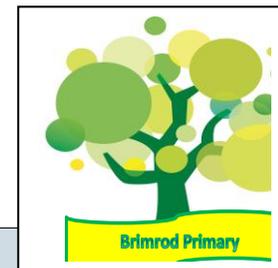


# Pupil premium strategy statement Reviewed May 2018:



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

2. Current attainment			
<b>Attainment for: 2016 - 2017</b>	<i>Pupils eligible for PP (your school)</i> 9 children	<i>Pupils not eligible for PP (your school/national Y6)</i>	<i>ALL</i>
<b>% achieving expected standard or above in reading, writing and maths</b>	33%	62% / 61%	53%
<b>% achieving expected standard or above in reading</b>	44%	67% / 71%	60%
<b>% achieving expected standard or above in writing</b>	44%	71% / 76%	63%
<b>% achieving expected standard or above in maths</b>	67%	71% / 75%	70%

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> )	
<b>A.</b>	Accuracy of assessment and knowledge of the 2014 curriculum (Expectations) To improve the quality of teaching for including: <ul style="list-style-type: none"> <li>Improving teacher's ability understanding and skill in Assessment for Learning &amp; Assessment of Learning</li> <li>Accurate use of assessment to ensure teaching is differentiated sufficiently to support learning within classrooms.</li> <li>To improve teachers knowledge of the ARE in each group</li> </ul>
<b>B.</b>	There are poor language skills on entry. In Reception 2017, 38% of children were ARE in Listening & Attention; 19% in both speaking and understanding. A significant proportion of children enter nursery with little or no English. In Nursery 2017, 7% of children were ARE in Listening & Attention and Speaking. 21% of children were ARE in understanding.
<b>C.</b>	A significant amount of children are rote learners. They find application of concepts to different contexts difficult. Some children also find perseverance difficult when faced with a challenge.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	

<b>D.</b>	To improve the punctuality of children and ensure readiness for learning.
<b>E.</b>	

**4. Desired outcomes**

	<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>	To increase the % of children attaining the Early Learning Goal in CLL by the end of Reception	At least 70% <b>of disadvantaged children</b> will achieve the CLL learning goal by April 2018
<b>C.</b>	Raise the attainment of disadvantaged children	At the end of KS2, 55% of <b>disadvantaged children</b> will be at Age Related Expectations by April 2018 in reading, writing and maths.
<b>D.</b>	The % of PP children who arrive late will diminish	PP lateness over time due to the strategies employed show a decline in the lateness of PP children.

<b>5 Planned expenditure</b>							
<b>Financial year</b>		<b>2017 - 2018</b>					
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>							
	<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>	<b>Cost</b>
A	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.  School based evidence shows that children are not resistant to failure and do not always demonstrate the correct attitude to learning. This hinders progress when the children encounter difficult challenges.	Progress rate will increase to at least 0.8 tracking points above school other. <b>Update</b> Drop in evidence shows the children's attitude to learning and learning to learn have improved over the course of the year. Internal Pupil Voice evidences improved attitudes to learning in all areas including wider curriculum areas. This is supported by a collaborative internal review of Teaching & Learning. It is further supported by a report in April 2018 from our Leadership Partner.	SLT	October 2017 February 2018 April 2018	

A	<p>Increase staff's understanding of how to use assessment of learning and assessment for learning by:</p> <p>Improving differentiation within classrooms. Improving teacher's knowledge of strategies of how to support pupils during lessons.</p>	<p>CPD provided by specialist consultants to break down steps in learning.</p> <p>CPD on the school internal tracking system and how to identify gaps in children's learning so they can be filled.</p> <p>CPD training on NC2014 expectations for all staff to ensure the objectives are being taught in the correct year group.</p> <p>Ensuring Middle Leaders use their budgets appropriately to purchase resources which support NC 2014 delivery.</p>	<p>NFER Research on a more personalised approach to supporting the learning of children.</p> <p>When arriving in September 2016, monitoring evidence showed that expectations of children were not aligned with the NC 2014. Monitoring evidence showed that staff had little understanding of how expectations had changed from prior to NC2014.</p> <p>Monitoring evidence showed that teacher's differentiation strategies were limited and did not support independent learning.</p>	<p>Triangulation Data Analysis <b>Update</b> % of staff report that their knowledge of differentiation has improved as a result of the training and CPD received on differentiation. % of staff feel that they are able to use the internal school tracking system to plan and meet the needs of different learners.</p>	<p>Teacher SLT AHT DHT</p>	<p>October 2017 February 2018 April 2018</p>	
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vi. 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?	
B	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>Employ a Speech and Language Therapist for EYFS (2.5 days)</p> <p>Move TA4 to work alongside the Speech &amp; Language Therapist and continue interventions.</p> <p>CPD for all staff by SL Therapist including TA's. Audit the EYFS and promote communication and language throughout the environment.</p>	<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>CLL has always been statistically very low. Internal evidence shows a number of children with poor English skills on entry which means they struggle to acquire English.</p>	<p>Regular meetings with SL Therapist. Evaluations and reports from SL Therapist Tracking of interventions Monitoring of interventions Data Analysis Update % PP children at ARE (bracket ALL children) L&amp;A - 83% (83%) Speaking - 83% (66%) Understanding - 66% (53%) Reading 66% (43%) Writing - 66% (43%)</p>	SP SLT EYFS Team SS TA4	October 2017 February 2018 April 2018	£29,000

