

Pupil premium strategy statement for Brackensdale Primary School

Principal's name	David Hall	Academic Year	2018/19
Chair of Governors' name:	Iain Bater	Total PP budget	£153,150 (£103,800- Infants only-See separate plan for previous expenditure)
Total number of pupils	490 pupils	Number of pupils eligible for PP	150 pupils
Date of most recent review	Sept 2018	Date for next internal review	September 2019

Amount per pupil:	£1,320 for pupils in reception year to year 6 £1,900 for each pupil identified in the spring school census as having left local-authority care because of 1 of the following: adoption, special guardianship order, child arrangements order or a residence order
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Current attainment 2018									
	Pupils eligible for PP (your school)			Pupils not eligible for PP (your school)			Pupils not eligible for PP National		
% achieving Good Level of Development	55%			55.1%			74%		
% achieving pass mark at Year 1 phonics (32)	96%			76%			85%		
% achieving secure or above in KS1	R: 41.9%	W:45.2%	M:48.4%	R:50%	W:55.9%	M:70.6%	R: 79%	W:74%	M:80%
% achieving greater depth in KS1	R:9%	W: 4%	M: 9%	R:%	W: %	M: %	R: %	W: %	M: %
% achieving secure or above in reading, writing & maths KS2	R: 45.9%	W: 57.1%	M: 45.9%	R: 76.7%	W: 70%	M:66.7%	R: 80%	W: 83%	M: 81%
% achieving greater depth in reading, writing & maths KS2	R: 13.5%	W: 5.7%	M: 2.7%	R: 36.7%	W:10%	M: 6.7%	R: 33%	W: 24%	M: 28%
Progress measure KS1 to KS2	R: -4.1	W: -3.7	M:-4.4	R: -1.3	W: -3.6	M:-4.2	R:+0.3	W: +0.2	M:+0.3
Attendance 2017 -2018	92.75 % (Sept-July 2018 only)			94.64%			96%		

Barriers to future attainment (for pupils eligible for PP, including high ability)
In-school barriers
A: Oral language skills at point of admission (including EAL issues) are lower for pupils eligible for PP than for other pupils. This slows progress in subsequent years and makes accessing the curriculum difficult for some.
B: Most pupils who are eligible for PP are achieving less well than other pupils nationally across Key Stage 1 & 2 in R/W/M (except in phonics)but the attainment gap has closed significantly since 2017 in all 3 areas in KS1 and combined in KS2. 2018 KS1 Reading by 19.1% Writing by 30% Maths by 33.9% KS2 Reading, Writing & Maths: 25.5% Phonics 96% of PP pupils achieved the PSC compared to 76% of all other pupils
C: Children with SEND: specifically the SEN Support pupils as identified during our SEND Review in May 2018. Focus area for 2018/19
D: There are a number of safeguarding concerns, which affect the ability of pupils to learn related to home life experiences. This links closely to behavioural difficulties, which can impact on learning and require the need for social and emotional support before being ready to learn.
External barriers
E: Poor attendance rates of PP pupils – PA is particularly high in comparison to national all & some children have attendance rates of less than 96%, preventing them from maximizing their learning but the gap has closed compared to 2017. 2018* KS1: 96.99% compared to 92.90% in 2017 KS2: 97.12% compared to 96.55 in 2017
F: Lack of parental engagement/support for PP pupils, which can include lack of experience beyond home and school. Parental engagement one of the priority areas on the SDP: involved in Derby Research group 2018/19 to improve parental engagement in specific areas such as maths.
Spending to address these barriers will focus on: <ul style="list-style-type: none"> • CPD – 45% of PPG – approach chosen as a result of EEF (John Dunford) research re improving the quality of teaching and learning across the school. • Targeted interventions to support accelerated progress– 30% of PPG - approach chosen as a result of research findings in ‘The pupil premium: how schools are spending funding successfully’-see link below.

- **Removing barriers to learning – 25% of PPG**– Employment of pastoral staff to support children/families to improve pupil attendance, to provide a broad range of social & positive experiences for children & strategies to engage parents in reading / provide in-school support to ensure that children who are unable to receive additional support at home, can access this through school.

