



Pupil Premium Strategy Statement and Planned Expenditure

1. Summary information					
School	Broseley C of E Primary				
Academic year	20/21	Total PP budget	£45,180	Date of most recent PP review	July '20
Total number of pupils	233	Number of pupils eligible for PP	36 (at Sept '20)	Date for next internal review of this strategy	Jan '21

2. Attendance of children in receipt of pupil premium			Gap
	Pupils eligible for PP	Pupils not eligible for PP	
Attendance 2018-19	95.19	96.64	-1.45
Late codes	0.76	0.23	- 0.53

Average attainment for disadvantaged pupils in Reading, Writing, Maths and Spelling, Punctuation and Grammar				
	% of Broseley pupils achieving Expected standard (higher score. Greater depth)	% of pupils nationally achieving Expected standard (higher score. Greater depth)	Broseley Averaged Scale score (Disadvantaged)	National average scaled- score (non-disadvantaged)
Reading	70% (20%)	73%	104.3	105.5
Writing	60% (0%)	78%	99.3	N/A
Maths	70% (0%)	79%	100.3	106.1
GPS	70% (10%)	78%	99.8	107.4

Average progress for disadvantaged pupils in Reading, Writing and Maths		
	Average progress for Broseley pupils (Disadvantaged)	Average progress nationally
Reading	+ 3.29	+0.02
Writing	- 0.67	-0.05
Maths	-0.97	+0.03

3. Barriers to future attainment (for pupils eligible for PP) In-school barriers	
A	Risk of pupils in receipt of pupil premium making less progress than others with similar starting points
B	Poorly developed language skills including poor vocabulary
C	Low attainment in many areas with several children having SEND

4. External barriers	
A	Emotional issues related to family needs
B	Need for great support for parents to promote positive attitudes to learning.
C	Additional costs limit opportunities for extra-curricular activities

Desired outcomes	Success criteria
Risk of pupils in receipt of pupil premium making less progress than others with similar starting points	Children in receipt of PP make at least the same progress as children not in receipt of PP
Poorly developed language skills including poor vocabulary	Children in receipt of PP show evidence of improved vocabulary in their Written work and when communicating with others
Low attainment in many areas with several children having SEND	All children make at least expected progress in all areas. All SEND children make expected progress.
Emotional issues related to family needs	Attendance and punctuality of children in receipt of PP is the same as children not eligible.
Need for great support for parents to promote positive attitudes to learning.	Lots of parents attending events in school. Increase in the number of parents attending family learning. Parents are provided with guidance and resources to support learning at home

Additional costs limit opportunities for extra-curricular activities	All children in receipt of PP are able to attend all school trips and extra-curricular activities.
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Planned expenditure					
Academic Year 20/21					
1. Quality of teaching for all "Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep on improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending." EEF Guide to Pupil Premium					
Barrier to be addressed	Chosen action/ approach	What is the evidence and rational for this choice	How will you ensure it is implemented well?	Staff lead	Review
Risk of pupils in receipt of pupil premium making less progress than others with similar starting points	Pupils to remain with class teacher to experience quality first teaching but when appropriate use TAs to provide targeted intervention for pupils with low attainment.	Sutton Trust's 2011 report revealed the effects of quality first teaching are especially significant for pupils from disadvantaged backgrounds. We have skilled support staff who can lead interventions or cover classes whilst the teachers deliver sessions.	Regular monitoring of outcomes.	Sam Aiston Rachel Howell Liz Simpson	Termly in pupil progress meetings
Poorly developed language skills including poor vocabulary	Focus on vocabulary.	Vocabulary is the one area of the curriculum where we fall below National Average in the Key Stage 2 Reading tests. If children are unable to say it they will not be able to write it.	English coordinator to monitor Vocabulary sessions. Learning walks to ensure high quality vocabulary is used in all subjects.	Sam Aiston Rachel Howell Liz Simpson	Termly
Learning Mentor £17, 744 TT Rockstars £150 Literacy Shed £100 TLR for Maths £2,600 CPD for staff £1000 Total cost: £21,594					

2. Targeted support

“Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.” The EEF Guide to Pupil Premium

