

Pupil premium strategy statement for Brackensdale Primary School

NB: We only became a primary school in January 2018, so we have combined our strategies as straightforwardly as possible for this year. We will have a common strategy from September 2018.

Principal's name	David Hall	Academic Year	2017/18
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	255 (infants) 519 total 264 (juniors)	Number of pupils eligible for PP	163 pupils
Date of most recent review	Mar 2018	Date for next internal review	September 2018

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 : The data below does not take into account the high level of SEND children we have, both as PP and non-PP. Most of our SEND children have Autism which affects their communication ability, which impacts on their progress and attainment in all subjects.

	<i>Pupils eligible for PP (your school)</i>			<i>Pupils not eligible for PP (your school)</i>			<i>Pupils not eligible for PP National</i>		
% achieving Good Level of Development	56.5%			60%					
% achieving pass mark at Year 1 phonics (32)	66%			69%			84%		
% achieving secure or above in KS1	R: 22.6%	W:12.9%	M:12.9%	R:48.6%	W:31.4%	M:31.4%	R: 78.8%	W:71.7%	M:78.4%
% achieving greater depth in KS1	R: 3%	W: 0%	M: 0%	R:11%	W: 0%	M: 0%	R: 25%	W: 16%	M: 21%
% achieving secure or above in reading, writing & maths KS2	R: 49%	W: 40%	M: 26%	R: 57%	W: 68%	46%	R: 71%	W: 76%	M: 75%
% achieving greater depth in reading, writing & maths KS2	R: 6%	W: 3%	M: 3%	R: 14%	W: 11%	M: 7%	R: 25%	W: 18%	M: 23%

Attendance 2017 -2018	93.2%			95.47%			2018 National TBC		

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 them.
B: Most pupils who are eligible for PP are making less progress than other pupils across Key Stage 1 & 2 in R/W/M. PP attainment is also significantly lower than national comparator groups.
C: Children with SEND
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 95%, preventing them from maximizing their learning.
F: Lack of parental engagement/support for PP pupils, which can include lack of experience beyond home and school.
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 • 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’ • 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. <p>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</p>

1. Outcomes (Desired outcomes)				Approach to achieve	
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?
Improved progress for PP pupils	The continuation of funding of the 2 additional classes – one in Y3/4, one in Y5/6.	This allows for our lower attaining PP pupils to be fully supported in our smaller high need 'downstairs' classrooms, whilst our higher achieving PP pupils can be stretched in the lower need, but higher paced 'upstairs' classrooms. This is proving to reduce the achievement gap between FSM & non-FSM children.	Assess the impact during the year and review as a SMT/Govs and whole staff to check on value for money.	HT & CofG	Mar 2018
	All FSM children identified in each class. Teachers aware of PP children, with a separate discussion during Pupil Progress Meetings (PPMs)	Teachers need to be aware of the PP in their class to ensure that all their barriers are overcome. If they identify a barrier – lack of equipment, absences, restricted vocabulary – this can be addressed using the PP funding.	SMT to check on progress during PPMs	HT & SMT	Mar 2018
Total budgeted cost					£95,500
<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>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) www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</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>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>		

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.	Quality first teaching and targeted intervention. SENCO involvement and Learning Mentor support.
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.	Quality first teaching supplemented by Learning Mentor and SENCO support plus outside agencies when appropriate.
E: Pupil premium children have attendance rates and persistent absence rates at least in line with the National All Pupils	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.
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.	Subsidies for trips/events and clubs. Targeted approach to PP parents

2. Planned expenditure KS1					
Academic year	2017-2018				
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					
ii. Quality of teaching for all including CPD Cost: (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	Monitoring steps

