

Pupil premium strategy statement

1. Summary information					
School	Braishfield Primary School				
Academic Year	2017-2018	Total PP budget	£14660	Date of most recent PP Review	23.9.17
Total number of pupils	96	Number of pupils eligible for PP	8	Date for next internal review of this strategy	April 2018

2. Current attainment End of Year 2016/2017			
	<i>Pupils eligible for Pupil Premium % Meeting Age related expectations</i>	<i>Pupils not eligible for Pupil Premium % Meeting Age related expectations</i>	<i>National average for all children Achieving a Good Level of Development %</i>
<i>End of Early Years Foundation Stage (1 child)</i>			
Reading	0	93	71
Writing	0	87	
Number	0	93	
<i>End of KS1 (3 children)</i>			
			<i>National average for all children %</i>
Reading	100 (3/3)	92	76
Writing	33 (1/3)	69	68

Maths	67 (2/3)	85	75
End of KS2 (1 child)			National average for all children %
Reading	0	89	71
Grammar, Punctuation and Spelling	100	89	77
Writing (teacher assessed)	100	89	76
Maths	100	100	75

3. Barriers to future attainment for pupils eligible for PP

In-school barriers

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|-----------|---|
| A. | Writing skills in Reception and KS1. This slows reading and writing progress in KS2, particularly for pupils eligible for PP who also have SEND. Spelling is identified as a particular area for improvement across the school. |
| B. | Ensuring all pupils leaving EYFS and KS1 who are eligible for PP make higher rates of progress as they move through the school to the end of KS2. Ensure all lessons planned to include challenge for all learners. |
| C. | For a small minority of identified pupils eligible for PP, learning attitudes are not yet as good as their peers. Without intervention and support this will have detrimental impact on their academic success. |

External barriers	
D.	Attendance rates/punctuality for a minority of pupils eligible for PP is a cause for concern. This reduces their school hours and causes them to fall behind.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve writing skills for pupils eligible for PP in Reception and KS1	Pupils eligible for PP in Reception class/KS1 make rapid progress by the end of the year so that the proportion of pupils eligible for PP who reach age related expectations in reading and writing, and who pass the phonics test in Y1, is consistently in line with their peers.
B.	Higher rates of progress across KS2 for all pupils eligible for PP.	Pupils eligible for PP make as much progress as their peers across Key Stage 2 in maths, reading and writing. Measured in Y3, 4, 5 and 6 by teacher assessments and successful moderation practices established across the school and externally.
C.	Specific actions to improve attitudes to learning for a small minority of PP pupils for whom this has a detrimental impact on rates of progress and achievement.	Embedding of Braishfield Learners' values to promote positive learning behaviours in the classroom ensure higher rates of progress and attainment by the end of KS2.
D.	Increased attendance rates/improved punctuality for small number of PP pupils for whom attendance is a concern.	Improve overall attendance/punctuality for key PP pupils for whom this is an issue so that attendance/punctuality is at or rapidly moving towards the school's average and is in line with 'other' pupils.

5. Planned expenditure Academic year 2017/2018

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
A. Improved writing skills, particularly in Reception and KS1	<p>Staff training to improve subject knowledge and pedagogy. Ensure internal tracking system for all children to track phonics so gaps can be quickly filled. English Leader to carry out an audit of spelling /handwriting /presentation expectations across the school. Review marking and feedback expectations to ensure high quality, effective feedback which impacts on learning and which is linked to learning objective (more opportunities for self and peer-assessment) Early Years Leader and English Leader to develop classroom practice and provision across EYFS-KS1- opportunities for writing, challenge. Readers into writers- daily skills based guided reading sessions with weekly focus skill shared with parents</p>	<p>Subject knowledge and progression of skills required to be a good writer need to be secure in order for AFL to be effective.</p> <p>Evidence based research shows that regular effective feedback and high expectations of pupil's response to feedback has most impact on progress.</p> <p>Only one of three disadvantaged pupils met age-related expectations for writing at end of KS1 2016/2017</p>	<p>Headteacher and English Leader to be responsible for monitoring and improving standards of teaching writing and to provide CPD for staff.</p> <p>Liaise with HIAS/ Halterworth PS for external/ school to school support for CPD and to share best practice.</p> <p>Use INSET days to deliver training. Peer observations and peer coaching. Lesson observations. Pupil Progress meetings. Half termly phonics assessments by to identify and make further provision for children not on track. Training for LSAs. LSA appointed as librarian with specific time allocated to ensure library being used effectively to develop love of reading. Regular parent volunteers to hear readers Parent Info meeting – how to support reading, spelling, phonics</p>	English Leader Headteacher	<p>Jan 2018</p> <p>March 2018</p> <p>May 2018</p>

