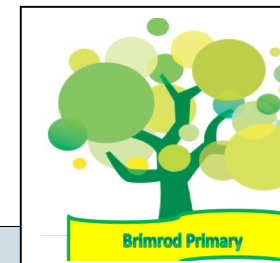


# Pupil premium strategy statement:



1. Summary information					
School	Brimrod Primary School				
Academic Year	2017 / 2018	Total PP budget	£83,160	Date of most recent PP Review	Autumn 2017
Total number of pupils	219	Number of pupils eligible for PP	67	Date for next internal review of this strategy	December 2017

2. Current attainment		
<b>Attainment for: 2016 - 2017</b>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school/national Y6)</i>
% achieving expected standard or above in reading, writing and maths	33%	62% / 61%
% achieving expected standard or above in reading	44%	67% / 71%
% achieving expected standard or above in writing	44%	71% / 76%
% achieving expected standard or above in maths	67%	71% / 75%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Accuracy of assessment and knowledge of the 2014 curriculum (Expectations)
B.	Poor language skills on entry. A significant proportion of children enter nursery with little or no English
C.	Parental understanding of national expectations
D.	Applications of skills to different contexts.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Number of children arriving at school late.

<b>E.</b>		
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Increase the rates of progress of disadvantaged vs school other and national other	Between a 0.5 and 1.0 positive difference in the rate of progress of disadvantaged children vs school other
<b>B.</b>	Raise the attainment of disadvantaged children	55% of disadvantaged children will be at Age Related Expectations by April 2018 in reading, writing and maths.
<b>C.</b>	To increase the % of children attaining the Early Learning Goal in CLL by the end of Reception.	At least 70% of children will achieve the CLL learning goal by April 2018.
<b>D.</b>		

5. Planned expenditure					
Financial year	2017 - 2018				
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.					
<b>i. Quality of teaching for all</b>					
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?
To increase the metacognition and self regulation amongst children	Research M/C CPD and staff training on M/C and S/R. M/C to feature on planning documents.	Supporting the attainment of disadvantaged children using NFER Research and Sutton Trust toolkit. This is supported by observations of children within the classroom.	Progress rate will increase to at least 0.8 tracking points above school other. <b>Update</b> Tracking Points currently show PP children are making similar progress as school other	SLT	October 2017 February 2018 April 2018
Increase staff's understanding of differentiation and supporting pupils during lessons.	CPD provided by specialist consultants to break down steps in learning.	NFER Research on a more personalised approach to supporting the learning of children.	Triangulation Data Analysis <b>Update</b> CPD on differentiation for all teaching staff.	Teacher SLT AHT DHT	October 2017 February 2018 April 2018
<b>ii. Targeted support</b>					

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?
<p>Increase the % of children achieving the Early learning Goal in CLL in Reception from 60% to 80%; Reading from 60% to 70%; Writing from 40% to 50%.</p>	<ul style="list-style-type: none"> <li>➤ Employ a Speech and Language Therapist for EYFS (2.5 days)</li> <li>➤ Move TA4 to work alongside the Speech &amp; Language Therapist and continue interventions.</li> <li>➤ CPD for all staff by SL Therapist including TA's.</li> <li>➤ Audit the EYFS and promote communication and language throughout the environment.</li> </ul>	<p>Early intervention detailed in NFER Research Sutton Trust Toolkit regarding early intervention. Internal Data &amp; Observations By increasing the children's ability to communicate and read to an ARE quicker, this will allow the children to become better writers.</p>	<p>Regular meetings with SL Therapist. Evaluations and reports from SL Therapist Tracking of interventions Monitoring of interventions Data Analysis <b>Update</b> Aspects of CLL have improved (Listening &amp; Understanding). Continued work on speaking.</p>	<p>SP SLT EYFS Team SS TA4</p>	<p>October 2017 February 2018 April 2018</p>

