluable in supporting children with emotional difficulties and challenges. Emotional intelligence has been shown to have a major impact on children's wellbeing and achievement.	<ul style="list-style-type: none"> <li>The percentage of children with PP who have 'significant' emotional health challenges reduces by half by the end of the year (target 20%)</li> <li>Parents report an improvement in their child's emotional health as a result of the counselling</li> </ul>	DR	July 2017
Children with Child Protection plans and Looked After Children achieve as well as their peers with the same challenges	<ul style="list-style-type: none"> <li>Providing Parent Support Adviser time for families with children with pp, where this family support helps their child to thrive in school</li> <li>Providing CAF support for identified families where it is recognized that this support will make a difference to the child's learning and wellbeing</li> </ul>	Children are more likely to succeed if they are feeling supported, secure and happy. This support targets children's families to provide improved outcomes for children.	Children who are 'Looked After' and children with Child Protection plans make the same progress as their peers.	DR	July 2017
Removing any gaps in children's progress and achievement, wherever possible, for children with pupil premium and all children. As children with PP enter school with lower attainment, this gap will gradually reduce so that the gap is removed by the end of KS2.	A wide range of small group intervention sessions both during the school day and after school to bridge the gaps in children's mathematical learning, These groups target children lacking in confidence in their Maths or that need stretching in maths focusing on children with pp.	Research has shown that focused intervention on foundational areas in mathematics can have a major impact on children's learning and success in mathematics	<ul style="list-style-type: none"> <li>Gap in mathematical achievement for children with pp reduces as children move through the school</li> </ul>	AB	July 2017

<p>Removing any gaps in children's progress and achievement, wherever possible, for more able children with pupil premium and all children. As children with PP enter school with lower attainment, this gap will gradually reduce so that the gap is removed by the end of KS2.</p>	<ul style="list-style-type: none"> <li>• Children who are both Pupil Premium and on the Gifted and Talented register are offered as many opportunities as possible to work with able children from different schools e.g. Pupil Voice Conference, Inter-County Maths competitions</li> <li>• The HT runs a Maths extension group for Y4 and Y5 children which includes some children with PP</li> </ul>	<p>Providing enrichment opportunities for children has been shown to have a positive impact on their self-confidence and self-belief and therefore their learning</p>	<ul style="list-style-type: none"> <li>• Gap in achievement outcomes for more able children is removed</li> <li>• Children who achieve well at the start of school will continue to perform well throughout both Key Stages</li> </ul>	<p>AB</p>	<p>July 2017</p>
<p>Children's reading, writing, speaking and listening skills will improve so that their progress and achievement in reading and writing is the same as for all children through quality first teaching and targeted intervention.</p>	<ul style="list-style-type: none"> <li>• Establishing a boys' and girls' reading group to support children in KS2 who are struggling with their reading, targeting children with PP</li> <li>• The KS2 English Lead has run a Boys Reading Club for 2 years which target the PP boys in KS2. Irrespective of their ability – simply to encourage a love of reading.</li> <li>• PP Children in Year 3 attend a reading club with School Seniors during a lunch time. They also read with Year 6 partners once a week during lesson time.</li> </ul>	<p>Small group focused on encouraging children to read and write can have a big impact on children's learning and confidence</p>	<p>The gap in children's progress and achievement is reduced by the end of KS2</p>	<p>CR and AB</p>	<p>July 2017</p>

Children's reading, writing, speaking and listening skills will improve so that their progress and achievement in reading and writing is the same as for all children through quality first teaching and targeted intervention.	<ul style="list-style-type: none"> <li>A full range of intervention programmes for identified children including Catch Up, Letters and Sounds, Sustained Writing, Speed Up, Numbers Count, ELS, 1:1 Reading, Punctuation Group, Nessy, Comprehension Group. These are provided by a dedicated TA above and beyond the support that a class TA provides</li> <li>Training for TAs in a range of intervention strategies and initiatives is identified as an important priority at the school, enabling them to provide the support that children who are vulnerable need. These are organised by the SENCo and involve outside agencies and experts</li> </ul>	Specific, targeted intervention can have a big impact on children's learning and enable them to catch up with their peers	The gap in children's progress and achievement is reduced by the end of KS2	CathR	July 2017
---	---	---	---	-------	-----------

<b>Total budgeted cost</b>					£55760
----------------------------	--	--	--	--	--------

**iii. Other approaches**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Self-belief and self-confidence for children with PP improves so that this is not a barrier to children's learning or leadership development.	Children with PP are funded for school residential trips and for school trips when there is financial difficulty Children with pp were invited to participate in football coaching during the Easter holidays and given priority as well as funded places	Enabling all with pp to be able to attend residential trips as these have been shown to have a major impact on:- <ul style="list-style-type: none"> <li>Confidence building</li> <li>Teamwork</li> <li>Developing outdoor skills</li> <li>Broadening children's experiences and learning</li> </ul>	Teachers will report improved confidence as a result of attending the residential trip	DR	July 2017
Self-belief and self-confidence for children with PP improves so that this is not a barrier to children's learning or leadership development.	Providing funding for instrumental music lessons in school	Learning in music has been shown to have a strong link with children's overall learning as well as building confidence and self-esteem	Children with pp who access instrumental music lessons will show improved confidence and self-belief, reported by the teacher	DR	July 2017
Self-belief and self-confidence for children with PP improves so that this is not a barrier to	Providing 'Forest School' opportunities for children with PP	One of the school TAs has received the full training and has a regular programme of Forest School activities on the school site to build	Children identify their own targets for improvement (with guidance) at the start of the Forest School programme e.g. I want to be able to share my ideas more in class discussions. These targets are viewed	AB	July 2017