The overall objective of this plan is to ensure that our disadvantaged (pupil premium) children achieve at least as well as ‘non-disadvantaged’ pupils nationally

1. Outcomes (<i>Desired outcomes</i>)	Approach to achieve
<p>A : Children with low attainment, particularly in terms of oral language skills at point of admission, including EAL related issues make accelerated progress and achieve in line with non-disadvantaged pupils nationally.</p> <p>These interventions will include phonics and TALK Boost in FS1/2. This will start Oct 2018 and run for 10 weeks led by the Speech & Language lead and EYFS lead in school.</p>	<p>Quality first teaching with early identification in FS1 and targeted interventions in response to accurate base lining and assessment. Using the pupil premium effectively: an evidence based approach as a result of EEF (John Dunford) https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings 2018/19</p>
<p>B: Pupil premium children (including the more able) make at least expected and increasingly accelerated progress to achieve at least in line with non-disadvantaged pupils nationally, especially the more able.</p> <p>The more able will be involved in maths masterclasses and more challenge will be provided by the new '9 Big Ideas' programme introduced across the school in Sept 2018 Maths classes will also be available to parents of PP pupils by HL/LJ (Maths leads in KS1/2)</p>	<p>Quality first teaching and targeted interventions in response to termly assessment, particularly for more able PP pupils. Ensure high expectations from all teachers and TAs for PP children across the key stages Using the pupil premium effectively: John Dunford (as above)</p>
<p>C: All pupils with SEND have their individual needs met through quality first teaching and specialist support where appropriate enabling them to achieve their potential. Close attention needed to identify to the specific nature of the SEND need. Talk Boost, phonics (Read it Write it) across KS1 & 2. Learning Mentor to support with social and emotional interventions.</p>	<p>Quality first teaching and targeted intervention. SENCO involvement and Learning Mentor support.</p>
<p>D: Pupils with social and emotional issues related to home life experiences often translated into challenging behaviours are able to self-regulate their behaviours and make at least expected progress from their individual starting points.</p>	<p>Quality first teaching supplemented by Learning Mentor and SENCO support plus outside agencies when appropriate.</p>
<p>E: Pupil premium children have attendance rates and persistent absence rates at least in line with the National All Pupils</p> <p>PP pupils are tracked by the attendance officer using a detailed Excel document informed by Integris on a weekly basis. Reported to the SLT which is then discussed in the weekly SLT meetings and next steps are organised for example: meetings with parents/EWO involvement/class teachers informed etc . Impact as shown above already measurable. *</p>	<p>Re-launched attendance approach making it high profile issue. Forensic tracking of absence rates by attendance officer/admin staff/close involvement of EWO. Rewards for good and improving attendance.</p>
<p>F: Pupil Premium children provided with access to enrichment activities in and out of school, Parents to engage with workshops/open afternoons and projects such as the 'School Ready' programme where possible. Information shared with parents through newsletters, website, targeted letters home and more general school parent meetings.</p>	<p>Subsidies for trips/events and clubs. Targeted approach to PP parents</p>

2. Planned expenditure					
Academic year		2018/19			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support, including barriers to learning and support whole school strategies					
i. Quality of teaching for all including CPD (45%: £68,917)					
Desired outcome	Chosen approach	Rationale for this choice and actions to achieve	How will you ensure it is implemented well?	Staff lead/Cost	Monitoring steps
To improve both progress and attainment at point of admission of PP children specifically in relation to oral language skills but including other areas so they achieve in line with non-disadvantaged pupils nationally.	QFT (as stated by Professor Becky Allen's reserach in September 2018) Targeted interventions	Attainment on entry to FS1 & FS2 typically below national levels in oral language (CL) plus other areas which if not addressed will be a future barrier to learning. <ul style="list-style-type: none"> • Speech Link (Sept/Oct 2018) • Talk Boost started in Oct 2018 in FS1/2 • Fine Motor skills daily input • Phonics x2 daily (FS2) • ECAM training to be implemented in Jan 2019. • Targeted maths/writing • Reading 1:1 and whole class 	This is a priority identified on the whole SDP and will be monitored by SLT through the EYFS lead and Speech & Language lead.	SH (HLTA) & PC (EY lead) SLT: DH/SM	Termly data analysis when complete in Dec 2018, April & June 2019. Governors to receive termly update on standard of teaching and Pupil Premium profiles in Dec (10.12.18), April & July 2019 Subject leaders/curriculum teams to monitor the progress rates from individual starting points for all PP children in R/W/M and share the data with PP governor.

