



OLD BEXLEY CE PRIMARY SCHOOL

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1. Summary Information			
School	Old Bexley CE Primary School		
Academic Year	2019/20	Total PP Budget	April 19 –March 20 £87,080
Total Number of Pupils	827 pupils (including Nursery)	Number of Pupils Eligible for PP	63 pupils (3 Nursery Pupils)

2. Current Attainment – End of Summer Term 2019 (Pupil count from March 2019)						
Year Group	Pupils eligible for PP			Pupils not eligible for PP		
	EYFS	Year 2	Year 6	EYFS	Year 2	Year 6
% achieving expected standards in reading, writing and maths (GLD - Year R)	¼ pupils 25%	5/6 pupils 83%	9/17 pupils 53%	76/95 pupils 81%	83/111 pupils 74%	77/102 pupils 76%
% making at least expected progress in reading	¼ pupils 25%	5/6 pupils 83%	9/16 pupils 56% (1 pupil no KS1 data)	82/95 pupils 86%	89/111 pupils 79%	49/101 pupils 49% (1 pupil no KS1 data)
% making at least expected progress in writing	¼ pupils 25%	5/6 pupils 83%	11/16 pupils 69% (1 pupil no KS1 data)	79/95 pupils 83%	89/111 pupils 79%	57/100 pupils 57% (1 pupil no KS1 data and 1 pupil disappplied)
% making at least expected progress in maths.	¼ pupils 25%	5/6 pupils 83%	7/16 pupils 44%	85/95 pupils 89%	83/111 pupils 78%	67/101 pupils 66% (1 pupil no KS1 data)



3. Barriers to future attainment (for pupils eligible for PP)

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

A.		SEN - 13% (8 pupils) of PP pupils also have a Special Educational Need
B.		Personal, Social & Emotional Needs - 38% (24 pupils) of PP pupils have a PSE need <i>16% (10 pupils) have had SS involvement</i>
C.		Speech & Language Issues (including EAL) 9% and (6 pupils) of PP pupils with speech & language issues

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

A.		Attendance below 90% Academic Year 2018-19 (Excluding Nursery pupils) 12% (7 pupils) PP – 94% Non PP – 96%
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4. Desired outcomes

	<i>Desired outcome and how they will be measured</i>	Success Criteria
A.	Differences diminish between Pupil Premium and Non-Pupil Premium attainment across the school.	Key pupils are targeted termly to ensure differences in PP attainment and Non-PP attainment diminish.
B.	Gain greater consistency in the number of Pupil Premium pupils achieving age-related expectations and making at least “expected” progress across the year groups in the school.	Pupils eligible for PP to make as much progress as Non-PP pupils across the year group in Reading, Writing & Maths. Monitored by Heads of Year (HOY). Measured by teacher assessment, moderation events across the multi-academy trust and formal assessments.



C.	Increase the number of Pupil Premium pupils attaining “Exceeding” in Year R and working at “Greater Depth” in the other year groups.	Key pupils are selected and then targeted with support and/or interventions to achieve “Exceeding” in Year R or working at “Greater Depth” in the other year groups.
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5. Planned Expenditure

Academic Year	2018-19
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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?
Differences diminish between Pupil Premium and Non-Pupil Premium attainment across the school. By...					
Quality First Teaching	<ul style="list-style-type: none"> - APAT monitoring with a focus on “Teaching and Learning – The New Ofsted Framework with a focus on Reading & Deep Dives” - Impact of APAT “New Ofsted Framework” and 		<p>APAT monitoring schedule and training day 18/10/19</p> <p>SDP – Training Middle Leaders Autumn Term</p>	<p>HT and Amadeus Leaders</p> <p>CEO APAT and Oguga</p>	<p>CEO APAT Termly</p> <p>HT and Amadeus Leaders</p>



