

PUPIL PREMIUM STRATEGY – ACADEMIC YEAR 2017-2018

Total Number of Children on Role	380
Total Number of Children Eligible for Pupil Premium	104
Total Number of Service Children	4
Total Amount received for Pupil Premium Allocation (Based on January 2016 Census)	£147,500

Our first strategy is to follow the DFE Guidance on the most effective ways to support disadvantaged pupils' achievement:

1. Whole-school ethos of attainment for all:
Schools have an ethos of high attainment for all pupils and avoid stereotyping disadvantaged pupils as all facing similar barriers or having less potential to succeed.



2. Addressing behaviour and attendance: Schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families.



3. High quality teaching for all: Schools emphasise 'quality teaching first' and provide consistently high standards by setting expectations, monitoring performance and sharing best practice.



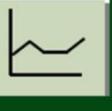
4. Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.



5. Deploying staff effectively: Schools devolve responsibility to frontline staff, use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils' learning.



6. Data driven and responding to evidence: Teachers use data to identify pupils' learning needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies.



7. Clear, responsive leadership: Senior leaders set ever higher aspirations and lead by example. They hold all staff accountable for raising attainment, rather than accepting low aspirations and variable performance. They share their thinking and invest in staff training.



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.

PUPIL PREMIUM STRATEGY – ACADEMIC YEAR 2017-2018

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	Estimated Cost
Pupils need to have a clearer understanding of how to improve their attainment in Reading, Writing and Maths.	<p>Sharing Good Practice 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>Weekly allocated teaching and learning sessions to share good practice with Teachers and TAs as well as utilising as much staff meeting time as possible for teaching, learning and assessment. All staff will complete Reflective Journals that include reflection on how the training will impact on classroom practice and evaluation of the effectiveness of the training. All training taken outside of school will be fed back to the appropriate teaching staff (including TAs).</p>	<p>Measuring the progress made by all pupils and the gap between attainment of Pupil Premium and all children. Monitoring the use of strategies suggested in training and the impact on learning. Staff performance management reviews will evidence the impact of strategies taken from the CPD delivered.</p>	£5,000

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.

PUPIL PREMIUM STRATEGY – ACADEMIC YEAR 2017-2018

<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>Targeted Intervention Package 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 40 minutes additional PPA time per week to deliver intervention to specific groups of children in order to improve standards of attainment for all pupils and close the gap between Pupil Premium and all children. This may involve pre-teaching or catch up intervention to fill gaps in their understanding. Use of reading age tests and NFER tests support judgements in attainment and track progress of interventions.</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>£9,000</p>
<p>Many Pupil Premium children begin their Reception year with low baselines.</p>	<p>Early Years Intervention Overall, the evidence suggests that early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low income families.</p>	<p>EYFS Lead and Teacher to develop a transition plan that begins to identify areas of weak attainment in EYFS and how this could be supported and addressed in the nurseries and pre-schools. Use of funding to cover EYFS Lead and Teacher to visit the feeder nurseries and pre-schools. Pupil Premium children to have individual action plans in reception with resources made and purchased with the attainment of that child in mind.</p>	<p>Transition of pupils from Nurseries and Pre-School improves and moderation events are successful in sharing good practice and agreeing judgements. Baseline score in 2018-19.</p>	<p>£900</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.

PUPIL PREMIUM STRATEGY – ACADEMIC YEAR 2017-2018

<p>Many Pupil Premium children have low attendance and struggle to find support at home with their learning.</p>	<p>Parental Involvement 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 Headteacher, Family Liaison Officer and Education Welfare officer will work with parents of children with poor attendance to find a solution to improvement attendance.</p>	<p>Attendance is monitored by the FLO, Headteacher and EWO. Attendance data should improve and remain consistent.</p>	<p>£63,000</p>
<p>Many Pupil Premium children have social barriers which effect their ability to focus on their learning.</p>	<p>Emotional Literacy Support 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 years 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>	

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.