<p>To improve both progress and attainment levels in maths for KS1 & 2 pupils by developing reasoning skills and fluency. More children will be working at ARE</p>	<p>White Rose now embedded across the school. Maths Big Ideas introduced Sept 2018 – stem sentences & representations INITIALLY Challenge interventions to be introduced which include reasoning and fluency content. Revisiting non-negotiables in KS1/2</p>	<p>Analysis of data shows that application of methods is a weakness in the children's understanding. There will be an increase in the number of pupils in KS1/2 attaining the expected standard and GDS in maths.</p> <table border="0"> <tr> <td>KS1</td> <td></td> <td>PP</td> <td></td> </tr> <tr> <td></td> <td><u>2017</u></td> <td></td> <td><u>2018</u></td> </tr> <tr> <td>Y2 EXS</td> <td>13%</td> <td></td> <td>48.4%</td> </tr> <tr> <td>Y2 GDS</td> <td>0%</td> <td></td> <td>9%</td> </tr> <tr> <td colspan="4">Derby: 62.4% & National: 63%</td> </tr> <tr> <td>Y6 EXS</td> <td></td> <td></td> <td>45.9%</td> </tr> <tr> <td>GDS</td> <td></td> <td></td> <td>2.7%</td> </tr> </table>	KS1		PP			<u>2017</u>		<u>2018</u>	Y2 EXS	13%		48.4%	Y2 GDS	0%		9%	Derby: 62.4% & National: 63%				Y6 EXS			45.9%	GDS			2.7%	<p>This is a priority identified on the whole SDP and will be monitored by the SLT including the maths curriculum team across the school.</p>	<p>SLT HL/LJ LD (challenge interventions)</p>	<p>Termly through data analysis & PITA (POINT IN TIME ASSESSMENT) in Dec 2018, April & June 2019 Results of termly cornerstones assessment as above Learning walks by SLT & ML termly (see Monitoring & Evaluation file) Book Scrutiny (as above) Pupil progress meetings termly in Autumn, spring & summer terms.</p>
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<p>To improve both progress and attainment levels in reading of KS1/2 pupils through improving QFT</p>	<p>QFT Targeted interventions New library to be relocated (following building work but reading for pleasure evidenced in all classrooms) Word Aware introduced Sept 2018 Reading events planned to reinvigorate reading across the school CPD meetings (internal & external) LLE/SLE support</p>	<table border="0"> <tr> <td>KS1</td> <td></td> <td>PP predictions:</td> <td></td> </tr> <tr> <td></td> <td><u>2017</u></td> <td></td> <td><u>2018</u></td> </tr> <tr> <td>Y2 EXS</td> <td>21%</td> <td></td> <td>41.9%</td> </tr> <tr> <td>Y2 GDS</td> <td>3%</td> <td></td> <td>9%</td> </tr> <tr> <td colspan="4">Derby: 60% & National: 63%</td> </tr> <tr> <td>Y6 EXS</td> <td></td> <td></td> <td>45.9%</td> </tr> <tr> <td>GDS</td> <td></td> <td></td> <td>13.5%</td> </tr> </table>	KS1		PP predictions:			<u>2017</u>		<u>2018</u>	Y2 EXS	21%		41.9%	Y2 GDS	3%		9%	Derby: 60% & National: 63%				Y6 EXS			45.9%	GDS			13.5%	<p>This is a priority identified on the whole SDP and will be monitored by the SLT including the reading curriculum team across the school</p> <p>(Fiona Lingard support –whole school CPD)</p>	<p>CP/PC SLT</p>	<p>Termly through data analysis. Results of termly cornerstones assessment Pupil progress meetings</p> <p>All in Dec, April & June 2019</p>
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<p>To improve both progress and attainment levels in writing of KS1/2 pupils through improving QFT</p>	<p>QFT Targeted interventions Writing conferences (based on John Dunford research: effectiveness of quality feedback for ensuring extra progress of PP children) PM targets for all staff to ensure 2018 predictions</p>	<table border="0"> <tr> <td>KS1</td> <td></td> <td>PP</td> <td></td> </tr> <tr> <td></td> <td><u>2017</u></td> <td></td> <td><u>2018</u></td> </tr> <tr> <td>Y2 EXS</td> <td>23%</td> <td></td> <td>45.2%</td> </tr> <tr> <td>Y2 GDS</td> <td>0%</td> <td></td> <td>4%</td> </tr> <tr> <td colspan="4">Derby: 55.4% & National: 55%</td> </tr> <tr> <td>Y6 EXS</td> <td></td> <td></td> <td>57.1%</td> </tr> <tr> <td>GDS</td> <td></td> <td></td> <td>5.7%</td> </tr> </table>	KS1		PP			<u>2017</u>		<u>2018</u>	Y2 EXS	23%		45.2%	Y2 GDS	0%		4%	Derby: 55.4% & National: 55%				Y6 EXS			57.1%	GDS			5.7%	<p>This is a priority identified on the whole SDP and will be monitored by the SLT including the writing curriculum team across the school</p>	<p>SLT</p>	<p>Termly through data analysis. Results of teacher based assessment Pupil progress meetings</p>