Desired outcome	Chosen action/ approach	What is the evidence and rational for this choice	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Risk of pupils in receipt of pupil premium making less progress than others with similar starting points	Use TAs to provide targeted intervention for pupils with low attainment.	Some children would benefit from targeted support to catch up. This worked well in addressing gaps in progress in 2018/19 and 2019/20 and is supported by evidence from other schools.	Interventions monitored by Leaders	Sam Aiston Subject Leaders	Termly
Poorly developed language skills including poor vocabulary	Support from SALT. Trained TAs to work with specific children.	If children are unable to say it they will not be able to write it.	Support from SENDCo	Liz Simpson	Termly
Low attainment in many areas with several children having SEND	Ensure children have external support, internal support and resources needed to make progress.	Twin vulnerability children are at greater disadvantage than peers.	All teachers ensure that children with SEND have necessary scaffolding and support. SEND co-ordinator to monitor progress and outcomes in lessons.	Liz Simpson	Termly

Emotional issues related to family needs	Varied support from Learning mentor when required. Regular meetings with stakeholders.	Has been successful in previous years.	Regular meetings with Learning mentor and SENDCo.	Sam Aiston Kay Hartland	Termly
Need for great support for parents to promote positive attitudes to learning.	Invite parents to attend events in and out of school. Invite parents to attend family learning. Parents are provided with guidance and resources to support learning at home. Use of TT Rockstars	Has been successful in previous years.	Reflect on Parent events. Feedback from parents.	Alison Edwards Sam Aiston Rachel Howell Emma Davis Liz Simpson	Termly
<p>Librarian x2 afternoons £3,200 Targeted interventions with Teaching Assistants £9,700 SLT intervention £5,000</p> <p>Total Cost : 17,200</p>					

3. 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?
Children have a suitable breakfast before the school day so they can focus on learning.	Free Breakfast club to children in receipt of pupil premium.	It has been identified that many children are in school without breakfast and are therefore tired and hungry and as a result, unable to concentrate.	Monitor the PP children coming to breakfast club and monitor their progress within lessons.	Sam Aiston and Kay Hartland	Termly

Children to not miss on out of school experiences.	Children in receipt of PPG do not have to pay for school trips.	Missing school trips could be damaging to their self-esteem and is hindering their experiences of the wider world.	Ensure that all children attend school trips and discuss their experiences with them.	Sam Aiston, Kay Hartland and all class teachers.	Termly
Ensure children in receipt of PP have the opportunity to do an after school club.	Children are given free after school clubs.	Children are given the opportunity to take part in a range of clubs and have opportunities they would not have if there was a cost implication. Opportunity to improve children's resilience and motivation through challenging activities.	Monitor the number of children in receipt of PP who attend clubs.	Sam Aiston, Debbie Moore.	Termly
All children have the correct uniform and equipment for school, PE and Sports events.	School provide equipment where necessary and when deemed appropriate by Senior Leaders.	Improve the self-esteem of children so they are singled out negatively.	Regular checks that everyone has the correct uniform and equipment.	Sam Aiston	Termly
<p>£5000 on Arthog for Reception to Year 6, After school clubs and trips in Curriculum time £1500 on Clothing, shoes, footwear and equipment</p> <p>Total cost: £6500</p>					

Review of expenditure					
Academic Year 19/20					
1. Quality of teaching for all					
Desired outcome	Chosen action/ approach	What is the evidence and rational for this choice	How will you ensure it is implemented well?	Staff lead	Review

To improve the attainment and progress of pupils in writing particularly for PP's to ensure it is in line with ALL pupils nationally	To explicitly teach sentence construction as part of our 7 step process. Receive CPD on the writing process (Jane Considine, Boys' writing)	Attainment in writing is significantly below Reading.	Monitor the progress and attainment of writing to ensure it is improving.	SA and RH	60% of PP children achieved the expected standard in Writing at the end of Year 6 70% achieved the expected standard in reading, Writing and Maths. The 7 step process has been adapted.
To improve Maths fluency	Ensure Times Tables Rockstars is used at home and school. CPD on teaching fluency delivered by staff. Regular times tables tests.	Attainment in Maths across the school is low.	Monitor the attainment and progress of children in receipt of PP on o track and through pupil progress meetings	SA, TM and JA	Times tables Rockstars is used by every child from Year 2 to Year 6. The children who do not access it at home, access it at Breakfast Club.
To improve behavior in school so learning time is maximized.	Continue with house point system but ensure it is given greater focus.	Staff interviews suggests behaviour is an issue and is having a negative impact on learning.	Less children appearing on red in the traffic light system.	SA	Behavior has improved and incidents within class are very rare. There are still incidents at Lunchtimes.
To support the emotional needs of children at all times	Learning mentor to work with targeted groups throughout the day, lunch time and to be on hand to support when needed.	Identification of barriers to learning suggest that a high percentage of PPPs have emotional needs that need to be addressed PPP's will be given the opportunity to discuss any concerns they may have and introduced to coping strategies to ensure they are able to focus and learn	Register of attendance at lunchtime club to be cross matched with progress data. Pupil questionnaire to rate the effectiveness of the club in removing barriers to learning	KH	Overwhelming positive feedback about our Learning Mentor from children and parents.

