

# Pupil premium strategy statement (primary)

1. Summary information					
School	Braishfield Primary School				
Academic Year	2016-17	Total PP budget	£14660	Date of most recent PP Review	Easter 2017
Total number of pupils	96	Number of pupils eligible for PP	9	Date for next internal review of this strategy	Summer 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving ARE in reading, writing and maths end of July 2016	38	KS2: 53
% making expected progress in reading end of July 2016	75	KS2: 66 KS1: 74
% making expected progress in writing end of July 2016	50	KS2: 74 KS1: 65
% making expected progress in maths end of July 2016	88	KS2: 70 KS1: 73

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>	Poor motor skills – pupils have poor pencil control which effects progress in writing and maths
<b>B.</b>	Attendance – persistent lateness reduces school hours and causes pupils to fall behind (PP attendance currently X)
<b>C.</b>	Mid-year entrants – movement between several schools has caused a learning delay for some pupils who have taken time to settle
<b>D.</b>	Dyslexia – low phonic knowledge and spelling/reading ability impacts learning
<b>E.</b>	Oral language skills – lower for some PP pupils which slows reading and writing progress as well as effecting relationships
<b>F.</b>	Deceleration – a pupil held back for a year in a previous school is now catching up with peers
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>G.</b>	Distance from school – leads to regular lateness and absence
<b>H.</b>	Turmoil at home – effects behaviour, attendance, social and emotional wellbeing, and readiness to learn

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Better than expected progress in reading and spelling through phonics	Better than expected progress shown in internal tracking / Phonics

		Screening check for Y2 pupils who did not achieve the standard at Y1
<b>B.</b>	Improved attendance	Persistently late pupils attendance above 90%
<b>C.</b>	Accelerated progress toward achieving age related expectations	Pupils to make better than expected progress if behind in learning, and at least expected progress if currently achieving ARE for their age
<b>D.</b>	Improved fine motor skills for identified pupils	Identified pupils demonstrate improved fine motor skills and pencil grip / improved handwriting
<b>E.</b>	Greater progress in writing through speaking and listening activities	Accelerated progress for identified pupils in writing due to increase of S&L in class

5. Planned expenditure					
Academic year	2016-17				
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?
C. Accelerated progress toward achieving age related expectations	CPD on task design and scaffolding	Monitoring indicates that there is inconsistent scaffolding to enable these pupils to catch up. They are making expected progress, but need to achieve better than expected progress during each year if they are to achieve ARE	Use of staff meetings and INSET for training Peer observation and planning scrutiny	PS/subject leaders	Summer 2017
C. Accelerated progress toward achieving age related expectations	Staff training on high quality feedback	Monitoring suggests quality of pupil presentation of written work shows low aspiration/esteem in ability. Research such as Visible Learning (Hattie) and the EEF toolkit suggest pre-teaching to have high-impact on increasing pupil progress	Use of INSET to deliver training Peer observation of strategies	PS/Subject leaders	Summer 2017
<b>Total budgeted cost</b>					£3,360
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. Better than expected progress in reading and spelling through phonics	Identified pupils to receive daily 1:1 phonics	Identified pupils do not read regularly at home, hence reading is delayed. Do not access small group phonics at their level and need 1:1 support.	Through LSA timetabling and monitoring of provision by PS/DG/SB	JB/DG/SB	Summer 2017
D. Improved fine motor skills for identified pupils	Identified pupils to receive daily 1:1 fine motor skills practice	A pupil struggles with manipulating a pencil and hence is reluctant to write. Fine motor skills practise through the Occupational Therapy folder scheme will seek to address this.	Through LSA timetabling and monitoring of provision by PS/DG/SB	JB/DG/SB	Summer 2017

B. Improved attendance	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.	We cannot improve the attainment of pupils who are not in school. Identified pupils are missing learning due to their attendance and this is impacting on their progress and attainment. Maintain relationship with parents whilst reminding of legal obligation to ensure that children attend school. Build up unauthorised absences so that penalty notice can be issued if necessary.	Maintain overview of attendance for these children. Send out school-based letters for attendance falling below 95%/90%. Ensure that face to face conversations take place.	PS	Summer 2017
E. Greater progress in writing through speaking and listening activities	Regular personalised ELSA programme for identified pupils  Behaviour management programme with rewards for identified pupil	Pupils with delayed learning and development are not yet able to manage own emotions and behaviour as well as peers of the same age, they lack the language skills to articulate and express themselves. Some lack the stamina to learn for similar periods of time to their peers.	ELSA sessions monitored by class teacher and ELSA – developed strategies followed up in class and reviewed regularly with ELSA.	ELSA, CT, PS	Summer 2017
E. Greater progress in writing through speaking and listening activities	1:1 interventions with identified pupil feature a great emphasis on speaking and listening as well as short term memory retrieval.  Consultation with EP and SALT for identified pupils	Identified pupils lack role models for speaking and listening which impacts on their development of reading and writing, and their short term memory to undertake task independently	SENCo and HLTA monitoring of interventions and liaison with outside agencies	DG, SB, PS	Summer 2017
C. PP pupils make accelerated progress toward age related expectations	1:1 and small group pre-teaching of new concepts in advance of whole-class lesson	Identified pupils are not catching up with their peers fast enough. Research such as Visible Learning (Hattie) and the EEF toolkit suggest pre-teaching to have high-impact on increasing pupil progress	Delivered by LSA/HLTA – timetabled by HLTA and monitored by SENCo and HT. Pre-teaching task designed by CT	SB,DG,PS, CT	
<b>Total budgeted cost</b>					£8,100
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen</b>	<b>What is the evidence and rationale</b>	<b>How will you ensure it is</b>	<b>Staff lead</b>	<b>When will you</b>

	<b>action/approach</b>	<b>for this choice?</b>	<b>implemented well?</b>		<b>review implementation?</b>
B. Improved attendance C. Accelerated progress toward achieving age related expectations	Free breakfast club available	Encourage all pupils to attend school on-time and benefit from a good breakfast before school. Gives opportunity to talk with staff in a relaxed environment and participate in reading challenge & complete homework with support	Offered to identified pupils – monitored by HT, Finance officer and LSA in charge of breakfast club	PS, KE, MC	Summer 2017
B. Improved attendance C. Accelerated progress toward achieving age related expectations	Free or subsidised music tuition in school	Access to opportunity pupils may otherwise not have	Offered to identified pupils – monitored by HT and Finance officer	PS, KE	Summer 2017
B. Improved attendance C. Accelerated progress toward achieving age related expectations	Subsidised school visits and residential	Allow easy access to curriculum enrichment through visits and residential – creating memorable learning experiences, working outside of comfort zones and developing socially	Offered to identified pupils – monitored by HT and Finance officer	PS, KE	Summer 2017
<b>Total budgeted cost</b>					£3,200