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<p>Rigorous tracking and assessment of pupils</p>	<p>“Ofsted for School Leaders”</p> <ul style="list-style-type: none"> - Drop in “learning walks” to look for consistency in teaching – Reading, Phonics and Curriculum Focus - Digital Techonolgy Improvements in learning & teaching - Implementation of the IPC Curriculum - New Assessment System PIXL across academy - Targeted intervention from new PIXL data - Individual target setting and tracking of progress 	<p>See the recommendations for schools and teachers in “The Digital Age and its implications for learning and teaching in the Primary School” <i>Cathy Burnett Cambridge Primary Review Trust</i></p> <p><i>“A broad and balanced curriculum for all pupils”</i></p> <p><i>DfE research report p20</i></p> <p>“Previous tracking and assessment of pupils has enabled children to receive timely support and intervention”</p>	<p>Monitoring of plans, books, classroom drop ins and discussions with pupils</p> <p>DHT/HT and HOY meetings CT and HOY (with SENCO or Head of Specialist Education)</p> <p>7/10/19 and on-going</p> <p>16/10/19 and on-going training</p> <p>Pupil Progress Meetings and DHT/HT and HOY Meetings</p>	<p>Okolo-Angua</p> <p>Curriculum Leader, HT and members of SLT</p> <p>HT, DHT and HOYs</p> <p>HT, DHT and HOYs</p> <p>Jl, SJ, SO and OC</p> <p>HTs and CTs from APAT schools</p> <p>HT and SLT</p> <p>SY (Amadeus)</p>	<p>SLT and HOYs Ongoing throughout the year</p> <p>SLT monitoring Half termly/termly</p> <p>Half termly/termly</p> <p>SLT Monitoring</p> <p>Regular monitoring throughout the academic year</p> <p>On-going but half termly meeting</p>
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<p>High quality training for all staff</p>	<ul style="list-style-type: none"> - Foundation subjects – skills and knowledge assessment system - CLPE Power of Reading - Science Ninjas - Analysis of data and further action identified - Pupil Progress Review Meetings - Outstanding Teaching - Professional Development through CP requests and meetings with Head Teacher, observations of another year group with school. - Curriculum Meetings 	<p>To improve engagement and attainment in reading & writing</p> <p>Reflective Practice Approach “If pupils commit knowledge to memory and practice retrieving it, that will cause skilled performance” Willingham 2009 and “The most important single factor influencing learning is what the learner already knows. Ascertain this and teach him accordingly” Ausubel (1968)</p> <p>EEF “ collaborative group work that promotes talk and interaction between learners tends to result in the best gains”</p>	<p>Training Day 18/10/19 Staff Meetings over the course of the year</p> <p>HT to lead learning walks. SLT to ensure all teachers have carried out an observation of another year group and visit to another school.</p> <p>Curriculum Report to Governors</p>	<p>Trust & JE Curriculum Lead)</p> <p>JE</p>	<p>between SY and SLT</p>
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	<ul style="list-style-type: none"> - Phonic Training (whole school and specific to Early Years and KS1) 		Learning Walks with SLT focus on phonic teacher, impact on Phonic screening	GE (AHT) and SP (Dyslexia Teacher) – both Bexley Borough Lead Trainers for Phonics	Summer Term
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ii. Targeted Support

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?
PP children to make at least the same or better progress and a greater number of PP pupils to be working at “Greater	<ul style="list-style-type: none"> - Learning Together Partnership - Targeted group support based on GAPs analysis 	<i>“successful schools see pupils as individuals, each with their own challenges...seek out strategies best suited to addressing individual</i>	DHTs to meet with HOYs. Half term monitoring and discussions with pupils	DHT	Termly – targets