Learning Mentor £17, 744
 TT Rockstars £150
 Literacy Shed £100
 TLR for Maths £2,600
 CPD for staff £1000
 Total cost: £21,594

2. Targeted support

Desired outcome	Chosen action/ approach	What is the evidence and rational for this choice	How will you ensure it is implemented well?	Staff lead	Review
To improve the attainment and progress of children in receipt of PP funding in Writing	SA to monitor closely the progress of PP children in Writing. Writing intervention for PP children.	Children receipt of PP are behind their peers in Writing. Small group tuition enables the teacher to focus exclusively on a small number of learners. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. This approach is supported by EEF research 2017.	English Co-ordinator and Assessment Lead to moderate the work of PPs to ensure this is completed accurately. All staff to work with school SDG group to moderate English work.	SA and RH	Progress in Writing has been expected or better in nearly all cases across school. There is limited progress from Key Stage 1 to the end of Key Sage 2 but this is for various reasons.

To improve the attainment and progress of children in receipt of PP funding in Maths.	PP children have free Breakfast club and complete homework and use TT Rockstars. SLT to deliver small group tuition to Target children in Upper KS2	Children receipt of PP are behind their peers in Maths. Small group tuition enables the teacher to focus exclusively on a small number of learners. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. This approach is supported by EEF research 2017.	Maths Co-ordinator and Assessment Lead advisor to moderate the work of PP's to ensure this is completed accurately. All staff to work with school SDG group to moderate Maths work.	SA, JH and TM	It has been decided that quality first teaching is the key. There will be less interventions for Maths. Mr Aiston will run a Maths support group for Year 6.
To continue to improve the attainment and progress of children in receipt of PP funding in Reading. To have children enjoy reading and have access to a wide range of books.	Full time librarian who has session with every child. Librarian to monitor the reading of targeted children.	Many children in receipt of PP funding are behind their peers in Reading attainment. Many children at our school do not have books in the house and are reluctant to read.	Review attainment in Reading. Class teachers to monitor the books being read by targeted pupils. .	SA and JY	Attainment in Reading has improved and nearly all PP children have made expected progress. Progress in Reading from KS1 to KS2 is +3.29 (previous year) This is also evident in Salford Reading tests.
Librarian every afternoon £6,100 Writing interventions with Teaching Assistant £6,100 SLT intervention £5,000 Toatl Cost : 17,200					

3. Other approaches

Desired outcome	Chosen action/ approach	What is the evidence and rational for this choice	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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Children have a suitable breakfast before the school day so they can focus on learning.	Free Breakfast club to children in receipt of pupil premium.	It has been identified that many children are in school without breakfast and are therefore tired and hungry and as a result, unable to concentrate.	Monitor the PP children coming to breakfast club and monitor their progress within lessons.	SA and KH	Attendance of PP children at Breakfast club has improved and there have been no referrals from teachers of children looking tired or being hungry.
Children to not miss on out of school experiences.	Children in receipt of PPG do not have to pay for school trips.	Missing school trips could be damaging to their self-esteem and is hindering their experiences of the wider world.	Ensure that all children attend school trips and discuss their experiences with them.	SA, KH and all class teachers.	All PP children have attended every school trip throughout the Summer term.
Ensure children in receipt of PP have the opportunity to do an after school club.	Children are given free after school clubs.	Children are given the opportunity to take part in a range of clubs and have opportunities they would not have if there was a cost implication. Opportunity to improve children`s resilience and motivation through challenging activities.	Monitor the number of children in receipt of PP who attend clubs.	SA, DM.	SA has contacted all parents of children in receipt of PP and whilst many children attend clubs, other parents do not send them to clubs for a variety of reasons including fitting in with their lifestyle eg. Shift patterns, visiting family members, responsibilities for siblings.
All children have the correct uniform and equipment for school, PE and Sports events.	School provide equipment where necessary and when deemed appropriate by Senior Leaders.	Improve the self-esteem of children so they are singled out negatively.	Regular checks that everyone has the correct uniform and equipment.	SA	All children have the correct equipment and feel part of the school.
<p>£5000 on After school clubs and trips £1500 on Clothing, shoes, footwear and equipment</p> <p>Total cost: £6500</p>					