PUPIL PREMIUM STRATEGY – ACADEMIC YEAR 2017-2018

<p>Many Pupil Premium children are less confident in their abilities and are unsure on how to improve further. They are likely to have less resilience and feel a need for adult support.</p>	<p>Mentoring 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>£21,000</p>
<p>Our reluctant readers do not read at home.</p>	<p>Digital Technology Evidence suggests that digital technology when used to supplement other teaching can have an impact with gaining months in learning.</p>	<p>Bug Club is an online reading scheme with rewards built in to encourage reading at home. It also includes key questioning for the different comprehension domains. Pupil and Parent voice has indicated that the use of Bug Club (particularly in Key Stage 1) is a way to get reluctant readers to read more often.</p>	<p>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>£1,000</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.

PUPIL PREMIUM STRATEGY – ACADEMIC YEAR 2017-2018

<p>Current data indicates a need to develop practice in the teaching of Pupil Premium children in Mathematics</p>	<p>Staff Training Evidence suggests that effective staff training in trialled and developed intervention packages can have success in closing the gap for poor attainers.</p>	<p>Primary mathematics Teaching for Mastery Work Groups led by Mastery Specialists to support Maths Lead and teachers to fully embed a mastery curriculum. Maths Lead and a teacher will attend the workshops and will feedback to staff in training time.</p>	<p>Progress in Pupil Premium in Maths to be monitored each milestone. Analysis of the gap between Pupil Premium and all children.</p>	<p>Included in staff training</p>
<p>Pupil Premium children continue to underperform all children in Reading.</p>	<p>Reading Comprehension Strategies Comparative findings indicate that, on average, reading comprehension approaches appear to be more effective than phonics or oral language approaches for upper primary, both in terms of short-term and long-term impact.</p>	<p>Staff training on the EEF Improving Literacy Guidance Reports. Use of HIAS English Adviser to provide training with planning to develop comprehension strategies and ensure children are developing skills as a critical reader.</p>	<p>Progress in Pupil Premium in reading to be monitored each milestone. Analysis of the gap between Pupil Premium and all children in reading. Domain data in comprehension domains to be analysed to show improvement in specific domains.</p>	
<p>Pupil premium children are less likely to be involved in extra-curricular activities and less likely to be involved in the Arts.</p>	<p>Arts participation Overall, the impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science learning.</p>	<p>6 pupils to be funded to learn a musical instrument for a term. Continue to build links with the Carnival Company and work on another community project.</p>	<p>Monitor the 6 pupils' learning behaviours and academic progress. Pupil voice from those children involved in the community project.</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.

PUPIL PREMIUM STRATEGY – ACADEMIC YEAR 2017-2018

Vulnerable children requiring additional adult support to access the curriculum and stay within mainstream education.	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.	The school continues to have additional adults to the funding received for SEND children to ensure that all children make good progress and where additional support is required it can be given. Previous practice has indicated the success of an extra adult if deployed carefully.	Pupils progress to be monitored termly by SENDCo and Pupil Premium Co-ordinator.	£39,500
Some children are often late to school or absent. Leading to issues in progress and attainment	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.	Breakfast Club provision for some Pupil Premium children identified at risk from poor attendance or frequent lateness.	Attendance to be monitored for all pupils with actions taken by the FLO or Headteacher to support families to improve on their child's attendance or lates.	£4,200
Some children have limited support at home with their learning	Homework 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.	Homework Club run by HLTA in order to support pupils who are unable to find support with their learning at home.	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.	Cost included in mentoring.

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.

PUPIL PREMIUM STRATEGY – ACADEMIC YEAR 2017-2018

Children with dyslexia usually have a slower progress in reading and writing.	Structured Intervention Program 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.	£1,900
Some children have severe social and emotional problems which is a barrier to them focusing on learning.	Play Therapy 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.	Individual reports given on the completion of a play therapy session. Improvement evidenced in termly PEP toolkits.	£14,000
			Total Estimated Cost	£159,500

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.

PUPIL PREMIUM STRATEGY – ACADEMIC YEAR 2017-2018

Who is eligible for Pupil Premium Funding and what does the school receive?

Disadvantaged pupils	Pupil premium per pupil
Pupils in year groups reception to year 6 as recorded as Ever 6 FSM	£1,320
Looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£1,900
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£1,900
Service children	Pupil premium per pupil
Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of child pension from the Ministry of Defence	£300

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.