

Pupil premium strategy statement 2018 – 2019 v1

1. Summary information					
School	Brimrod Primary School				
Academic Year	2018/2019	Total PP budget	£73,920	Date of most recent PP Review	June 2018
Total number of pupils	222	Number of pupils eligible for PP	56	Date for next internal review of this strategy	December 18

Current attainment (2017-2018)					
	Progress from KS1 – KS2 <i>School Other</i>	Progress average from KS1 – KS2 <i>School Other</i>	Pupils eligible for PP <i>(+/- from 2017-2018 academic year)</i>	Pupils not eligible for PP <i>(School vs national average)</i>	ALL
% achieving in reading, writing and maths			39% (+6%)	61% vs 64%	52%
% making progress in reading	5.7 (2.2)	+3.0 (+1.4)	77% (+33%)	67% vs 75%	71%
% making progress in writing	4.4 (4.8)	+3.6 (+2.4)	77% (+33%)	78% vs 78%	77%
% making progress in maths	0.6 (2.7)	+1.2 (+2.0)	46% (-21%)	61% vs 76%	55%

2. 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.	Language Skills and acquisition on entry The children enter school with low levels of literacy at the expected level. In Reception 2018 baseline, X% of children were ARE in listening and attention; X% in speaking and X% in understanding; X% in reading and X% in writing.
B.	Low self efficacy and self regulation The children display low self efficacy and self regulation when they enter school and sometimes throughout school. This is ongoing with emotional support for some children. This can make the children resistant to attempt more difficult challenges through fear of failure. This also applies to high ability children.
C.	Diminish the gap between Disadvantaged children and other children nationally in the overall R/W/M judgement Attainment results show that the gap between Disadvantaged children achieving the expected standard in all 3 areas and other children in school and nationally is not as high as it should be.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Parents language and ability to support learning at home Some PP children's parents have little or no English to support language development at home. This means they can not support learning at home without support from school.
E.	Attendance Current attendance for PP children from Y1-Y6 is 94% which is lower than the national average. Persistent absenteeism is an issue for PP children in the last academic year.

3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A. i	2019 External results will show that the % of PP achieving the expected standard in reading, writing and maths will improve from 39%	60% of PP children will achieve the expected standard in R, W and M
B. ii	2019 External Results will show that that % of PP achieving the expected standard in Maths will improve from 55%	70% of PP children will achieve the expected standard in Maths
C. iii	The progress that PP children make will improve in school and externally from 1.2	Progress of PP children in Maths will be 1.0 tracking point higher than non-PP children and the external progress measure for PP children will improve from 1.2
D. iv	The improvements made to CLL in 2017-2018 will become embedded and show an improvement in the overall GLD	At least 70% of PP children will achieve the CLL learning goals by July 2019. At least 75% of PP children will achieve the learning goal in reading and writing.
E. v	Attendance for PP children will be at least in line with national attendance at school.	Attendance for PP children in 2018 – 2019 will be at least be in line with national or above.

4. Planned expenditure						
Academic year		2018 - 2019				
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?
A B	To improve children's self efficacy and self regulation.	Resilience project trialled initially in two classrooms before expanded across school CPD for all staff on S/E and S/R Peer observations for S/E and S/R	Supporting the attainment of disadvantaged children using the NFER Research and Sutton Trust. Evidence from the previous academic year shows that the strategies employed appear to be working, but need to become embedded. Also, internal school evidence shows that S/E needs to improved in our children.	DHT and a middle leader will lead on the project and disseminate it out to other staff Pupil Voice Data will show continued improvement.	LT EB (SP)	December 2018 April 2019 July 2019
A B C	2019 External results will shows that the % of PP achieving the expected standard in reading, writing and maths will improve from 39% 2019 External Results will show that that % of PP achieving the expected standard in Maths will improve from 55% The progress that PP children make will improve in school and externally from 1.2	Training for all TAs on differentiation Training for all TAs on the Rapid Intervention TAs being an active part of the whole school feedback policy.	EEF Research on the best use of Teaching Assistants by adopting evidenced based interventions (Rapid) and ensuring adequate training for TA's.	Tracking of interventions using SPTO Ensuring interventions are given a high priority Drops In and accurate feedback Pupil Voice	KC SP	December 2018 April 2019 July 2019
	Total budgeted cost					£5,357

ii. iii. 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 B	To maintain the % of children the ELG in all CLL aspects to 80%; Reading from 66% to 75% and writing from 66% to 70%	Employ a speech & language therapist for 1.5 days S&L Therapist to train all TA's on speech and language strategies To continue to upskill the TA4 in S&L strategies To audit the EYFS environment for	CLL evidence from previous years shows that CLL has always been low on entry. Evidence from 2017 – 2018 academic year shows that improvements were made in all areas and targets were met except in understanding. Early Intervention detailed in NFER Research; Sutton Trust Toolkit regarding Early Intervention.	Regular meetings with CL Therapist Evaluations and reports from SL Therapist Tracking of interventions Monitoring of interventions Data Analysis	SP SLT EYFS Team SS TA4	December 2018 April 2019 July 2019
C B	2019 External results will show that the % of PP achieving the expected standard in reading, writing and maths will improve from 39% 2019 External Results will show that that % of PP achieving the expected standard in Maths will improve from 55% The progress that PP children make will improve in school and externally from 1.2	Small group tuition through the use of qualified teacher to increase the % of children at ARE using SPTO To support the PP teacher in identifying PP children who are at risk of not making better than expected progress High ratios of teacher/ TA support within lessons to ensure specific needs are being addressed.	Sutton Trust Toolkit research. Internal school data shows a discrepancy between the rates of progress of PP children and non-PP children. Although better than expected, non-PP children are making more progress, particularly in writing and maths. External progress shows that in Maths, PP children make less progress from KS1-KS2 than reading / writing, even though this is above national.	Monitoring of teaching & learning Data Analysis Pupil Voice ASP / ISDR	RH SP SLT	December 2018 April 2019 July 2019
						£66,063
iv.	Other					

