

Broughton Moor Pupil premium strategy statement

Summary information					
School	Broughton Moor				
Academic Year	2016/17	Total PP budget	£ 22,012	Date of most recent PP Review	n/a
Total number of pupils	56	Number of pupils eligible for PP	18	Date for next internal review of this strategy	Jan 2017

Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving national expectations or above in reading, writing and maths	50%	53%
% making at least expected progress in reading	100%	66%
% making at least expected progress in writing	50%	74%
% making at least expected progress in maths	50%	70%

Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Retention on basic mathematical skills, such as the four operations and times table, is more evident in PP children
B.	Most children are have lower attainment, especially in English, than their non-PP peers which begins in KS1 and continues throughout KS2
C.	Poor emotional health and well being combined with difficulties with oral language skills, low confidence and social skills
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Low attendance at after school clubs



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Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Retention of basic maths skills and application to skills sessions. Measure: Weekly Big Maths skills tests	PP pupils will make at least expected progress in Big Maths and be able to apply this to Maths sessions. PP children to be working at age expected levels by the end of the year.
B.	Higher rates of attainment throughout the school in phonics and reading. Measure: phonics assessment and the Accelerated Reader programme	PP pupils to be at age expected phonics levels by the end of the year. PP pupils to make at least expected progress each half term. All children from Year 1 – 3 to be on Accelerated Reader and read at least 500 words per week; Year 4-6 children to read at least 2000 words per week.
C.	Openness to learning and increased confidence and willing to participate. Measure: Participation levels within lessons and out of school activities.	Children will use confidence in their abilities to improve the quality of their work. They will participate in activities organised by school and be apply skills to other school activities.
D.	Increased attendance. Measure: Attendance register at after school clubs	All P pupils will attend at least 1 after school clubs per term. After school clubs to take into consideration PP interests. Attendance at clubs to be above 80%



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Planned expenditure					
Academic year	2016/17				
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.					
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?
A. Retention on basic mathematical skills, such as the four operations and times table, is increased throughout the school and particularly in PP children	Big Maths Purchase of resource and staff training over the year	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest small group tuition is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.	Course selected using evidence of effectiveness. Use INSET days to deliver training. Peer observation of attendees' classes after the training, to embed learning. Lessons from training embedded in school Mats policy.	Headteacher	Jan 2017
B. Attainment in English, in particular Reading, is consistent throughout the school and in line with National expectations	Phonics scheme and accelerated reader CPD and INSET	We want to ensure that our PP children are making at least expected progress for the long term which starts with basic skills. EEF toolkit suggests reading comprehension strategies is a very effective way to improve attainment as well as phonics for raising attainment	Course selected using evidence of effectiveness. Use INSET days to deliver training. Peer observation of attendees' classes after the course, to embed learning (no assessment).	Headteacher	Jan 2017
Total budgeted cost					£8,000



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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?
A. Retention on basic mathematical skills, such as the four operations and times table, is increased throughout the school and particularly in PP children	121 provision of maths recovery Small group provision of overlearning	Some of the students need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Observations and assessments	Maths Leader	Mar 2017
B. Attainment in English, in particular Reading, is consistent throughout the school and in line with National expectations	121 and small group provision of FLS No-nonsense phonics Small group provision of phonics overlearning	We want to provide extra support to enable high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.	Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis. Impact overseen by English co-ordinator. Teaching assistant (TA) CPD for TAs supporting the sessions. Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.	Headteacher	Mar 2017
C. Openness to learning and increased confidence and willing to participate	Small group collaborative learning intervention 121 support	Collaborative learning has been proven, through the EEF Toolkit, to make a significant difference to children's learning 121 support has been shown to work in school by addressing issues at the moment they occur rather than dealing with the fallout from them later.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Ensuring a member of staff is available throughout the day to support.	Headteacher	Jan 2017
Total budgeted cost					£11,000



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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?
D. Increased attendance at After School clubs and out of school events	After school provision	Sports and arts participation has been shown to improve the attainment of children by the EEF. Children have higher rates of self esteem and confidence when participating in clubs – especially sports teams- evidence from CAB project	Participation and attendance at after school clubs. Observation of children within small groups and whole class settings	Headteacher	Jan 2017
C. Openness to learning and increased confidence and willing to participate	Use support worker to engage with parents before intervention begins.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.		Headteacher	Jun 2017
Total budgeted cost					£4,000



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Review of expenditure				
Previous Academic Year		2015 to 2016		
Quality of teaching for all				
Desired outcome	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
To enable progression of PP children throughout the school to make expected, or better, progress	Provision of Teaching Assistants throughout school	Across the school there has been examples of progress in line, or better than National standards however this has been inconsistent for PP children.	Teaching assistant training and deployment has been taken into account to provide the best quality learning experience. Teachers have had training to maximise use of TAs throughout lessons. A monitoring and record keeping system is now in place to ensure consistency.	4500
Targeted support				
Desired outcome	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
To ensure pupils, especially PP, are able to access the curriculum especially in Reading, writing and Maths	Intervention groups	Intervention groups have been organised to ensure progression however this has been inconsistent across the school and within year groups.	Teaching assistant training and deployment has been taken into account to provide the best quality learning experience. Teachers have had training to maximise use of TAs through interventions. A monitoring and record keeping system is now in place to ensure consistency.	11850
Equality of provision				
Desired outcome	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
To ensure all children are able to attend school trips, visits and residential	Provision of opportunities Part or whole cost funding	All PP children have been able to attend trips, visits and residentials and there has been an impact on their quality of experience, their relationships with others and work within school	Trips, visits and residentials have been planned to ensure coverage across the school and throughout the year to ensure impact and celebration events as well as other educational experiences are maximised.	2,000