

Broadwas CofE (VA) Primary School

Pupil Premium Strategy Statement and Impact Review

April 2018 – July 2019

Summary information					
School	Broadwas CofE (VA) Primary School				
Academic Year	2018-2019	Total PP budget	£25720	Date of most recent PP Review	Jul 19
Total number of pupils	94	Number of pupils eligible for PP	18	Date for next internal review of this strategy	Sept 19

1. Attainment - July 2018		
<i>End of Key Stage results taken from official data following statutory assessments</i>	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
End of Key Stage 2		
% achieving expected standard or above in reading, writing & maths	33%	56%
% achieving or exceeding expected standard in reading	67%	92%
% achieving or exceeding expected standard in writing	83%	92%
% achieving or exceeding expected standard in maths	50%	75%
Average progress measure in reading	-0.32	-1.04
Average progress measure in writing	-0.19	2.20

Average progress measure in maths		-2.74	-3.39
Average scaled score in reading		103.5	104.3
Average scaled score in maths		100.3	101.5
End of Key Stage 1			
% achieving expected standard or above in reading, writing & maths		0	77%
% achieving or exceeding expected standard in reading		0	85%
% achieving or exceeding expected standard in writing		0	92%
% achieving or exceeding expected standard in maths		0	92%
2. Barriers to future attainment (for pupils eligible for PP)			
In-school barriers			
A.	Some pupils eligible for pupil premium have social, emotional and attachment issues which can impact on their academic performance.		
B.	Some pupils who are eligible for pupil premium have additional educational needs. These children can make slower progress, which can impact on their reaching age related expectation.		
C.	Attendance for some pupils eligible for pupil premium is below the average for the school, in some cases significantly below. This reduces school hours and can cause slower progress in learning.		

D.	Some pupils eligible for PP require specialist equipment and resources in order to be able to fully access the curriculum.	
3. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Social and emotional needs are supported in order to improve self-esteem and confidence in targeted pupils.	• Pupils are supported to improve self-esteem and confidence, leading to a focused and resilient approach to learning. • Progress is accelerated for targeted pupils. • The attainment gap between pupils eligible for PP and non PP is significantly reduced.
B.	Progress rates for PP children with additional educational needs are improved, leading to higher attainment and achievement.	• Targeted teaching assistant support within quality first class teaching and through small intervention/1:1 work leads to accelerated progress and higher attainment, carefully tracked through the assessment model used throughout the school. • Pupils with additional needs who are eligible for PP achieved expected progress in line with their individual circumstances and reach individual attainment goals.
C.	Attendance for pupils eligible for PP improves to meet school and national averages.	• Regular communication between home and school leads to a shared approach in improving attendance rates for identified pupils, supported by external agencies as appropriate. • Overall attendance for PP pupils improves to be in line with school average. • Persistent absence for identified pupils is reduced.
D.	Pupils requiring specialist equipment and resources have their needs fully met through the purchase of relevant materials.	• Identified children have individual needs fully and regularly assessed and appropriate equipment/resources are purchased in order that they can fully access all areas of learning.

4. Planned expenditure					
Academic year(s)	April 2018 – July 2019				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
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?
Day to day teaching meets the needs of each learner within the classroom environment.	Targeted TA support within Maths and English lessons throughout the school. Training for teachers in learning sequences, learning objectives and success criteria.	Pupils eligible for PP access quality first teaching through targeted support by TAs in order to fully access learning in the classroom. Any additional learning needs are quickly identified and addressed through additional intervention work. Meeting pupils learning needs within the classroom, leading to improved self-esteem and confidence, and in turn resilience and motivation for learning.	Lesson observations from Head teacher and eventually involving middle leaders following completion of appropriate training led by Diocese. Lesson ‘drop ins’ to regularly monitor quality of learning and teaching. Work scrutiny led by Maths and English leads, SENCO and HT.	Head	Ongoing Complete review Summer 2019 (First half term)
Total budgeted cost					£15,000
ii. Targeted support					
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?
Identified Teaching Assistant time planned on a daily basis to provide additional 1:1 and small group intervention and	Members of teaching support staff to receive appropriate training in supporting maths development and conceptual	Effective maths intervention and support results in secure understanding of key mathematical concepts. Additional learning needs are quickly identified and extra support is	Teacher/SENCO to supervise and plan intervention content and review effectiveness. Regular meetings between SENCO and support staff to	Head	Ongoing Complete review Summer 2019 (First half term)

support in order to meeting social, emotional and academic need.	understanding and in specific therapy support for supporting individual emotional need.	delivered in a timely manner, through 'Wave 2' teaching sessions. Pupils with social and emotional needs are given regular developmental opportunities and sessions through the use of social development programs such as 'Circle of Friends' and 'Lego therapy'. 'Mentor link' external support provided for relevant pupils	review effectiveness of support, with adjustments made as necessary.		
	Outreach support and in school 1:1 support is provided for pupils with low attendance rates and for those with self-esteem barriers.	Pupils with low and very low attendance rates are supported through outreach (visits to home), daily 1:1 support from TA to start the school day and end of day supported 'review' sessions. This is to increase confidence and build a pattern of regular attendance within school.	Pastoral support provided for pupils with low/erratic attendance rates in order to achieve school attendance in line with school and national figures. Regular monitoring of absence figures. Work with parents and families.		
	Purchase of appropriate resources to provide specialist intervention work with relevant pupils: '123 maths' 'Jimbo Fun'	Learning needs are effectively addressed using proven recommended program to address individual barriers to learning. Staff receive appropriate training. Daily delivery sessions ensure that progress is made. Online learning programs support learning at home beyond the school day.	Teacher supervision to ensure that programs are appropriate and having intended impact.		
Total budgeted cost					£9500
iii. Other approaches					
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?

