

PUPIL PREMIUM STRATEGY – ACADEMIC YEAR 2016-2017



Total Number of Children on Role	379
Total Number of Children Eligible for Pupil Premium	105
Total Number of Service Children	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	Estimated Cost
Pupils need to have a clearer understanding of how to improve their attainment in reading, writing and maths.	<p>Sharing Good Practice</p> <p>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.</p> <p>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"> - Effective Maths Provision - Mastery with depth - EYFS Maths in Action 	<p>Monitoring of books to ensure marking and feedback is consistent in all classes.</p> <p>Pupil voice interviews to ensure pupils understand what they can do and how to improve their work further.</p> <p>Measuring the progress made by all pupils and the gap between attainment of PP and non PP.</p>	£1200

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>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 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>£14500</p>
<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 Family Liaison Officer will work with parents of children with poor attendance to try and find a solution and decrease absence rates.</p>	<p>Attendance is monitored weekly by the FLO and discussed with SENDco or the deputy head as required. Attendance data should improve and remain consistent.</p>	<p>£42,240</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 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>	

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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>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>£21000</p>
<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>Digital Technology 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 parent feedback taken in surveys/parents meetings. Pupil voice opportunities to monitor use of digital technology and the impact it has on their learning.</p>	<p>£44 licence for Bug Club £1200 for Educationcity £10800 for iPads</p>

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<p>Pupil Premium children often have weak communication skills and lack confidence in critical, creative and collaborative thinking.</p>	<p>Oral Language Interventions 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 training for all staff. Level 2 training for PSCHE 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 pupils 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>£2000 For whole school training. £300 for individual training on P4C Level 2.</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>Staff Training 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>Cost of the course – £750</p>
<p>Vulnerable children requiring one to one 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>1:1 provision for 3 children requiring additional adult support in order to access the curriculum. 1 X SEMH 1 X SLD (dyslexia) 1 X ASD</p>	<p>Pupils progress to be monitored termly by SENDCo and Pupil Premium Co-ordinator.</p>	<p>£56,325</p>

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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 lates.	Attendance to be monitored for all pupils with actions taken by the FLO or Deputy Head to support families to improve their child's attendance or lateness.	£1700
Some families are requiring support with extended childcare in order to improve home or school life with support from other agencies.	From previous years, we have found that supporting parents to receive advice and guidance on their parenting/home life has a positive impact on the child's behaviour, attitude to learning and progress.	After school club provided for some Pupil Premium children identified by the FLO, SENDCo or Deputy Head as requiring support with childcare arrangements in order to improve home or school life.	FLO to review the impact of any outside agency support on the pupil's wellbeing and academic progress.	£130
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.
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.	£1900

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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 approximately 10 children across the year depending on the needs of the children in school.		£14000
Not all parents are aware of their child's entitlement to Pupil Premium funding and the benefit it will have on their education	Incentive 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.	£110
			Total Estimated Cost	£167,899

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