



## PUPIL PREMIUM REVIEW – ACADEMIC YEAR 2016-2017

Total Number of Children on Role	379 (378 by July 2017)
Total Number of Children Eligible for Pupil Premium	105 (115 by July 2017)
Total Number of Service Children	6 (6)
Total Amount received for Pupil Premium Allocation (Based on January 2016 Census)	£156, 980

Barriers to educational achievement faced by Pupil Premium Children at Broadlea	Recommended Uses of Pupil Premium funding	How the School will address the barriers	How the school will measure the impact of the pupil premium funding	Evaluation
<p>Pupils need to have a clearer understanding of how to improve their attainment in reading, writing and maths.</p>	<p><b>Sharing Good Practice</b>            A quality first teaching approach focusing on what the child can do rather than what they can't.            Giving clear success criteria and strategies to improve their work.</p>	<p>All classes to receive time to ensure children respond to marking and receive quality feedback on reading, writing and maths on a daily basis.            Teachers to support each other in successful marking and feedback and share strategies and good practice gained from training courses on:</p> <ul style="list-style-type: none"> <li>- Effective Maths Provision</li> <li>- Mastery with depth</li> <li>- EYFS Maths in Action</li> </ul>	<p>Monitoring of books to ensure marking and feedback is consistent in all classes.            Pupil voice interviews to ensure pupils understand what they can do and how to improve their work further.            Measuring the progress made by all pupils and the gap between attainment of PP and non PP.</p>	<p>Data illustrates an improvement in attainment in reading, writing and maths for pupil premium children across the school.            Reports from the LLP indicate an improvement in the use of assessment to inform planning and clearer planning and resources to support this assessment for learning.            Monitoring from subject leaders identifies the consistent use of CAP time to address gaps and support pupils to make progress quickly.            Pupil Premium Mentors have reported that pupils had a clear understanding of what they needed to do to improve their work.</p>

**Evidence to support recommended strategies found on the EEF Teaching and Learning toolkit if the strategy has not been successfully used in school in previous academic years.**



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<p>Many pupil premium children have gaps in their knowledge, skills and understanding in reading, writing and maths. Pupils do not have basic skills embedded.</p>	<p><b>Targeted Intervention Package</b> Evidence shows that individualised intervention and quality feedback can have a great impact on closing the gap and improving attainment of pupil premium children.</p>	<p>All teaching staff are given approximately 1 hour additional PPA time to deliver intervention to specific groups of children in order to improve standards of attainment for all pupils and close the gap between PP and non-PP children. This may involve pre-teaching or catch up intervention to fill gaps in their understanding.</p>	<p>Baseline assessments to be taken for all intervention groups run by teachers or HLTA. End of intervention assessments also to be taken to show progress. Teachers to track strategies and resources used to ensure those who deliver an effective intervention strategy can be used as models to the rest of the teaching staff.</p>	<p>Data illustrates an improvement in attainment in reading, writing and maths for pupil premium children across the school.</p> <p>63% of all pupil premium children received a form of intervention last year to support their academic achievement. All pupil premium children were identified and discussed in pupil progress meetings and high quality lessons designed for them.</p> <p>Interventions were evaluated for impact each term and revised as appropriate. Key Stage 1 interventions were very successful with all interventions having an impact on attainment. Key Stage 2 interventions developed over the year and a move towards targeted of the CAP time proved more effective.</p>
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<p>Many Pupil Premium children have low attendance and struggle to find support at home with their learning.</p>	<p><b>Parental Involvement</b> Supporting the family to ensure that the child attends school has proven in previous years to have a positive impact on attendance.</p>	<p>The Family Liaison Officer will work with parents of children with poor attendance to try and find a solution to the pupil's attendance.</p>	<p>Attendance is monitored weekly by the FLO and discussed with SENDco and the Assistant Head as required. Attendance data should improve and remain consistent.</p>	<p>54 pupil premium children (47%) received welfare support. The role of the FLO in engaging and supporting families was identified as being pivotal in improving pupils' attendance in the Spring Term. The FLO contacted families by phone prior to SAM (School Attendance Meeting) to introduce herself and begin to break down barriers which some parents had. The FLO continued contact with families following the SAM to provide additional support where needed. 40 pupils have been subject to a SAM. 76% of pupils have improved their attendance following a SAM.</p> <p>There has been a reduction in PA from 23% in the Autumn Term to 13% in the Summer Term (17.7.17).</p> <p>Case studies also evidence the impact of the FLO in ensuring parents are engaged in their children's education.</p>
<p>Many Pupil Premium children have social barriers which effect their ability to focus on their learning</p>	<p><b>Emotional Literacy Support</b> On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself. Evidence from the previous year showed a positive impact on their emotional literacy score and their academic achievement.</p>	<p>ELSA to continue working with children with social and emotional issues working as a barrier to learning.</p>	<p>Children receiving time with ELSA to be recorded with a pre-entry assessment on their emotional literacy score and post assessment</p>	<p>31 children received ELSA support with 11 of those children completing the sessions and no longer requiring the intense support. 42% of the children were pupil premium and all children had a positive impact from the support.</p>