<p>B. Ensuring all pupils make higher rates of progress and achievement as they move through the school to the end of KS2.</p>	<p>Continued CPD for teachers and LSAs on providing stretch for all pupils (inc. high prior attainers) to include effective use of questioning and improving the quality of feedback.</p> <p>Introduction of HAM assessment system/SIMS tracker with training for all teachers so have better understanding/more ownership of data, attainment at end of previous key stage, gaps in learning. Rigorously holding teachers to account through the pupil progress meeting system for the progress of this group of children.</p>	<p>Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback and effective use of AFL as an effective way to improve attainment, and we are seeking to embed and strengthen these across the school.</p>	<p>This is a key priority highlighted on the SIP for whole school improvement. Led by the Headteacher and Assessment leader with English/Maths leaders providing training and support.</p> <p>All leaders to be held accountable. Use INSET days to deliver training. Peer observations and peer coaching. Lesson observations. Pupil Progress meetings. Introduction of SIMS Discover which all teachers will have access to ensure close analysis and tracking. Training for LSAs.</p>	<p>Assessment Leader English/ Maths Leaders</p> <p>Headteacher</p>	<p>February 2018</p> <p>April 2018</p> <p>July 2018</p>
<p>C. Attitudes to learning improved to ensure better rates of progress and attainment.</p>	<p>Continued CPD for all staff on developing a 'Growth Mindset.' Embed Braishfield Learners' values to promote positive learning behaviours and strengthen pupils' engagement and understanding of active learning.</p>	<p>Evidence suggests the importance of a 'Growth Mindset' to enable children to become motivated, independent, lifelong learners who make good progress and who have high expectations of themselves</p>	<p>This is a key priority highlighted on the SIP for whole school improvement led by the Headteacher.</p> <p>All leaders to be held accountable. Lesson observations. Pupil Conferencing. Parent information evening. Training for LSAs.</p>	<p>Headteacher</p>	<p>January 2018</p> <p>May 2018</p>
<p>Budgeted costs to include proportion of salary of staff lead, cost of training and purchase of resources (e.g. books, spelling resources, new SIMS assessment training/licences)</p>					<p>Total budgeted cost £8,000</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?
A. Improve writing skills to help improve rates of progress and attainment in reading and writing for pupils eligible for PP, particularly those with SEND.	<p>Targeted support for children in Year 1, 2, 3 and 6</p> <p>Children with gaps identified given catch up support rapidly at the point of learning to avoid gap widening.</p>	Some of the pupils in these year groups need targeted 1:1 or small group support to catch up. Small group support is shown to be as effective as 1:1	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time- liaise with English leader to ensure quality of assessment of needs and teaching to catch up gaps.</p> <p>Training where necessary to ensure high quality phonics being used, daily reading, spelling, handwriting practice. Daily feedback from class teacher and regular opportunities for self- assessment of writing.</p>	English Leader. Headteacher	Jan 2018
Total budgeted cost					£3,460