children's learning or leadership development.		children's confidence, self-esteem and teamwork as well as their outdoor learning skills	at the end of each session and the end of the programme.		
Self-belief and self-confidence for children with PP improves so that this is not a barrier to children's learning or leadership development.	Developing children's leadership through the school ambassador programme so that there is a team of ambassadors in many different areas of the curriculum including class, ICT, Art, Green, Anti-bullying, Sports Children with PP are represented in all ambassador groups including 36% of Class Ambassadors	Providing leadership opportunities for children gives them a sense of responsibility and helps to build their confidence and self-esteem. This is a real strength of the school	Children with pp who access this opportunity will show improved confidence and self-belief, reported by the teacher	AB	July 2017
Self-belief and self-confidence for children with PP improves so that this is not a barrier to children's learning or leadership development.	Additional extra-curricular clubs for children e.g. Energy Club, Cooking Club, Sports Clubs to which children with pp are targeted and given priority places	Providing opportunities for children to develop in their leadership skills will have a positive impact on their self-belief and self-confidence	The percentage of children with PP who have 'significant' self-confidence issues reduces by half by the end of the year (target 28%)	AB	July 2017
Removing any gaps in children's progress and achievement, wherever possible, for children with pupil premium and all children.	Revision books are provided for children with pp, enabling them to maximize their performance in their learning and in any external assessment	Encouraging children to access learning at home can have a very positive impact on their progress and achievement	Removing any gaps in children's progress and achievement, wherever possible, for children with pupil premium and all children at the end of KS2	MS	July 2017
Parents are fully informed and involved in their children's learning with no difference in parental engagement for children with PP.	Parents of children with pp are encouraged to attend parents' information sessions, curriculum evenings through providing crèche etc. After letters go out with an invitation, teachers follow this up with individual personal invitations where possible for the parents of PP children.	Parental involvement has been shown to have a major impact on children's learning	Attendance at parents evenings and curriculum evenings is the same for children with PP as it is for all children Parents reading with their children at home shows no gap in provision	DR	July 2017
There is no gap in performance for attendance and punctuality	Children are encouraged to show good attendance and punctuality. If this falls below expected standard then a School Attendance meeting is held to explore this with parents.	Good attendance and punctuality are crucial for good learning	There is no gap in performance for attendance and punctuality	DR	July 2017
<b>Total budgeted cost</b>					£4400

## 6. Additional detail

## Principles

- We ensure that excellent learning opportunities are created for all children and particularly for children who belong to vulnerable groups;
- We recognise that some groups of children are more vulnerable to underachievement and as a school we will seek to enable all children to thrive and become successful learners, responsible citizens and resilient individuals;
- We believe that the best way of achieving these is through 'quality-first' teaching;
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged;
- We also recognise that not all pupils who are socially disadvantaged are registered for, or qualify for, free school meals. We reserve the right to allocate the Pupil Premium funding to support any child or groups of children the school has identified as being socially disadvantaged;
- Limited funding and resources means that not all children on the 'Ever6' register will be in receipt of specific interventions or additional support at any particular time if they are making good progress. All activities carried out using Pupil Premium funding will be aimed at accelerating children's progress and improving their wellbeing;
- The progress of all children is regularly reviewed and monitored and particularly children who might be vulnerable to underachievement, so that appropriate support and intervention can be introduced at an early stage to enable all children to succeed. This will include all categories of PP e.g. Ever6

## How we ensure that the funding has greatest impact

The Ofsted document 'Spending the Pupil Premium successfully to maximize achievement – the overview' identifies the top ten 'Gap Busters' (page 6). Many of these have been utilized at Bitham Brook including:-

- **Data tracking that identifies the gaps** - The school conducts pupil progress meetings at regular intervals throughout the year when the Headteacher and Maths and English Subject Leaders meet with every teacher to discuss the progress of every child in reading, writing and mathematics. Progress of children in groups vulnerable to underachievement is particularly scrutinized. For all children making less than expected progress, the potential reasons for this under-achievement is explored and appropriate interventions identified. These interventions are reviewed at the next pupil progress meeting. For children with the pupil premium, there is discussion with the teacher on how the pupil premium funding can accelerate progress even if this is not identified as a concern.
- **High profile of pupils eligible for free school meals** – all staff are made aware of children who are vulnerable to under-achievement and encouraged to identify key interventions including resources, which will make a difference for these children.
- **Effective teaching and learning** – one of our key developmental areas in teaching and learning is in encouraging children's independence, their ability to think for themselves and take greater responsibility for their own learning. As teachers we have been exploring how we can encourage and develop this in our CPD sessions
- **Literacy support** – there is a huge emphasis in school in developing children's reading and writing with a major push on improving phonics and creating fantastic writing opportunities for children to inspire and motivate them. The school is seeking to further develop children's love of books and for reading a wide range of material. The staff have all benefited from significant CPD to enhance this
- **Targeted support** – the school provides a very wide range of targeted support for individuals and small groups from specific literacy and numeracy programmes to interventions aimed at building children's emotional intelligence. There has been significant investment made into training teachers and TAs in being able to lead these programmes effectively. We have also invested in training a member of staff to lead Forest School activities which are designed to boost independence and self confidence skills. The initial groups this year, have all included PP children and 19 KS2 children have accessed this opportunity already (term 4 2017)

- **Full range of educational experiences** – support is provided at Bitham Brook to enable children to access a very broad range of learning experiences including funding for school trips, residentials, music lessons, enrichment activities, after-school clubs and school holiday provision.
- **Good attendance** – there is a drive in school to improve school attendance and reduce lateness through targeting families with poor attendance and punctuality