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<p>Many pupil premium children are unclear of their next steps or targets. Their self-esteem is low and they struggle to identify what they are good at and build a “can-do” attitude.</p>	<p><b>Mentoring</b> The evidence suggests that regular contact with a learning mentor can have an impact on a child’s academic progress but also on their attitude to work and self-esteem.</p>	<p>2 X HLTA to mentor selected Pupil Premium Children. Children to receive regular time with their mentor to review their feedback in maths and Literacy books and to monitor any other barriers to their learning. Time will also be given to praise the children where good learning has taken place.</p>	<p>Learning Mentors to complete an evaluation of their time with each child. This will be monitored by the Deputy Head to identify whole school, year group or individual areas for improvement in the provisions made for pupil premium children. Social improvement to be noted by the mentors. Academic progress to be monitored after each milestone and discussed in pupil progress meetings.</p>	<p>Mentors adapted their delivery for mentoring to group work in the Spring and Summer term and this had a greater impact working alongside the teacher to identify key groups of pupil premium children to work with. Data shows an improvement in the academic achievement of pupil premium children, particularly in Year 2 and Year 6 where the mentors focussed on in the Summer term.</p>
<p>Pupil Premium children often have weak communication skills and lack confidence in critical, creative and collaborative thinking.</p>	<p><b>Oral Language Interventions</b> P4C has been identified as an effective way to narrow the gap, raise attainment for all, improve social skills and impact the whole school. Evidence has shown it has a significant positive impact on disadvantaged children in all areas (reading, writing and maths)</p>	<p>Philosophy 4 Children (P4C) training for all staff. Level 2 training for PHSE subject leader in order to continue training within the school. All children to take part in regular P4C sessions (suggested one session per week).</p>	<p>Baseline of pupil’s interaction in the session and questions asked to be recorded.  Evidence on a session to be taken each half term and the interaction and quality of questions to be monitored. Regular staff meeting opportunities to discuss the impact of P4C sessions with each class teacher.  Academic progress to be monitored after each milestone and discussed in pupil progress meetings.</p>	<p>Feedback from Learning Walks and observation’s, evidenced an improvement in dialogue in the classroom and in their written work. Pupils were seen to be more confident in giving their opinions and explaining their reasons.  Staff training supported this judgement with all teachers reporting an increase in involvement in the P4C sessions and repeated use of the language hooks (I feel this...because, I agree/disagree with..).  Improvement in attainment for pupil premium children in the data illustrates a positive impact from this strategy.</p>

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## PUPIL PREMIUM REVIEW – ACADEMIC YEAR 2016-2017

<p>Pupils sometimes struggle to maintain an interest and focus during the lesson. Pupils are reluctant to complete repetitive practise of basic skills through writing.</p>	<p><b>Digital Technology</b> Evidence suggests that digital technology when used to supplement other teaching can have an impact with gaining months in learning.</p>	<p>Ipads to support basic skills in class and engage reluctant learners to engage in practise of key skills for ARE. Use of schemes such as: Bug Club and Educationcity to engage children in practising key skills at home and in school with technology.</p>	<p>Results from Educationcity to be collated each term to see progress. Access to Bug Club to be monitored and asked about use of in parent survey/parents meetings. Pupil voice opportunities to monitor use of digital technology and the impact it has on their learning.</p>	<p>Ipads not purchased but current ipads have required maintenance from the ICT support.  The use of Bug Club has a positive pupil voice with over 48 pupils using the programme on a regular basis in Key Stage 1 in the Summer Term. The incentive for pupils to increase their use of Bug Club had a positive impact in school but limited at home.</p>
<p>At the end of Key Stage 2 Pupil Premium Boys were identified as a poor performing group in reading and writing with many barriers to their learning.</p>	<p><b>Staff Training</b> Evidence suggests that effect staff training in trialled and developed intervention packages can have success in closing the gap for poor attainers.</p>	<p>Boys Writing Course to be attended by SLT and English Subject Leader to be regularly fed back to the teaching staff and actions resulting from the training to be included on the English Subject Development Plan and monitored accordingly.</p>	<p>Progress in Pupil Premium Boys in reading and writing to be monitored each half term. Analysis of the gap between boys and girls in reading and writing to be done after each milestone.</p>	<p>Evidence of impact for CPD to all staff shows a consistent use of a learning journey approach to writing with an increase in “hooks” to gain greater interest in the writing process. KS1 developed hooks within the environment (e.g. setting up a crime scene), KS2 developed ways to increase oral rehearsal in the early stages of the journey that supported their writing (e.g. tourist complaints, use of microphones for adverts, explorer challenges). Data supports this development in the quality of teaching with improved attainment in writing with the difference between pupil premium and non-pupil premium decreasing in all years for writing.</p>