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<p>To improve the provision/quality of teaching for PP children in phonics.</p>	<p>QFT CPD for ALL staff Based on ability not age Phonics Champion input Phonics networking Meticulous tracking & monitoring starting when the pupils were in FS1/2 Summer term PSC in FS2</p>	<table border="0"> <tr> <td></td> <td></td> <td>PP</td> <td></td> </tr> <tr> <td></td> <td><u>2017</u></td> <td></td> <td><u>2018</u></td> </tr> <tr> <td>Y1</td> <td>66%</td> <td></td> <td>96%</td> </tr> <tr> <td colspan="4">Derby: 71% & National: 72%</td> </tr> <tr> <td>Y2</td> <td>58%</td> <td></td> <td>65%</td> </tr> </table>			PP			<u>2017</u>		<u>2018</u>	Y1	66%		96%	Derby: 71% & National: 72%				Y2	58%		65%	<p>This is a priority identified on the SDP and will be monitored by the phonics lead and SLT.</p>	<p>All EYFS/KS1 staff Phonics lead; NW</p>	<p>Half termly through PSC and subsequent regrouping and analysis. Share with governors : NW</p>								
		PP																															
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All PP children to have their individual needs met through QFT and specialist support where appropriate enabling them to achieve their potential.	QFT SENCO support Learning Mentor support Interventions Counselling Theraplay/attachment support	CPD Internal training; ASD & Attachment External qualifications gained 2017/18 Attachment training Oct 2018 by Laura Jackson Attachment staff meeting led by Laura Jackson 5.12.18		KC/AB SLT	SENCO will provide updates to FGM on impact of interventions and progress rates of children who are PP & SEND. Share with PP governor Review of MEPs with parental involvement: SENCO report to SLT
IMPACT STATEMENT	Measurable impact of the above: (2018/19 will be added following review next year) 2017/18				
	<ul style="list-style-type: none"> Improved outcomes in all areas except GLD in EYFS : See EYFS analysis Sept 2018 Phonics was the most improved outcome with PP pupils performing better than non-PP at school and national level. This concurs with the latest research about QFT for all pupils whatever their socio-economic background.(EEF) 				
Total budgeted cost					£68,917
Targeted Interventions to support accelerated progress: EYFS/KS1 & KS2 (30%: £45,945)- approach chosen as a result of findings: 'The pupil premium: how schools are spending funding successfully'.					
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?
EYFS To ensure that at least 60% of PP EYFS children attain GLD in 2019. 55% 2018	QFT Targeted interventions Introduction of Talk Boost/word aware/Maths big ideas	PP children need additional targeted intervention in specific areas following analysis of 2018 data (Literacy/CLL/Maths/PSED)	Pupil progress meetings Termly data collection LJ scrutiny	EYFS teachers/EY lead SLT 4-6 weeks (3 x a week)	Half termly starting after Oct term 2018
To improve number of Y2 children passing the PSC and to achieve national levels or exceed them for Year 1. (83%)	QFT for ALL pupils Targeted interventions	Phonics results were the best for last 4 years due to this specific, targeted approach for specific groups, including PP.	Half termly PSC data collection and analysis	Every 4-6 weeks (daily for 10 minutes)	Half termly