<p>Depth” or achieve “Exceeding” in Year R.</p>	<p>of teacher assessment and PIXL test data.</p> <ul style="list-style-type: none"> - Pupil Conferencing - One to One Tutoring - Specific Resources for individuals - Intervention Programmes by new SENCO - TTRS 	<p><i>needs.” Supporting Attainment of disadvantaged pupils 2015</i></p> <p><i>LeGoff and Sherman carried out another study in 2006 on the <u>long-term outcomes of children who took part in LEGO therapy</u> compared to the outcomes of children involved in non-LEGO play therapy. Those who took part in LEGO therapy improved more greatly in terms of social competency and were able to adapt to social situations much better.</i></p> <p><i>Word Wizard ... approach to promote the vocabulary development of all children,... the resource is of particular value for those who start at a disadvantage –but it will extend the word learning of all students.</i></p>	<p>Regular HOY meetings and termly CT progress meetings</p> <p>Discussions with HOY and CT during progress meetings. Observed during APAT monitoring and discussed with Hoy and CT during progress meetings.</p> <p>Records/notes from programme</p>	<p>Assessment AHT and HT and HOYs</p> <p>CT and HOY CT or SLT</p> <p>CT and HOY</p> <p>MH</p>	<p>Data collection points and end of year.</p>
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		<p><i>Stephen Parsons and Anna Branagan have been using this since 2010. The end product is an effective and time efficient method for developing the spoken and written vocabulary of all children.</i></p>			
<p>Early Intervention and targeted support for children as they enter into the EYFS.</p>	<p>Early Years Focus on Reading and Phonics Interventions implemented</p> <ul style="list-style-type: none"> - BLAST - Chatterbox - Dough Gym - CLPE project for Early Years - Review of school's Systematic approach to Phonics and increased training <p>Homework activities</p>	<p><i>P10, point 14 Pupil Premium update July 14...funding is carefully targeted at the types of activities to best meet the needs of the pupils...</i></p>	<p>HOY to monitor delivery of intervention and targeted support by CT</p> <p>DHT to discuss progress meetings (data analysis) fortnightly with HOY and termly with CT.</p>	<p>Head of Early Years</p> <p>DHTs</p>	<p>Half Termly</p>
<p>Children to move from "Emerging" to "Expected" or "Expected" to working at "Greater Depth".</p>	<ul style="list-style-type: none"> - Quality First Precision Teaching - Learning Together Partnership Targets - Weekly TLT Meetings - Weekly SLT Meetings - Fortnightly meetings with HOY 	<p><i>DfE research report Nov 15 p12, use of achievement data to check interventions or techniques are working</i></p> <p><i>EEF T&L toolkit...feedback has a high impact for a low-</i></p>	<p>HOYs to ensure PP children are given to correct support needed to help them progress.</p> <p>DHT to discuss progress (data analysis) half termly.</p>	<p>DHTs and all HOYs</p>	<p>Half Termly to Termly</p>



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	<ul style="list-style-type: none"> - Half Termly Progress Meetings - Targeted interventions - GAPS analysis and teaching - Pupil Conferencing 1:1 - Feedback through marking & dialogue/monitoring of books - Work with specialist teacher SO <p>Empowering parents to support their children at home through</p> <ul style="list-style-type: none"> - Parent workshops (e.g. Phonics) - Parents with SEND – support group meeting - Parent Consultation Meetings & sharing of targets as part of Learning Together Partnership 	<p>moderate cost including phonics and small group tuition</p> <p>Oral language interventions (<i>EEf T&L toolkit</i>) can have high impact for low cost</p>	<p>Questionnaire Feedback forms from parents from both</p>	<p>Vulnerable List – Lead / Key adult.</p> <p>MH (SENCO & AHT)</p>	<p>Feedback and evaluation forms completed by parents after meeting and at the end of LTP cycle.</p>
<p>PP who have PSE needs to receive specific support for their needs.</p>	<ul style="list-style-type: none"> - Therapeutic Team - Therapy Support with qualified Therapeutic Play Specialist 	<p><i>Conversations that Matter Pg 16</i> “Studies show that children who regularly receive empathic listening also develop good vagal tone, which means more</p>	<p>School are working toward the Mindfulness School Award</p>	<p>DHT</p>	<p>Mindfulness School award</p>