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<p>Vulnerable children requiring additional adult support to access the curriculum and stay within mainstream education.</p>	<p>From previous years, we have had success in ensuring the children transition between year groups, they make good relationships with their peers and make progress in the learning.</p>	<p>Additional adult support was deployed as a result of monitoring and data analysis. Over the year, various classes and year groups received additional adult support.</p>	<p>Pupils progress to be monitored termly by SENDco and SLT.</p>	<p>An additional adult was allocated to a Key Stage 1 class in the Autumn term. The class were observed with rapidly improved behaviour by the Spring term including learning behaviours and greater resilience by the Summer Term. Data evidences a significant impact on their attainment in reading, writing and maths. The improvement in attainment across the school indicates the positive impact of deploying additional adults in response to the needs of the children reflected in observations and data.</p>
<p>Some children are often late to school or absent. Leading to issues in progress and attainment</p>	<p>From previous years, we have evidence to support the positive impact of supporting pupils with breakfast club in order to get them to school in time and prepared for learning.</p>	<p>Breakfast club provision for some pupil premium children identified at risk from poor attendance or frequent lates.</p>	<p>Attendance to be monitored for all pupils with actions taken by the FLO or Assistant Head to support families to improve on their child's attendance or lates.</p>	<p>The school supported 8 children attending breakfast club. 75% of pupils had a positive impact on their attendance in comparison to the previous academic year. No children were late as a result of attending breakfast club.</p>
<p>Some children have limited support at home with their learning</p>	<p><b>Homework</b> Evidence shows homework has an impact if completed regularly on short focused tasks. With the quality of the task being more important than the quantity.</p>	<p>Homework Club run by HLTA in order to support pupils who are unable to find support with their learning at home.</p>	<p>Children who attend homework club to be monitored termly to see the impact on their self-esteem and work ethic as well as their progress in learning.</p>	<p>Limited impact on attainment but there was a clear improvement in the percentage of those completing homework for all pupils as a result of attending the club. SLT to revise the use of this club and time to ensure improved outcomes and attainment, next academic year.</p>

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Children with dyslexia usually have a slower progress in reading and writing.	<b>Structured Intervention Program</b> From our evaluation of the program last year, it was very successful and we have doubled the number of licenses for this year to ensure as many children as possible have access to the scheme.	Lexia training licenses for children identified through teacher assessment and discussion with SENDco.	Children who receive the training will have increased reading ages and greater confidence in reading material at age related expectations.	92% of pupils attending Lexia had a positive impact on their reading age. 75% of pupils had a significant increase in their reading age with a gain of over 6 months. 50% of pupils increased their reading age by 18 months+.
Some children have severe social and emotional problems which is a barrier to them focusing on learning.	<b>Play Therapy</b> Previous years have shown a positive impact with the use of play therapy to support pupils to work through social and emotional issues.	Play Therapy for up to 10 children across the year depending on the needs of the children in school.		Three children accessed Play Therapy during 2016-2017. Two children had a successful outcome and no longer required the therapy. Both teachers and parents agreed on social and academic improvement. One child continues to access the therapy and another is in the referral process.
Not all parents are aware of their child's entitlement to pupil premium funding and the benefit it will have on their education	<b>Incentive</b> Evidence suggests that an incentive encourages parents to fill out forms or contact school with their details.	PE Kits provided for all pupil premium children in Reception (or new to school).	An increase in pupil premium funding and knowledge and understanding of the impact pupil premium has on a child.	Limited impact with only 8 pupils achieving pupil premium status. EYFS team to work alongside the FLO to try to ensure true numbers of pupil premium in the next reception cohort and to identify other families, who may be eligible in Key Stage 1.
			<b>Total Cost</b>	<b>£157,200</b>

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# **PUPIL PREMIUM REVIEW – ACADEMIC YEAR 2016-2017**



**At the end of the year, across the year groups, there was clear evidence for diminishing the difference:**

- In EYFS, the attainment and progress of Pupil Premium children was in line with attainment and progress of all children for GLD (and key areas of reading, writing and maths.)
- In Year One, the gap between Pupil Premium and all children narrowed in reading, writing and maths.
- In Year Two, Pupil Premium children out performed all children in reading, writing and maths.
- In Year Three, the attainment of Pupil Premium children was closely in line (1-2% difference) with all children in reading, writing and maths.
- In Year Four, the attainment gap between Pupil Premium and all children narrowed in writing and mathematics.
- In Year Five, the attainment gap between Pupil Premium and all children was narrowed in reading and writing.
- In Year Six, the attainment gap between Pupil Premium and all children was narrowed in reading and writing.

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