<p>Increase rates of progress to diminish the gap between disadvantaged children and school other from 25% to less than 10%</p>	<p>* Small group tuition through the use of qualified teacher to increase the % of children at ARE          * High ratios of TA/Teacher support within lessons to ensure specific targeting of identified children.</p>	<p>Sutton Trust Toolkit research          Using the skill set of staff</p>	<p>Monitoring of teaching &amp; learning          Data Analysis          Pupil Questionnaire and Pupil Voice  <b>Update</b>  <b>Reading</b>          54% ARE vs 49% school other and 67% national other          (-13% gap same as Sept 2017)   <b>Writing</b>          51% ARE vs 49% school other and 71% national other          (-20% gap down from -25% gap Sept 2017)   <b>Maths</b>          57% ARE vs 50% school other and 71% national other          (-17% gap down from -23% gap Sept 2017)</p>	<p>RH          SP          SLT</p>	<p>October 2017          February 2017          April 2017</p>
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Increase rates of progress to diminish the gap between disadvantaged children and national other from 15% to 0	Personalised interventions in the afternoon provided by TA's who have been trained on delivering those interventions.  All teachers working with disadvantaged children throughout the week.	NFER Research  School Development Plan	Monitoring of teaching & learning Data Analysis Pupil Questionnaire and Pupil Voice <b>Update</b> Rapid Reading - 1.4 TP Rapid Phonics - 1.8 TP Classroom Support - 1.4 TP	SP SLT	October 2017 February 2018 April 2018
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Other

To provide children with breakfast club facility	A breakfast club will be provided to all children, but with a particular focus on disadvantaged children	EEF Research on impact of breakfast club	Data Analysis	M'OH SP LD	October 2017 February 2018 April 2018
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**6. Review of expenditure**

<b>Previous Financial Year</b>	<b>2016 / 2017 (New HT interventions in Green from September 2016)</b>
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**i. Quality of teaching for all**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b>	<b>Lessons learned</b>	<b>Cost</b>
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<p>To provide staff with effective CPD in reading to ensure comprehension skills are taught effectively in sessions</p>	<p>Oxford University Press</p>	<p>Internal tracking, which has been moderated, shows disadvantaged children making 2.7 tracking points which is better than the expected 2.0 at the end of the Spring term. The gap between disadvantaged children and ARE expectations is beginning to close from -1.2 to -0.9.</p>	<p>Although the gap is beginning to close, it is not happening quickly enough. This is because the rate of progress is not high enough. External Validation of reading has shown that children in general struggle with the fiction side of reading and they are more confident in non-fiction. External validation shows that the teaching of reading has improved since the Autumn term. New resources are beginning to have an impact which needs to now embed and accelerate.</p>	<p>£850</p>
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<p>To change the internal tracking system to allow staff to:</p> <ul style="list-style-type: none"> <li>~ identify their PP children</li> <li>~ To track the progress of PP children vs non PP children</li> <li>~ To identify clearly the gaps in learning for PP children and plan for them accordingly.</li> </ul>	<p>School Pupil Tracker Online</p>	<p>Teachers are beginning to fill in the knowledge of disadvantaged children</p> <p>Reading - ARE has increased by 4.2% to 43.3% and progress on average is better than expected at 2.7 (+0.7 better than expected)</p> <p>Writing - ARE has increased by 10% to 43.3% and progress on average is better than expected at 3.0 (+1.0 better than expected)</p> <p>Maths - ARE has increased by 2.9% to 41.8% and progress on average is better than expected at 3.0 (+1.0 better than expected)</p> <p>The gap between disadvantaged and non-disadvantaged children has begun to diminish in all 3 core subjects at ARE.</p> <p>Reading - 8.7% down to 7.3%</p> <p>Writing - 12.7% decreased to 4.8%</p> <p>Maths - 25.9% to 12.6%</p>	<p>Accelerated progress is happening in all 3 core subjects. Reading is the area where accelerated progress is slightly weaker than other subjects.</p> <p>ARE % has increased in all subjects but slower in Reading and Maths. % of children well below ARE has diminished (see below for further analysis)</p> <p>The gap between disadvantaged and non-disadvantaged children has decreased in all subjects but least of all in reading.</p> <p>On analysis of non-disadvantaged children vs disadvantaged, the progress of the children is similar. Therefore the ARE for non-disadvantaged children raised almost inline with disadvantaged children. Therefore, disadvantaged children's progress needs to increase further over the coming year in order to diminish the gap, particularly in reading. SPTO will continue to support teachers in identifying the gaps and filling the gaps in children's knowledge.</p>	
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ii. 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
Increase the % of children achieving Age related expectations in reading from 30% to at least 50% for PP children by April 2017.	<p>Revert all teaching of reading from Reciprocal Reading to Guided Reading</p> <p>Purchase resources for Guided Reading which meet the requirements of the new NC</p> <p>To provide CPD for staff on 'what effective guided reading sessions</p>	<p>43.3% of children are ARE or better which is short of the 50% target. However, the ARE has increased by 13.3%</p> <p>The % of children well below ARE has decreased from 15.4% to 7.5%</p> <p>The % of children below ARE has decreased slightly from 53.8% to 49.3%</p> <p>The % of children above ARE has increased from 3.1% to 11.9%</p>	<p>Disadvantaged children's progress is similar to non-disadvantaged children in reading. This means the gap between the two groups of children is not closing as quickly as Maths and Writing. However, the gap is beginning to close.</p> <p>Although the ARE % has risen for disadvantaged children in reading and the % of well below ARE has decreased, a high % of children are still below ARE. This will need to be a target group in reading moving forward.</p>	£7,500