A	<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 using the school's internal tracker to react responsively and swiftly to need.</p> <p>To train the Learning support teacher to identify PP children in danger of not making better than expected progress using the internal tracking system.</p> <p>Thoroughly and detailed analysis of internal data to respond quickly to identified children (at least half termly)</p> <p>High ratios of TA/Teacher support within lessons to ensure specific</p>	<p>Sutton Trust Toolkit research</p> <p>Using the skill set of staff</p> <p>Internal school data showed a discrepancy between the % of PP children achieving ARE vs Other children in school. Internal and published showed that PP children in writing in 2017 did not make the progress as in reading and maths. In attainment, PP children did not achieve as highly in reading and writing as much as they did in maths.</p> <p>Observations of the children showed some PP children did not display positive attitudes to learning which needed to be overcome through positive, small step support.</p>	<p>Monitoring of teaching &amp; learning Data Analysis Pupil Questionnaire and Pupil Voice</p> <p><b>Update (KS1 + KS2)</b></p> <p>Reading 66% ARE vs 63% school other and 67% national other (+3% gap)</p> <p>Writing 56% ARE vs 61% school other and 71% national other (-5% gap down from -25% gap Sept 2017)</p> <p>Maths 57% ARE vs 63% school other and 71% national other (-6% 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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A	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  Internal monitoring evidence suggested that particularly lower attaining PP children were not working often enough with the classteacher. In September 2016, there were no specific researched interventions in school which meant any intervention was not necessarily best practice.	Monitoring of teaching & learning Data Analysis Pupil Questionnaire and Pupil Voice Update (KS1 + KS2) September to April Expected = 2.0 TP Rapid Reading - 2.5 TP Rapid Phonics - 2.7 TP Rapid Maths - 2.2 TP Classroom Support - 2.4TP	SP SLT SENCo	October 2017 February 2018 April 2018	
Other							
D	To provide children with breakfast club facility	A breakfast club will be provided to all children, but PP children will provided with the facility out of their PP funding.	EEF Research on impact of breakfast club  Of all the children who are regularly late, over 80% are PP children. Also, through work with our family support worker, a significant % of PP children supported need a stable start to their school day.	Data Analysis Update Of 18 number of children who regularly attend, 70% are PP. This has improved punctuality for all children.	M'OH SP LD	October 2017 February 2018 April 2018	
6	<b>7. Review of expenditure</b>						8.
	<b>Previous Financial Year</b>		<b>2016 / 2017 (New HT interventions in Green from September 2016)</b>				
i.	<b>ii. Quality of teaching for all</b>						<b>iii.</b>
	<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b>	<b>Lessons learned</b>		<b>Cost</b>	

<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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iv.	v. Targeted support					vi.
	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</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>Diminish the gap between Y5 attainment and ARE expectation</p>	<p>Redirect teacher employed for PP to work with current Y5 teacher in a team teach capacity for morning activities.</p> <p>Provide intervention via PP Teacher and TA in the afternoon</p>	<p>Internal Y5 data shows that:</p> <p>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>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</p> <p>Gap in tracking points</p> <p>Reading -3.1 to -2.3</p> <p>Writing -3.3 to -2.3</p> <p>Maths -4.2 to -2.3</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>The gap on average between disadvantaged Y5 children are ARE has diminished significantly in all 3 core areas.</p> <p>Reading -3.1 to -2.1 (from 3 terms behind ARE to 2 terms)</p> <p>Writing -3.3 to -2.3 (from just over 3 terms behind ARE to just over 2 terms)</p> <p>Maths -4.2 to -2.2 ( from just over 4 terms behind to just over two terms behind)</p>	<p>£12,500</p>	
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To diminish the gap between specific children and ARE by providing additional intervention	Use TA4 3 x afternoons working on: Sentence construction for Writing; Reading : Phonic Intervention / Comprehension Intervention Maths : Plus 1, Plus 2	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.	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.		
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## 9. 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.