	<ul style="list-style-type: none"> - Training for Therapeutic Play Specialist – ongoing working alongside team. - Supervision for Therapeutic Play Specialist - Listening Ear Mentor (KS2) - Therapy Dog - Specialist Teaching Assistant - Training for Designated Lead Safeguarding Teachers 	<p>effective stress regulatory systems in the body. All this leads to better school performance..." (Gottman et al, 1996)</p> <p><i>"presence of a therapy dog within the classroom, medical science has shown it can reduce blood pressure, promote physical healing, reduce anxiety, fatigue & depression, as well as provide emotional support"</i> Sharon Paul Textbook Teachers 2019</p> <p>As the school increases in size there is a need to have more teachers</p>	<p>MH (AHT & SENCO)</p> <p>Governors, HT and JE</p> <p>MH (AHT & SENCO)</p> <p>GE and MH (AHT) to attend "Safer Recruitment" Training (Oct 19)</p>	<p>LT</p> <p>HT, DHTs and AHTs</p> <p>JN, RH and MH</p>	<p>Review at the end of the year.</p>
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	<ul style="list-style-type: none"> - Supervision for DLS Teachers - Training and support for Designated Teachers for LAC and Post LAC (on-going training from Bexley Borough) - Annual Membership to Adoption UK - Assigning Key Person to LAC and Post LAC or AfC children 	<p>trained/support each other.</p> <p>Supervision required in order of facilitating strong support network for DLS.</p> <p>New Statutory Requirements from Sept 2018</p> <p>“Schools ...should ensure that all staff who may come into contact with children with attachment difficulties receives appropriate training” (NICE) guideline (NG26) Nov 2016.</p> <p>“DFE is increasingly recognising the long term impact of trauma and loss ...”</p> <p>“...ensure teachers understand the impact of developmental issues, including trauma and loss, on all children’s learning.</p>	<p>JN and RH Termly Network meetings</p> <p>JN and MH to pass on key information to all staff through training.</p> <p>JN to provide updates from Adoption UK magazine and to ensure all staff have access to the website and resources.</p>		
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	<ul style="list-style-type: none"> - Women's Aid Workshops for pupils - Training for NQTs and TAS - Well-being Wizards (KS2 pupils) 	<p>"...act as an attachment figure and a <i>safe base</i> for the child, supporting at transitions and checking-in throughout the day." Adoption UK</p> <p><i>"a good school place must be one which promotes good mental health and resilience, as well as academic achievement"</i> Wise Up – Prioritising wellbeing in schools Young Minds</p>		MH (SENCO)	
Attendance	<ul style="list-style-type: none"> - Involvement of Social Worker or EWO (where appropriate) - School Policy on attendance followed. (<i>Daily monitoring includes a late register and a call home to vulnerable families</i>) 		Documented where appropriate. Regular meetings with EWO	HT, Office Manager and EWO	Minutes of meetings and letters sent home from EWO, Office Manager and SLT.



	<ul style="list-style-type: none"> - Parent meetings with HT if below 85% (at discretion of EWO or those families in regular contact with the school) to support and offer help. 		Meetings to be set up by SLT who have regular discussions with Office Manager regarding pupils' attendance.	HT and Office Manager	Minutes of Meetings with parents in Well Being File.
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iii. Other Approaches

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?
Maximise engagement of pupils through enrichment of the curriculum in school	<ul style="list-style-type: none"> - African Drumming - Bowles Outdoor Pursuit Centre - Swimming Lessons - School Choir and Orchestra - Sports Coaches at lunchtime - Listening Ear Mentor - Well-Being Wizards (KS2) 	<p><i>Oxford Psychologists...</i> “the endorphin filled act of drumming increases positive emotions that lead people to work together in a more cooperative fashion”</p> <p>Self-esteem, Teamwork and resilience</p>	<p>Year 6 Curriculum</p> <p>Year 3 Swimming</p> <p>Year 2 -6</p> <p>Sports Coach</p> <p>Reception – Year 2</p>	<p>Music Leader</p> <p>HOY 6</p> <p>KK</p> <p>MH RH</p>	Annually



					Speak to pupils and Well-being Pupil Team
Participation of Pupil Premium pupils in extra-curricular activities.	<ul style="list-style-type: none"> - School run Football club - Active Kids Club (mornings) - French Club (after school) 		Sports Coach All year groups All year groups	KG	

Review of expenditure from previous academic year

PREVIOUS ACADEMIC YEAR 2018-19

Total amount: £87,080

Quality of teaching for all:

Action	Intended Outcome	Impact	Lesson Learned	Cost
Quality First Teaching – APAT Focus on “Teaching & Learning – Good to Outstanding”.	% of teachers consistently delivering “Good & Outstanding” lessons increase supported by effective CPD and monitoring from Amadeus Leaders.	Pupils across the school make at least good and outstanding progress / attainment. Pupils who are falling behind and supported and GAPs plugged by Class Teacher’s QFT. (See data summary and separate	Good CPD has a direct impact on class teaching. Continue to look at areas for development across the support and support Class teachers and Teaching Assistants with the right CPD.	See Expenditure sheets for 2018 – 19.