To improve number of Y2 pupils attaining EXS/GDS in R/W/M	Targeted interventions	KS1 data from 2018 had some PP not converting from their EYFS starting points and very few PP children achieving GDS in R/W & M. Writing only 2 pupils. (Sept 2018) select Y1 PP from 2017/18 who have potential for GDS by end of Y2 to be a focus plus middle attainers (from EYFS data)	Termly data collection Book scrutiny Observations Governor learning walks	4-6 weeks (from Aut term 2018) Y2 pupils who have potential to reach GDS. Alternate with EXS potential PP.	Termly IN Dec 2018, April & June 2019
IMPACT STATEMENT	Measurable impact of the above: 2017/18				
	<ul style="list-style-type: none"> There were only 2 PP pupils achieving GDS in R/W & M so improved outcomes from 2017 but still needs to be a focus area for 2018/19. Phonics outcomes improved and almost all PP achieved the PSC. (96%) 				
Total budgeted expenditure					£45,945

Removing barriers to learning: 25%: £ 38,287

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?
Pupils with social, emotional and mental health issues are able to self-regulate their behaviour and make at least expected progress from their individual starting points.	QFT Learning Mentor support (qualified in supporting pupils who have experienced relational trauma or loss) Leuvans Scale to be used in EYFS	Pupils who are not able to self-regulate are not able to access the curriculum. Training course attended by 4 members of staff reinforces this rationale.	This will be led by an experienced and qualified TA (Supporting pupils who have experienced relational trauma and loss completed in 2018) and continues into KS2 when the children transition if needed. Counselling available for specifically identified pupils.	AHT: KC/AL/HW SLT	Termly through discussion and data collection: are the pupils making progress from their starting points?

<p>Pupil Premium children have attendance and persistent absentee rates at least in line with National All Pupils</p>	<p>Close tracking of absence rates by designated Attendance officer and SLT. Forensic tracking of PA/PP pupils using Integris. Immediate follow up for those falling below 90% Involvement of EWO. Pursuing fines where necessary Individual and class awards for good attendance and improving attendance.</p>	<p>Since Sept 2017/18 attendance has improved for PP pupils but focus families still remain high priority in 2018/19.</p> <p>Autumn term 2017 overall PP:92.92% Non PP :93.99%</p> <p>Autumn term 2018 so far up to Nov 2018 PP: 98.56% Non PP: 97.36%</p>	<p>Attendance will be kept as high priority and the rates of absence, particularly PA amongst PP children will decrease. Attendance weekly part of SLT agenda and shared with governors through HT report termly. Continued employment of attendance officer across the school alongside SBM. Attendance Action plan in place All teachers to be aware of PA pupils in their classes and as they move through the school.</p>	<p>SS RL (EWO) SLT</p>	<p>Termly attendance report given to FGB highlighting PP attendance and PA rates and EWO involvement</p>
<p>Improve outcomes & experiences for PP children, allowing them access to enrichment activities in and out of school.</p>	<p>To provide subsidies for trips, events and clubs so no PP pupil is unable to access enhanced learning opportunities or enrichment visits.</p>	<p>All pupils to have access to the NC/EYFS whether PP or not.</p>	<p>Budget in place to subsidise trips etc Register of PP children for breakfast club. PP to participate in out of school hours activities but not exclusively PP.</p>	<p>SLT PP governor PP Champion</p>	<p>Half termly discussions and data analysis eg reading data</p>
<p>Increase parental involvement in the learning process & provide parental support for families in need (eg safeguarding issues)</p>	<p>To provide workshops/open afternoons or evenings for parents to see focus areas that will bring about rapid improvements in attainment. Creation of 'Coffee & Chat' sessions to support emotional well-being and behavioural strategies. Pre EHA support from LA</p>	<p>All parents but particularly PP children's parents to attend informal and formal sessions to support their child at whichever stage they are at.</p> <p>School Readiness programme in July 2018/19 specifically aimed at PP families – to continue in summer 2019.</p>	<p>Collate information about who attends and what is the most successful.</p> <p>Feedback to be collated in Oct 2018</p>	<p>SLT SENCO/AHTs All teachers</p>	<p>Termly discussions</p>

IMPACT STATEMENT	Measurable impact of the above: <ul style="list-style-type: none"> Attendance levels for PP pupils' remains high priority for 2018/19 as whole school target is increased from 95% to 96%.
	<p style="text-align: right;">Total budgeted expenditure</p> <p style="text-align: right;">£38, 287</p>