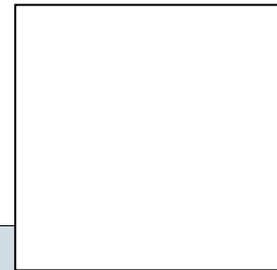


Pupil premium strategy statement:



1. Summary information					
School	Brimrod Primary School				
Academic Year	2016/17	Total PP budget	£83,160	Date of most recent PP Review	n/a
Total number of pupils	221	Number of pupils eligible for PP	63	Date for next internal review of this strategy	April 2017

2. Current attainment		
Attainment for: 2015-2016 Whole school	<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	29%	19% / 53%
% achieving expected standard or above in reading	50%	31% / 66%
% achieving expected standard or above in writing	79%	44% / 74%
% achieving expected standard or above in maths	57%	44% / 70%

3. 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.	Low attainment on entry
B.	Low ambition
C.	Poor reading skills (comprehension)
	Some parental engagement, particularly during the Early Years.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance
E.	Low aspirations & accurate identification and claim

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.		
B.		
C.		
D.		

5. Planned expenditure					
Financial year	2016-2017 (September 2016 : £13,000 unallocated / unspent)				
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.					
i. 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?
To provide staff with effective CPD in reading to ensure comprehension skills are taught effectively in sessions	Oxford University Press	Reading attainment is not rising as quickly as Maths. Resources bought in December 2016 to support Guided Reading sessions which teach & assess the new curriculum to be implemented with CPD in January 2017.	Monitoring activities in January 2017 will show how successful the implementation has been. Interim Pupil Progress Meetings in February will begin to show accelerated progress for those children.	SP/LT/KC/	April 2017 - Formally February - Interim

<p>To change the internal tracking system to allow staff to:</p> <ul style="list-style-type: none"> ~ identify their PP children ~ To track the progress of PP children vs non PP children ~ To identify clearly the gaps in learning for PP children and plan for them accordingly. 	<p>School Pupil Tracker Online</p>	<p>Reading attainment is not rising as quickly as Maths. Resources bought in December 2016 to support Guided Reading sessions which teach & assess the new curriculum to be implemented with CPD in January 2017.</p> <p>Writing attainment is not rising as quickly as Maths. Changes to curriculum and teaching of writing to be implemented from January 2017 with further CPD planned for September 2017.</p>	<p>Pupil Progress meetings in December will show staff confidence in using the system.</p> <p>Planning will become more effective as teachers use SPTO to 'fill in' gaps in children's knowledge and understanding.</p> <p>The % of children making better than expected progress will be above 30%</p> <p>The gap between different groups of children and there are will diminish.</p>	<p>All staff</p>	<p>Recent PP meeting (December 2016) show that Pupil Premium children are making as much progress in reading, writing and maths as non-Pupil Premium children (Reading 1.2 vs 1.3 TP; Writing 1.3 vs 1.3 TP; Maths 1.2 vs 1.3 TP)</p> <p>Attainment results from SPTO show that the % of PP children achieving Age Related Expectations has</p>

ii. 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?
<p>Increase the % of children achieving Age related expectations in reading from 30% to at least 50% for PP children by April 2017.</p>	<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 look like'</p>	<p>From the introduction of an effective internal tracker, standards at age related for PP children are beginning to climb. This is not as quick as other subjects, particularly Maths.</p> <p>Unable to assess the impact of changes to Guided Reading and resources until April 2017.</p>	<p>Monitoring activities in January 2017 will show how successful the implementation has been.</p> <p>Interim Pupil Progress Meetings in February will begin to show accelerated progress for those children.</p> <p>Pupil Voice with PP children will show them to become confident readers. On the internal tracking system, PP children will diminish the gap quicker than non-PP children.</p>	<p>All Staff</p>	<p>April 2017 - Formally February - Interim</p>

<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>The current Year 5 have 12 PP children and potentially up to 5 more children. This class have had some disruption to learning in lower KS2 due to previous leadership decisions. This means they are, on average, a year behind ARE in reading (-2.9) and Writing (-2.9). In Maths, they are over a year behind (-3.3).</p> <p>Although this group of children are making progress, the speed of progress needs to increase.</p>	<p>Internal Tracking System will show the following results:</p> <p>Reading from 25% to 55%</p> <p>Writing from 8% to 45%</p> <p>Maths from 8% to 45%</p> <p>Reading -2.9 to -1.0</p> <p>Writing -3.3 to -1.2</p> <p>Maths -3.3 to -1.2</p>	<p>AA/RH</p>	<p>April 2017 - Formally February - Interim</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	Specific children who are eligible for PP are not making better than expected progress in different subjects.	Internal Tracking System will show: In writing, the gap between different children and ARE to diminish from 5 terms (-5.0) difference to less than 2 terms (-2.0) In reading, to ensure identified children make accelerated progress (between 2.0 and 3.0 progress) in Spring & Summer term.	JA/SP	April 2017 - Formally February - Interim
To improve the attendance of PP children by providing before morning club.	Before School Club	Initiative introduced under previous management.		LD/MO'H	April 2017
6. Review of expenditure					
Previous Financial Year	2015 / 2016 (unable to comment: previous leadership)				

i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
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
				£7,500

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7. Additional detail

- PP Budget left: £13,000
- 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.