



## Pupil Premium Strategy Statement and Planned Expenditure

1. Summary information					
School	Broseley C of E Primary				
Academic year	16/17	Total PP budget	£53,200.00	Date of most recent PP review	Sept 16
Total number of pupils	227	Number of pupils eligible for PP	33	Date for next internal review of this strategy	July 2017

Year 5	Number of PPP's in cohort- 6	
	Pupils eligible for PP	Pupils not eligible for PP (national average)
% of pupils on track to achieving age expected outcomes in reading	80%	72%
% of pupils on track to achieving age expected outcomes in writing	60%	79%
% of pupils on track to achieving age expected outcomes in maths	80%	75%

Year 4	Number of PPP's in cohort- 2	
	Pupils eligible for PP	Pupils not eligible for PP (national average)
% of pupils on track to achieving age expected outcomes in reading	100%	72%
% of pupils on track to achieving age expected outcomes in writing	100%	79%
% of pupils on track to achieving age expected outcomes in maths	100%	75%

Year 3	Number of PPP's in cohort- 7	
	Pupils eligible for PP	Pupils not eligible for PP (national average)
% of pupils on track to achieving age expected outcomes in reading	57%	72%
% of pupils on track to achieving age expected outcomes in writing	57%	79%
% of pupils on track to achieving age expected outcomes in maths	57%	75%

Year 1	Number of PPP's in cohort- 4	
	Pupils eligible for PP	Pupils not eligible for PP (national average)
% of pupils on track to achieving age expected outcomes in reading	50%	77%
% of pupils on track to achieving age expected outcomes in writing	50%	69%
% of pupils on track to achieving age expected outcomes in maths	50%	76%

3. Barriers to future attainment (for pupils eligible for PP) In-school barriers	
A	Poorly developed oral language skills that impact on the progress PP children make in writing and maths
B	Emotional issues related to family needs
C	Being placed on a Child in Need Plan or Child Protection Plan

4. External barriers	
A	Poor attendance

5.Desired outcomes	Success criteria
A. To improve the oral language skills of PP's	That the % of pupils achieving age expected outcomes is equivalent to

	the attainment of Non PPP's nationally.
B. To improve the resilience of children who have emotional needs due to family issues which impacts positively on attainment.	That all PPP's subject to CP or Child in Need plan are on track to achieve age expected outcomes.
C. That all PPP's subjected to a PPP or Children in Need plan	That all PPP's subject to CP or Child in Need plan are on track to achieve age expected outcomes
D. To improve the attendance of PPP's	That all PPP's attendance is above 95%

Planned expenditure					
Academic Year 16/17					
1. Quality of teaching for all					
Desired outcome	Chosen action/ approach	What is the evidence and rational for this choice	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To improve the attainment and progress for all pupils in maths to ensure that at least 85% of pupils achieve	Introduction of improved tracking systems and moderation procedures for Maths to ensure PPP's make accelerated progress or remain on track to achieve the expected standard	Attainment in maths and writing is lower than the % achieved by Non PPP's nationally. Children need to be accurately assessed to ensure correct steps can be identified.	Maths Co-ordinator and Maths advisor to moderate the work of PPP's to ensure this is completed accurately. All staff to work with school SDG group to moderate maths work. At least 50% of PPPs work to be included in sample	SP	Termly at pupil progress meetings
To improve the attainment and progress of pupils in maths and writing particularly for PPP's to ensure it is line with Non pupils nationally	To provide the TA's with additional CPD to ensure that they are able to effectively able to support pupils with the new curriculum. Training will also focus on delivering effective interventions.	Attainment in maths and writing is lower than the % achieved by Non PPP's nationally. TA's have requested training on the new curriculum in –order to be able to effectively support pupils	Through close monitoring during lesson observations, book scrutinies, and pupil discussions	SP	Termly
Desired outcome	Chosen action/ approach	What is the evidence and rational for this choice	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To improve the attainment and progress of pupils in maths and writing particularly for PPP's to ensure it is in line with <u>ALL</u> pupils nationally	To support pupils with the undertaking and completion of homework through the introduction of homework club	Attainment in maths and writing is lower than the % achieved by <u>ALL</u> pupils nationally Pupils who completed homework regularly generally reached the expected standard in the KS2 SATS 2016 (IBTL Lack of parental support)	Monitor the % of PPP's attending the homework club Monitor the % of PPP's completing homework Monitor the attainment and progress of the PPP's through the tracking system	KH	Half termly
To improve the attainment and progress of pupils in maths and writing particularly for PPP's to ensure it is in line with <u>ALL</u> pupils nationally	Introduction of Maths Fluency club at lunchtime 3X a week for 2 terms.	Attainment in maths and writing is lower than the % achieved by <u>ALL</u> pupils nationally Analysis of SAT's found pupils who have a good level of maths fluency generally achieved the expected standard in maths due to improved fluency.	Monitor the % of PPP's attending the Mathletics club Monitor the attainment and progress of the PPP's through the tracking system	SP	Half termly