	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	To support parent's acquisition of English so they can support language development at home	Running of ESOL classes on site Parent Workshops	The level of English on entry for some of our children is low in part due to low understanding of English amongst our parents. Some parents have limited transport and therefore can not travel to courses run elsewhere.	Parent Questionnaires Feedback at ESOL and workshops	JA	December 2018 April 2019 July 2019
E	To provide all PP children with a place at Breakfast Club	A breakfast club will be provided to all PP children	EEF Research on impact of breakfast club. Attendance for PP children is currently below national. By offering breakfast club, we can monitor more closely the attendance of this key group of children	Attendance for PP children will improve to at least in line with national if not better	SP JA	December 2018 April 2019 July 2019
	Total budgeted cost					£2,500

5. Review of expenditure					
	Previous Academic Year		Letters relate to actions identified on previous report.		
i.	ii. 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
A	To increase the metacognition and self regulation amongst children To increase the metacognition and self regulation amongst children 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 all planning documents.	The success criteria set last year was not met. However, drop in evidence shows that children's attitudes to learning are improving and learning to learn have improved. Internal Pupil voice evidences improved attitudes to learning in all curriculum areas. This is supported by a collaborative review of teaching & learning as well as a report from our Leadership partner in April 2018.	This approach needs to continue to be embedded. There has been clearly some success with this strategy, however it has not been fully embedded or had sufficient time to show in data. Also, self-efficacy is becoming more evident in our children so this will replace the metacognition strategies in the next year.	
A	Increase staff's understanding of how to use assessment of learning and assessment for learning by: Improving differentiation within classrooms Improving teacher's knowledge of strategies of how to support pupil's during lessons.	CPD provided by specialist consultants to break down steps in learning CPD on internal tracking system and how to identify gaps in children's learning so they can be filled.	All staff report that their knowledge of differentiation has improved as a result of the training and CPD received on differentiation. All staff feel more confident and able to use the internal tracking system to plan and meet the needs of different learners.	This needs to become more targeted in the next academic year to ensure that approaches learned are continuing to be adopted. Training for TA's needs to be ongoing in the next academic year to ensure that the entire teaching team understand strategies to support differentiation in the classroom.	
iii.	iv. 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

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%	See previous report for strategies used.	In the 2017-2018, PP children at ARE are as follows in the different areas: (Bracket ALL children) L&A – 83% (83%) Speaking – 83% (66%) Understanding – 66% (53%) Reading – 66% (43%) Writing – 66% (43%)	The CLL were achieved in all aspects except understanding. This will need to become a focus whilst embedding the strategies used last year. Reading fell just short of the target, however writing improved beyond the target. Reading and writing will continue to be a focus during the next academic year.	£29,000
A	Increase rates of progress to diminish the gap between disadvantaged children and school other from 25% to less than 10%	See previous report for strategies used.	KS1 + KS2 Reading 66% ARE vs 63% school other and 67% national other (+3% gap in school and in line with national other) Writing 56% ARE vs 61% school other and 71% national other (-5% gap down from -25% gap September 2017 and -15% gap on national other) Maths 57% ARE vs 63% school other and 71% national other (-6% gap down from -23% gap September 2017 and 14% gap on national other)	The approaches taken are showing that they are working across the school. It shows that focus needs to be on writing and Maths in the future in order to close the attainment gap on national other.	£35,000
A	Increase rates of progress to diminish the gap between disadvantaged children and national other from 15% to 0	See previous report for strategies	KS1 + KS2 September to July Expected 3.0 Reading – 3.5 Writing – 3.4 Maths – 3.5 Non-PP Children Reading – 3.4 Writing – 3.9 Maths – 3.7	Although all progress is higher than expected, PP children are not making as much better than expected progress in writing and maths. The targeted interventions will be working more closely on writing and maths.	

v.	vi. Other approaches				
	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
D	To provide children with breakfast club facility	See previous report for strategies	Of 18 children who regularly attend breakfast club, 70% of them are PP. The punctuality of these children has improved for all children.	This facility needs to be offered to all PP parents whether punctuality / attendance is an issue or not so encourage all PP children to be in school attending + on time.	£2500

6. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

All previous strategies can be found on the school website (www.brimrodprimary.rochdale.gov.uk) under Pupil Premium
 The school undertook a review of PP with an external adviser in June 2018. This report is also available on the school website.