<p>Rigorous tracking and assessment of pupils.</p> <p>High Quality Training for teachers</p> <ul style="list-style-type: none"> - Maths Mastery - Feedback: What works and Why? Shirley Clarke - Curriculum Meetings 	<p>Effective assessment and tracking systems ensure individuals and groups of children make at least good progress and reach expected levels in attainment.</p> <p>Teachers have increased knowledge in new Maths Mastery. Marking is more concise and pedagogy on effective feedback can be seen in books to move pupils learning forward.</p> <p>On-going subject curriculum meetings allow subject leaders to keep staff up-to date and supported in their development of knowledge and skills in specific subject areas.</p>	<p>Startegy Data sheets on website.)</p> <p>Pupils dropping back or falling behind are targeted based on assessment and tracking data. Interventions and QFT are then used to plug GAPS.</p> <p>Increase in progress / attainment across the school in Maths. Marking and feedback are effective both for pupils and staff – more concise and targeted to support and further develop pupils learning.</p>	<p>Although effective systems for assessment and tracking are in place, targeted support is sometimes not effective enough. Amadeus to look for new assessment system with support materials ready for September 2019.</p> <p>Continue Effective CPD next academic year based on priorities from SDP.</p>	<p>Assessment budget</p> <p>See Expenditure sheet 2018-19</p>
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Specialist Member of Staff assigned to PP pupils.	Targeted intervention for individuals / groups provided by a highly skilled member of staff.	Individuals and small groups make increased progress.	Only sustainable for one part of the first term due to a member of staff resigning. Time was also wasted in collecting pupils – this will be addressed through the Learning Together Partnership next academic year.	See Expenditure sheet 2018-19
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Targeted Support:

Action	Intended Outcome	Impact	Lessons Learned	Cost
Pupil Conferencing from CT and HOY, One to One Tutoring and Targeted group support Head of Year mentoring meetings with DHTs.	PP pupils to make at least the same or better progress and a greater number of PP pupils to be working at “Greater Depth” or achieve “Exceeding” in Year R.	See Data Strategy sheets for 2018-19. Head of Years to have a greater knowledge of the PP pupils in their year group and the targeted support they are receiving.	To have a more consistent approach to targeted support next year the school will be trialling The Learning Together Partnership – this involves the pupil, class teacher and parents working together to improve progress and achievement.	See Expenditure sheet 2018-19
Intervention Programmes, including TTRS and Specific Resources for individuals	Pupils are supported with an intervention programme that meets their individual needs.	See SENCO for evaluation of intervention programme.	Successful intervention programmes will continue next academic year, depending on the needs of the pupils. There will be a focus on Reading / vocabulary / phonics.	See Expenditure sheet.



<p>Early Years Interventions implemented in and out of the class room using CTs and TAs</p>	<p>Early intervention and targeted support is put into place for pupils as they enter the EYFS.</p>	<p>See Data Strategy sheets 2018-19.</p>	<p>Interventions work well as CTs and HOY work well to identify early needs based on On Entry data and on-going observations of pupils in teacher directed and child initiated activities.</p>	<p>See Expenditure sheet.</p>
<p>Quality First Teaching, Teaching and Learning Team, Senior Leadership Team meetings, Fortnightly HOY meetings and Half Termly Progress Meetings.</p>	<p>Children move from “emerging” to “expected” or “expected / working at” to “Greater Depth”</p>	<p>See Data Strategy sheet 2018-19</p>	<p>Continue mentoring HOY meetings – 2 new HOYs will need support next academic year. TLT meetings discuss effective teaching and learning and targeted supported – constant way to evaluate effective practice as middle and senior leaders.</p>	<p>See Expenditure sheet.</p>
<p>Parent workshops on phonics, maths, SATs and SEND. Targeted pupils - parent consolation meetings.</p>	<p>Empowering parents to support their children at home.</p>	<p>Feedback during Parent Forum Meetings is always positive.</p>	<p>Continue to support parents in key areas. Reading & Phonic focus next academic year. Possibility of filming / recording workshops for working parents who can't attend rather than just putting presentations onto website.</p>	<p>See Expenditure sheet.</p>



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Other Approaches:

Action	Intended Outcomes	Impact	Lessons Learned	Cost
Offer a range of activities that pupils may not otherwise have access to. These include: Bowles Outdoor Pursuit Centre, African Drumming, Swimming Lessons, Access to Sports Coaches during lunch time and some specific learning time.	Maximise engagement of pupils through enrichment of the curriculum in school.	Social interaction with other pupils, building confidence with pupils and adults, learning new skill sets.	Continue to build upon the work carried out by our Sports coaches both at lunchtime and during specific learning time. Continue to offer access to a variety of clubs outside of school hours.	See Expenditure sheet.