Extended learning and enhancing curricular experiences for children. Provide specialist resources following assessment in order to ensure identified pupils eligible for PP have the necessary resources and learning approaches provided in order to access the whole curriculum.	Allocate funding in order to enable PP pupils to take part in extended learning activities outside the school day. Specialist assessment to identify learning needs and relevant resources to support curricular access.	Provide opportunities for pupils to take part in enrichment activities beyond the school curriculum. Pupils with specific learning needs linked to medical/physical situations will be taught in an appropriate individual style, with support through necessary resources.	Monitor external providers to ensure that content is enriching and effective. Careful planning of curricular provision for pupils involved. Regular monitoring of attainment and progress through data scrutiny, work scrutiny and pupil voice discussions.	Head SENCO	Ongoing Complete review Summer 2019 (First half term)
Total budgeted cost					£1300

5. Review of expenditure				
Previous Academic Year		Sept 2018 – July 2019		
Desired outcome: Quality of teaching for all	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Day to day teaching meets the needs of each learner within the classroom environment.	Targeted TA support within Maths and English lessons throughout the school. Training for teachers in learning sequences, learning objectives and success criteria.	Training completed as planned for teachers in developing learning sequences and matching objectives to specific needs of learners. Additionally, all teaching assistants completed training to focus on developing maths through in-class support, provided by a local teaching school and with emphasis on discussion as support/extension for understanding. As a result, targeted PP pupils accessed learning within the classroom through 1:1 and group support, and made expected or more than expected progress in Reading, Writing and Maths across the school. School average progress scores for PP eligible pupils (where 3.0 is expected): Reading: +3.5, Writing: 3.5, Maths: 3.0 1:1 targeted support for identified pupils ensured that these pupils accessed ARE curriculum coverage and as a result made accelerated progress. Impact on pupil attainment and progress was effective. As an example, an identified pupil working 2 years below ARE expectation at the start of the academic year, achieved ARE in external test for Reading (May 2019).	Targeted in-class support will continue into next academic year and will be extended to target identified pastoral/ social and emotional needs for some PP pupils, in order to ensure that they can access learning at ARE. New role of pastoral support will be developed across the school, funded by proportion of Pupil Premium allocation, particularly in Early Years and throughout KS2, where need has been identified. Training in emotional wellbeing and mental health will be completed as part of this new role.	£15000

Desired outcome: Targeted support	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Identified Teaching Assistant time planned on a daily basis to provide additional 1:1 and small group intervention and support in order to meeting social, emotional and academic need.	Members of teaching support staff to receive appropriate training in supporting maths development and conceptual understanding and in specific therapy support for supporting individual emotional need. Outreach support and in school 1:1 support is provided for pupils with low attendance rates and for those with self-esteem barriers.	All staff have undertaken training in 'Total Maths' a whole school initiative led by Tara Loughran (independent maths advisor). Appropriate resources have been purchased to support the development of the new approach to learning, aimed at developing mastery/reasoning skills. As a result, progress in maths across the school has been rapid (unvalidated end of KS2 Maths progress data shows average progress measure has increased to -0.9, from -3.2 in 2018). Additionally, 83% of pupils in KS1 achieved ARE in maths, with 42%% achieving 'Greater depth' measure. SENCO and link governor monitoring meetings show that interventions have been completed and progress is evident in these areas. Attendance at the end of the academic year for the school was 96.62%. Some pupils eligible for PP were supported closely in order to achieve and maintain regular attendance. As a result of support, targeted regular attendance improved rapidly, an example being an increase from 44% in 2017-2018 to 64% from Sept to Dec 2018, and 98% from January to July 2019 in one case.	Cohesion in the teaching of maths is apparent across the school as a result of the training. TAs are actively supporting maths learning in lessons, and 'Wave 2' intervention work is being used to address additional need. The new approach will be continued, with further emphasis on reasoning and application of mathematical skills across the curriculum. TA targeted support to continue, with new pastoral role working alongside targeted in class and intervention support. Pupil attendance as analysed with school EWO shows no significant areas for concern at the present. This will continue to be monitored and appropriate support deployed again should the need arise.	£9500

	Purchase of appropriate resources to provide specialist intervention work with relevant pupils: '123 maths' 'Jimbo Fun'	Resources purchased as planned and used to support attainment and progress in fine motor skills and maths for targeted PP and non PP pupils. Intervention work was completed at home and in school, strengthening home-school links. Intervention data (123 Maths) shows that rapid recall of key number facts improved for all users and all users made or exceeded targets by the end of the academic year.	123 Maths intervention work will continue with targeted PP pupils. Additional pupils will access the resource when identified by teachers.	
Desired outcome: Other approaches	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Extended learning and enhancing curricular experiences for children. Provide specialist resources following assessment in order to ensure identified pupils eligible for PP have the necessary resources and learning approaches provided in order to access the whole curriculum.	Allocate funding in order to enable PP pupils to take part in extended learning activities outside the school day. Specialist assessment to identify learning needs and relevant resources to support curricular access.	Individual Provision Maps (IPMs) have been continuously planned and adapted throughout the year to ensure appropriate resources and support for identified pupils. Regular monitoring of attainment and progress through data scrutiny, work scrutiny and pupil voice discussions involving staff, pupils and governors shows that progress targets have been met or exceeded in the main. Relevant specialist assessment and advice has been sourced externally for PP pupils where needed. The conclusions and advice forthcoming from these has been used to inform and shape provision in school. PP eligible children have accessed extra-curricular activities, including trips and clubs by being supported with PP funding allocation.	This targeted approach has been embedded and will continue into next academic year. PP eligible families will continue to receive support as needed and appropriate so that pupils can benefit from extended school learning and activities.	£1300