<p>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.</p>	<p>QFT Targeted interventions</p>	<p>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.</p> <ul style="list-style-type: none"> • Speech Link • Talk Boost TBC • Fine Motor skills • Phonics x2 daily (FS2) • Physical Literacy • Targeted maths/writing • Reading 1:1 and whole class reading • Paired reading 	<p>This is a priority identified on the whole SDP and will be monitored by SLT through the EYFS lead and Speech & Language lead</p>	<p>SH (HLTA) & PC (EY lead) SLT</p>	<p>Termly data analysis when complete. Governors to receive termly update on standard of teaching and Pupil Premium profiles.</p> <p>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>																								
<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>Embedding White Rose Maths throughout the school. Challenge interventions to be introduced which include reasoning and fluency content. Revisiting non-negotiables</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 predictions:</td> </tr> <tr> <td></td> <td><u>2017</u></td> <td><u>2018</u></td> </tr> <tr> <td>Y1 EXS</td> <td>45%</td> <td>65%</td> </tr> <tr> <td>Y1 GDS</td> <td>0%</td> <td>10%</td> </tr> <tr> <td>Y2 EXS</td> <td>13%</td> <td>65%</td> </tr> <tr> <td>Y2 GDS</td> <td>0%</td> <td>20%</td> </tr> </table> <table border="0"> <tr> <td><u>KS2</u></td> <td><u>2017 (GD)</u></td> <td><u>2018 (GD)</u></td> </tr> <tr> <td>Maths</td> <td>26% (3%)</td> <td>45% (10%)</td> </tr> </table>	KS1		PP predictions:		<u>2017</u>	<u>2018</u>	Y1 EXS	45%	65%	Y1 GDS	0%	10%	Y2 EXS	13%	65%	Y2 GDS	0%	20%	<u>KS2</u>	<u>2017 (GD)</u>	<u>2018 (GD)</u>	Maths	26% (3%)	45% (10%)	<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 MH/AB LD (challenge interventions)</p>	<p>Half -termly through data analysis. Results of termly cornerstones assessment Pupil progress meetings</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 Reading events planned to reinvigorate reading across the school Lesson observations CPD meetings (internal & external) LLE/SLE support</p>	<table border="0"> <tr> <td>KS1</td> <td></td> <td>PP predictions:</td> </tr> <tr> <td></td> <td><u>2017</u></td> <td><u>2018</u></td> </tr> <tr> <td>Y1 EXS</td> <td>45%</td> <td>65%</td> </tr> <tr> <td>Y1 GDS</td> <td>10%</td> <td>20%</td> </tr> <tr> <td>Y2 EXS</td> <td>21%</td> <td>50%</td> </tr> <tr> <td>Y2 GDS</td> <td>3%</td> <td>20%</td> </tr> <tr> <td colspan="3"><hr/></td> </tr> <tr> <td>KS2</td> <td><u>2017 (GD)</u></td> <td><u>2018 (GD)</u></td> </tr> <tr> <td>Reading</td> <td>49% (6%)</td> <td>54% (11%)</td> </tr> </table>	KS1		PP predictions:		<u>2017</u>	<u>2018</u>	Y1 EXS	45%	65%	Y1 GDS	10%	20%	Y2 EXS	21%	50%	Y2 GDS	3%	20%	<hr/>			KS2	<u>2017 (GD)</u>	<u>2018 (GD)</u>	Reading	49% (6%)	54% (11%)	<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>CP/PC SLT</p>	<p>Half -termly through data analysis. Results of termly cornerstones assessment Pupil progress meetings</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 predictions:</td> </tr> <tr> <td></td> <td><u>2017</u></td> <td><u>2018</u></td> </tr> <tr> <td>Y1 EXS</td> <td>39%</td> <td>55%</td> </tr> <tr> <td>Y1 GDS</td> <td>6%</td> <td>10%</td> </tr> <tr> <td>Y2 EXS</td> <td>23%</td> <td>50%</td> </tr> <tr> <td>Y2 GDS</td> <td>0%</td> <td>10%</td> </tr> <tr> <td colspan="3"><hr/></td> </tr> <tr> <td>KS2</td> <td><u>2017 (GD)</u></td> <td><u>2018 (GD) Re</u></td> </tr> <tr> <td>Writing</td> <td>40% (3%)</td> <td>45% (10%)</td> </tr> </table>	KS1		PP predictions:		<u>2017</u>	<u>2018</u>	Y1 EXS	39%	55%	Y1 GDS	6%	10%	Y2 EXS	23%	50%	Y2 GDS	0%	10%	<hr/>			KS2	<u>2017 (GD)</u>	<u>2018 (GD) Re</u>	Writing	40% (3%)	45% (10%)	<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>Half -termly through data analysis. Results of teacher based assessment Pupil progress meetings</p>
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To improve the provision/quality of teaching for PP children in phonics.	QFT CPD for all staff including TAs Ability groups based on ability not age Phonics Champion input Phonics networking	<table border="1"> <thead> <tr> <th></th> <th colspan="2">PP predictions:</th> </tr> <tr> <th></th> <th><u>2017</u></th> <th><u>2018</u></th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>66%</td> <td>75%</td> </tr> <tr> <td>Y2</td> <td>58%</td> <td>65%</td> </tr> </tbody> </table>		PP predictions:			<u>2017</u>	<u>2018</u>	Y1	66%	75%	Y2	58%	65%	This is a priority identified on the SDP and will be monitored by the phonics lead and SLT.	All EYFS/KS1 staff Phonics lead; NW	Half termly through PSC and subsequent regrouping.
	PP predictions:																
	<u>2017</u>	<u>2018</u>															
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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	CPD Internal training; ASD & Attachment External qualifications gained 2017/18		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: (Too be assessed at the end of Summer term 2018)				
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 70% of PP EYFS children attain GLD.	QFT Targeted interventions	PP children need additional targeted intervention in specific areas (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
To improve number of Y1/2 children passing the PSC	Targeted interventions	Phonics results were the best for last 3 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 2017 had no PP children achieving GDS in W/M, (Summer 2018) select Y1 PP who have potential for GDS by end of Y2.	Termly data collection Book scrutiny Observations Governor learning walks	4-6 weeks (from Aut term 2017) Y2 pupils who have potential to reach GDS. Alternate with EXS potential PP.	Half termly
IMPACT STATEMENT	Measurable impact of the above: •				
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)	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 learning mentor and continues into KS2 when the children transition if needed.	AHT: KC/AL/HW SLT	Half 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 Jan 2018 attendance has improved from 91.7% to 93.2% using this approach. There is still some work to do. One barrier is the number of ASD children with anxieties that impacts on our attendance figures.</p>	<p>Attendance will be kept as high priority and the rates of absence, particularly PA amongst PP children will decrease.</p> <p>Continued employment of attendance officer across the school</p> <p>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>Data: 2016 Absence Nat All: -3.9% FSM: - 5.2% (BIS) PA Nat ALL -8.8% PA BPS (FSM): -21% (BIS)</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 and staff to hear readers at this time</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>Collate information about who attends and what is the most successful.</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">•	
Total budgeted expenditure		£38, 287