



Pupil Premium Strategy Statement and Planned Expenditure

1. Summary information					
School	Broseley C of E Primary				
Academic year	18/19	Total PP budget	£45,180	Date of most recent PP review	Sept 18
Total number of pupils	223	Number of pupils eligible for PP	35 (at Sept '18)	Date for next internal review of this strategy	Dec 2018

2. Current attainment			
Source: ASP Summary report 2017-18 Year 6 cohort	<i>Pupils eligible for PP (2) children)</i>	<i>Pupils not eligible for PP (national average)</i>	<i>Gap</i>
% achieved expected standard or above in reading, writing & maths at end of Key Stage 2	100%	Awaiting confirmation	Awaiting confirmation
Progress in reading	Awaiting confirmation	Awaiting confirmation	Awaiting confirmation
Progress in writing	Awaiting confirmation	Awaiting confirmation	Awaiting confirmation

Progress in maths	Awaiting confirmation	Awaiting confirmation	Awaiting confirmation
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3. Barriers to future attainment (for pupils eligible for PP) In-school barriers	
A	Poorly developed oral language skills that impact on the progress PP children make in writing and maths across the school
B	Emotional issues related to family needs
C	Low attainment in many areas with several children having SEND

4. External barriers	
A	Lack of suitable home learning environments
B	Need for great support for parents to promote positive attitudes to learning.
C	Lack of external resources to support extra-curricular activities and musical opportunities

Desired outcomes	Success criteria
Developed oral language skills that impact on the progress PP children make in writing and other. Improve vocabulary of children.	Children continue to perform well in phonics tests. All children make at least expected progress in Writing and Maths. Children are more articulate around school and this is observed by all adults in school.
Emotional issues related to family needs	Safeguarding concerns do not affect the progress of the children
Low attainment in all many areas with several children having SEND	All children make at least expected progress in all areas. All SEND children make expected progress.
Lack of suitable home learning environments (issues that also require attention at home)	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.
Lack of external resources to support extra-curricular activities and musical opportunities	All children in receipt of PP to attend at least one club. All children in receipt of PP to attend all school trips.

Planned expenditure					
Academic Year 18/19					
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	December 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	
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	
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	

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

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	When will you review implementation?
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	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	

		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.			
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	
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	
<p>Librarian every afternoon £6,100 Writing interventions with Teaching Assistant £6,100 SLT intervention £5,000</p> <p>Toatl Cost : 17,200</p>					

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?
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	
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.	
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.	
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	

<p>£5000 on After school clubs and trips £1500 on Clothing, shoes, footwear and equipment</p> <p>Total cost: £6500</p>

Review of expenditure					
Academic Year 17/18					
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 for all pupils in Maths to ensure that at least 85% of pupils across the school achieve expected standard.	Introduction of improved tracking systems and moderation procedures for Maths to ensure PPP's make accelerated progress or remain on track to achieve the expected standard	Attainment in maths and writing is lower than the % achieved by Non PPP's nationally.	Maths Co-ordinator and Maths advisor to moderate the work of PPP's to ensure this is completed accurately. All staff to work with school SDG group to moderate maths work. Close monitoring during lesson observations, book scrutinies, and pupil discussions	SA , TM and JA	Across the school we are still far away from 85% across the school. Although, the Year 6 cohort did achieve this.
To improve the attainment and progress of pupils in writing particularly for PP's to ensure it is in line with <u>ALL</u> pupils nationally	To explicitly teach sentence construction.'	Attainment in writing is below expected standard.	Monitor the progress and attainment of writing to ensure it is improving.	SA and RH	Our PP children are still significantly behind in Writing. We have implemented a clearer writing process to ensure all PP children are making at least expected progress.

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 and writing is lower than the % achieved by ALL pupils nationally Analysis of SAT's found pupils who have a good level of maths fluency generally achieved the expected standard in maths due to improved fluency.	Monitor the attainment and progress of children in receipt of PP on o track and through pupil progress meetings	SA, TM and JA	Timestables have improved dramatically. This is evident through TT Rockstars scores, discussions with teachers and spot checks on pupils. Starting to see evidence through the assessments.
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	Behaviour has improved dramatically. Fewer incidents recorded in Behaviour book and fewer children on Red using traffic light system. Discussions with teachers and TAs reinforce this. All TAs happy to cover all classes.
To improve children's attitude to learning and their resilience.	Growth mindset initiative that all stakeholders partake in.	Many children, particularly the PP children have poor attitudes to learning and lack resilience or ambition.	Constant theme of assemblies and in how we deliver feedback to the children. Pupil interviews.	All staff	Teachers and TAs have reported an improvement in attitude of children. Informal interviews have taken place.
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	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	Not all children who attend the club have made progress according to the data. Parent and pupil survey suggest work of Learning mentor is invaluable to happiness of the children. Ofsted recognized the fantastic pastoral support we offer at school.

		ensure they are able to focus and learn			
Total cost : £16, 744					

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	When will you review implementation?
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. Targeted support for PP children.	Children receipt of PP are behind their peers in Writing.	English Co-ordinator and Assessment Lead 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. At least 50% of PPPs work to be included in book trawls	SA and CB	Moderation and data analysis suggests that children who have been working in certain groups have not made desired progress. Separating these children from the rest of the group has not been successful. SA has not devoted enough time to the PP children.

To improve the attainment and progress of children in receipt of PP funding in Maths.	Employ Caroline Bagnall experienced teacher to work with targeted children across Years 3,4 and 5.	Children receipt of PP are behind their peers in Maths.	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. At least 50% of PPPs work to be included in book trawls		Moderation and data analysis suggests that children who have been working in certain groups have not made desired progress. As with the writing, separating these children from the rest of the group has not been successful.
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.	Overhaul of library and TA employed as library lead to read with targeted children 3x a week.	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. This is also evident in September's Salford Reading tests.
Total cost: £10,650					

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?
Ensure children have a suitable breakfast before the school day so they can focus on learning.		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.
Ensure 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.	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.
Total cost : £13468 (Estimated £5000 on After school clubs and trips)					