iii. Other approaches					
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>C. Behavioural/emotional wellbeing concerns addressed and attitudes to learning improved to ensure better rates of progress and attainment for all pupils including those who are eligible for PP</p>	<p>LSA mentoring scheme to support all PP children led by skilled HLTA.</p> <p>ELSA to provide targeted pastoral support across the school using nurture-style room and resources. Support to be widened to include taking small groups to embed Braishfield Learners' values to promote positive learning skills.</p> <p>Peer mentoring with children within class</p> <p>Buddy system with children from another year group</p> <p>Enrichment activities e.g. residential trips, after school clubs, music lessons to ensure all children have access to a broad and motivating curriculum.</p> <p>Involvement in Pupil Voice groups such as the School Council, House Captains, Bronze Sports ambassadors</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular emotional needs or behavioural issues can be effective, especially for older pupils. These interventions can also help improve attitudes to learning.</p>	<p>CPD on use of Boxall profile for ELSA</p> <p>Ensure identification of target pupils is fair, transparent and properly recorded.</p> <p>Monitor behaviour/emotional wellbeing including attitudes to learning but also monitor whether improvements translate into improved rates of progress/attainment.</p> <p>Assess impact using: Boxall profile. Reports from class teachers. Lesson observations. Pupil Conferencing. Evidence from book scrutiny. Parent workshops in partnership with Andover Mind on how to best support children's mental health/emotional wellbeing</p>	<p>ELSA HLTA Mentor</p>	<p>May 2018</p>

<p>D. Increased attendance/punctuality rates for identified families of children eligible for PP</p>	<p>Monitor pupils and follow up quickly on absences. First day response provision. Regular engagement with parents Notes home – standard letter sent by School Business Manager Enrichment activities e.g. residential trips, after school clubs, music lessons to ensure all children have access to a broad and motivating curriculum. Role in Pupil Voice groups.</p>	<p>We cannot improve attainment for children if they are not attending school or are regularly late. NfER briefing for school leaders identifies addressing attendance as a key step.</p>	<p>Clear procedures to track attendance and monitor whether on time.HT aware of existing absence issues for children who are eligible for PP. Priority children identified for School Business Manager to make HT aware immediately. Fortnightly meetings to review.</p>	<p>Headteacher School Business Manager</p>	<p>March 2018 May 2018</p>
<p>Total budgeted cost</p>					<p>£3,200</p>

6. Review of expenditure				
Previous Academic Year		2016/2017 Total PP budget £14,660		
i. 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
<i>To ensure accelerated progress of pupil premium children to close gaps in attainment and help meet age related expectations in Reading, Writing and Maths.</i>	<i>CPD on task design and scaffolding Staff training on high quality feedback</i>	<p><i>Medium impact: Pupil progress meetings focused on areas of concern and provision needed to address them. Monitoring through lesson drop-ins, book scrutiny and pupil conferencing led to a triangulation of evidence.</i></p> <p><i>For Y6, outcomes in 2017 showed that the one PP pupil achieved age related expectations in end of Key Stage SATs in Grammar/Punctuation/Spelling and Maths. This pupil also achieved age related expectations in writing, which was teacher assessed.</i></p> <p><i>For Y2, outcomes in 2017 showed that of the three PP pupils, all achieved age related expectations in reading, two pupils achieved age related expectations in Maths and one pupil in writing.</i></p> <p><i>The one PP pupil in Early Years did not meet achieve GLD at the end of the year, July 2017.</i></p>	<p><i>Some closing of gaps for pp pupils in some year groups but some gaps opening for pupils in KS1 and PP pupils who also have SEN/emotional needs.</i></p> <p><i>Overall improving accountability but still need to embed culture of accountability – e.g. through individual pupil progress meetings. In addition, need to review ways in which we can improve outcomes for pp pupils with SEND- need for quality first teaching in the classroom and less reliance on intervention groups with an LSA. Need to ensure all teachers know end of EYFS/key stage 1 rates of progress/attainment for each child so aware when needing to ‘catch up’ as well as sustaining high rates of progress for higher ability pp children through to end of KS2. More rigorous individual pupil progress meetings focused on specific areas of concern and provision needed to address them. Monitoring through lesson drop-ins, book scrutiny and pupil conferencing.</i></p> <p><i>Some improvements in quality of feedback but there are inconsistencies. Further training needed to ensure clear learning objectives with tightly matched, skills-based success criteria, timely AFL, quality feedback, opportunities for challenge including for the most able, consistently high expectations for all.</i></p>	<i>£3,360</i>

ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned:	Cost
<i>Better than expected progress in reading and spelling through phonics</i>	<i>Learning Support Assistants leading small group interventions or providing one to one support in class.</i>	<i>Mixed results: for some pupils these individual interventions had a very positive impact but for others any improvement made was minimal or not sustained.</i>	<i>This seemed most effective where the focus area was determined by the class teacher based on their assessment of the pupil or where the particular skills practised in the intervention group were reinforced by the teacher with the child on returning to class. It was also more effective where the support or intervention was delivered regularly. This arrangement was not always operationally viable due to the high demands placed on staff in a small school to fulfil several different roles. This resulted in agreed interventions/ support not always being able to be regularly delivered. Research based evidence suggests that interventions delivered outside the classroom have less impact for pupils than quality first teaching. We need to provide all teaching staff with training to strengthen subject knowledge (challenge), AFL, quality of feedback provided and use of practical resources to support learning in the classroom. This will help ensure rapid rates of progress and attainment for pp children and help to close any gaps. Specific interventions need to be precisely focused, time specific and have measurable outcomes to ensure impact</i>	
<i>Improved fine motor skills for identified pupils</i>	<i>Learning Support Assistants leading small group interventions or providing one to one support in class.</i>			
<i>Greater progress in writing through speaking and listening activities</i>	<i>1:1 interventions with identified pupil feature a great emphasis on speaking and listening as well as short term memory retrieval.</i>			

<p><i>PP pupils make accelerated progress toward age related expectation</i></p>	<p><i>1:1 and small group pre-teaching of new concepts in advance of whole-class lesson</i></p>		<p><i>for pupils.</i></p>	
<p><i>Greater progress in writing through speaking and listening activities</i></p>	<p><i>Regular personalised ELSA programme for identified pupils Behaviour management programme with rewards for identified pupil</i></p>	<p><i>Positive impact but need to be able to measure this impact more accurately.</i></p>	<p><i>Continue but (1) impact needs to be more measurable (Boxall Profile) (2) clear communication between ELSA/LSAs/class teachers so know exactly what focus is and can then measure against it in terms of behaviour/attitudes to learning in class (3) system to ensure needs of pp children are prioritised for support/enrichment opportunities (4) widen ELSA support to encouraging positive attitudes to learning and embedding the Braishfield Learners' values to promote positive learning skills.</i></p> <p><i>Boxall Profile</i></p> <p><i>Class teacher reports</i></p> <p><i>Pupil conferencing</i></p> <p><i>Lesson drop ins/ book scrutiny</i></p>	<p>£8,100</p>

iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned:	Cost
<p><i>Improved attendance</i></p> <p><i>Accelerated progress toward achieving age related expectations</i></p>	<p><i>Support parents in ensuring that pupils arrive for school on time. Taxi provision. Ensure face to face conversations with parents, plus not authorising absences and sending out letter with actions.</i></p> <p><i>Free breakfast club available</i></p> <p><i>Free or subsidised music tuition in school</i></p> <p><i>Subsidised school visits and residential</i></p>	<p><i>Some positive impact and increased level of parental engagement; attendance/punctuality closely monitored by School Business Manager and HT informed so further action taken as appropriate</i></p> <p><i>Need to monitor uptake of breakfast club</i></p> <p><i>Enrichment activities e.g. residential trips, after school clubs, music lessons to ensure all children have access to a broad and motivating curriculum felt to have high impact but need to measure this more accurately</i></p>	<p><i>Continue but impact needs to be measured through:</i></p> <p><i>Class teacher reports</i></p> <p><i>Pupil conferencing</i></p> <p><i>Lesson drop ins/ book scrutiny</i></p> <p><i>Half termly review of records of attendance at breakfast club</i></p> <p><i>Weekly review of attendance and lateness</i></p>	<p><i>£3,200</i></p>