Desired outcome	Chosen action/ approach	What is the evidence and rational for this choice	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To improve the life experiences of PPP's through a broad and balanced curriculum to support language development	Introduction of Corner stone's curriculum which is heavily focused on providing the children with real life experiences to help develop pupil's knowledge and understanding of the World and improve use of vocabulary.	Introduction of new reading scheme and style of reading for KS2 that focuses on comprehension. Improved levels of comprehension and improved vocabulary will impact on progress and attainment in writing	Reading ages to be undertaken termly Monitoring of the quality of teaching and learning Pupil voice	SP	Half termly through data reviews. Half termly through lesson observations.
To improve the life experiences of PPP's through a broad and balanced curriculum to support language development	To ensure effective funding of school visits to ensure all PPP's are able to attend all visits regardless of financial constraints placed upon them.	Improved levels of comprehension and improved vocabulary will impact on progress and attainment in writing	Administrator to ensure all PPP's attend all visits. SP to monitor the quality of visits being undertaken and their impact on the quality of writing following the visit.	DM	Half termly through book scrutinies Half termly through data reviews.
To improve life experience of all pupils	All KS2 children to receive 2 Arthog outreach sessions a year (focusing on climbing and canoeing)				
Total Expenditure £27,600					

## 2. Targeted support

Desired outcome	Chosen action/ approach	What is the evidence and rational for this choice	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To improve the attainment of Higher Attaining pupils in Writing and Maths to ensure that an equal % of PPP's achieve higher than expected outcomes when compared to Non PPP's	Identified HA pupils receive interventions 3x a week from teacher and TA's to ensure that they are track to achieve higher than expected outcomes. Interventions from TA or teacher	The % of PPP's achieving higher than expected outcomes is lower than the national outcomes for Non PPP's.	The identified children are focused on during PP meetings to ensure they are on track to achieve the target. The work of Identified children is regularly moderated to ensure accurate assessments are being made	SP £7,000 IPADS school supported cost of IPADS	Lesson observations to be completed half termly Data half termly Pupil voice
To improve the attainment of Higher Attaining pupils in Writing and Maths to ensure that an equal % of PPP's achieve higher than expected outcomes when compared to Non PPP's	Following training staff to introduce peer tutoring focusing on HA pupils being linked with PPP's to improve rates of progress and training.	Research suggests that that peer tuition has positive impact on pupil progress Data is suggesting that there is a gap between the attainment of PPP's and Non PPP's attaining better than expected outcomes	Lesson observations- Peer feed-back Data	SP	Lesson observations to be completed termly following completion of training. Data half termly Pupil voice
Desired outcome	Chosen action/ approach	What is the evidence and rational for this choice	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To improve the oral language skills of PPP's	Selected TA to receive training on delivering Speech and language programs – Following this interventions to be delivered	Improved language skills that will impact positively on the progress of PPP's in Writing and Maths	Lesson observations and data reviews following the completion of training	SP	Lesson observations to be completed termly following completion of training. Data half termly
Total Expenditure £9,300					

3.Other approaches					
Desired outcome	Chosen action/ approach	What is the evidence and rational for this choice	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To improve the attendance of PPP's	All PPP's entitled to a free breakfast club place daily	Asked the children what would encourage them to come to school every day and this is what they suggested.	Monitor the attendance of the PPP's at breakfast club and correlate this to attendance data. Linked to Learning Mentors	KH	Termly
To improve the attendance of PPP's	Close monitoring of the attendance of PPP's. Interviews with parents of PPP's if attendance falls below 95% Regular reviews with the EWO	Through careful monitoring of attendance non-attendance will be quickly detected and appropriate action taken	Attendance reviewed daily no PPP's will have attendance below 95%	CD and PG	Half termly EWO reviews
To support the emotional needs of PPP's	PPP children in year 3 and 6 to receive additional support 2 x a week focusing on Maths and Writing from Learning Mentor.	Monitoring of data and book scrutinies to measure the impact	Lesson observations Moderation of books	KW and LS	Half termly reviews
Desired outcome	Chosen action/ approach	What is the evidence and rational for this choice	How will YOU ensure it is implemented well?	Staff lead	When will you review implementation?
To support the emotional needs of identified PPP's	Continuation of lunch time club to support PPP's address emotional needs	Identification of barriers to learning suggest that a high percentage of PPPs have emotional needs that need to be addressed PPP's will be given the opportunity to discuss any concerns they may have and introduced to coping strategies to ensure they are able to focus and learn	Register of attendance at lunchtime club to be cross matched with progress data. Pupil questionnaire to rate the effectiveness of the club in removing barriers to learning	KH	Registers reviewed half termly
To support the emotional needs of identified PPP's	After school club called "No worries" Selected PPP's to attend to discuss any concerns or worries that they may have are erased or pupils given the skills to deal with their worries	Removing Barriers to Learning will support the children to make better rates of progress and attainment	Pupil questionnaire to rate the effectiveness of the club in removing barriers to learning. Link attendees of club to performance data	KH	Half termly

To support the emotional needs of identified PPP's	Learning Mentor to receive training to become a qualified counsellor in-order to effectively support PPP's with a high level of emotional needs.	Removing Barriers to Learning will support the children to make better rates of progress and attainment	Pupil questionnaire to rate the effectiveness of counselling in removing barriers to learning.	KH	Half termly following completion of training
Total Expenditure £18,700					