<p>Increase the % of children achieving Age related expectations in Y5 in all 3 core areas</p>	<p>Redirect teacher employed for PP to work with current Y5 teacher in a team teach capacity for morning activities.</p>	<p>Internal Y5 data shows that: Reading - the % of children well below ARE has decreased from 36.4% to 25%; the % of children below has slightly decreased from 36.4% to 36%; ARE or better has increased from 25% to 39%.</p>	<p>Although the % of children well below ARE has decreased, the % of disadvantaged children who are now below ARE has only decreased slightly or in the case of Maths has increased significantly. These children need targeting in future provision.</p>	<p>£12,500</p>
<p>Diminish the gap between Y5 attainment and ARE expectation</p>	<p>Provide intervention via PP Teacher and TA in the afternoon</p>	<p>Writing - the % of children well below ARE has decreased from 45.5% to 33.3%; the % of children below has slightly decreased from 45.5% to 41.7%; ARE or better has increased from 9% to 25%</p> <p>Maths - the % of children well below ARE has decreased from 54.5% to 33.3%; the % of children below has increased from 36.4% to 58.8%; the % of children ARE or better is has decreased from 9.1% to 7.9%</p> <p>Progress Gap in tracking points Reading -3.1 to -2.3 Writing -3.3 to -2.3 Maths -4.2 to -2.3</p>	<p>The gap on average between disadvantaged Y5 children are ARE has diminished significantly in all 3 core areas. Reading -3.1 to -2.1 (from 3 terms behind ARE to 2 terms) Writing -3.3 to -2.3 (from just over 3 terms behind ARE to just over 2 terms) Maths -4.2 to -2.2 ( from just over 4 terms behind to just over two terms behind)</p>	

<p>To diminish the gap between specific children and ARE by providing additional intervention</p>	<p>Use TA4 3 x afternoons working on: Sentence construction for Writing; Reading : Phonic Intervention / Comprehension Intervention Maths : Plus 1, Plus 2</p>	<p>Internal tracking shows: In writing the gap for identified children has diminished from -5.0 to -2.5.  In reading, the identified children's progress was 2.3 overall.</p>	<p>Identifying children using SPTO and targeting their provision on a 1:1 or even small group basis has improved their progress rate over time. This will continue to feature.</p>	
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## 7. Additional detail

- A new HT took up his post in September 2016. Actions taken since September 2016 which the new HT has implemented are coloured in green.
- Lack of meaningful internal data meant that establishing baselines has been difficult.
- Strategies employed previously were not accurately updated / recorded on the school's website.
- Non-PP children 'appear' to achieve not as well as PP children do. This is still under investigation. The initial findings would suggest that not all children who are eligible for PP claim it. Therefore, PP children's attainment may be slightly skewed.
- The school's SEN population at 5.6% does not seem to reflect the context of the school. This is expected to rise.