

Pupil premium strategy statement

1. Summary information					
School	Braishfield Primary School				
Academic Year	2018-2019	Total PP budget	£12820	Date of most recent PP Review	1.10.18
Total number of pupils	99	Number of pupils eligible for PP	8	Date for next internal review of this strategy	April 2019

2. Current attainment End of Year 2017/2018			
	<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 pupils %</i>
<i>End of Early Years Foundation Stage (0 pupils eligible)</i>			
<i>End of Key Stage 1 (1 pupil eligible)</i>			
Reading	100 (1/1)	92	76
Writing	0 (0/1)	92	70
Maths	0 (0/1)	92	76

	<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 pupils %</i>
End of Key Stage 2 (1 pupil eligible)			
Reading	0 (0/1)	100	75
Grammar, Punctuation and Spelling	0 (0/1)	90	77
Writing (teacher assessed)	0 (0/1)	80	78
Maths	100 (1/1)	100	75

3. Barriers to future attainment for pupils eligible for PP

In-school barriers

A.	Slow development of reading and writing skills in Reception and KS1 (particularly for pupils eligible for PP who also have SEND).
B.	Slower rates of progress of pupils who are eligible for PP (particularly pupils eligible for PP who also have SEND) as they move through the school to the end of KS2.
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. Low levels of parental engagement, safeguarding issues and limited support for home learning also present barriers for a minority of pupils eligible for PP.
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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 to include improved targeted support (including quality first teaching) and personalised resources for pupils eligible for PP who also have SEND	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. Pupils eligible for PP who also have SEND will make at progress by the end of the year that is at least good.
B.	Higher rates of progress across KS2 for all pupils eligible for PP.	Pupils eligible for PP(including those with SEND) 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.	Further 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.	Improved 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 2018/2019

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and	How will you ensure it is implemented well?	Staff lead	When will you review
<p>A. Improved writing skills, particularly in Reception and KS1</p>	<ul style="list-style-type: none"> • CPD to improve subject knowledge and pedagogy. • Appointment of experienced teacher (HP) to lead teaching and assessment of phonics across the school to ensure progress of all pupils • Introduction of whole class phonics rather than groups to ensure good rates of progress for all. • English Leader to carry out an audit of spelling /handwriting /presentation expectations across the school and review use of AfL strategies inc high quality, effective feedback. • Early Years Leader and English Leader to develop classroom practice and provision across EYFS-KS1- opportunities for writing and challenge/use of outdoors • Readers into writers- use of high-quality whole class texts 	<p>Subject knowledge and progression of skills required to be a good writer need to be secure 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>Headteacher and English Leader accountable for monitoring and improving quality of teaching. Phonics Leader to teach, monitor and evaluate quality of phonics. All to provide coaching support and staff CPD as needed.</p> <p>Liaise with other schools to share best practice. 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/key skills Regular parent volunteers to hear readers Parental guidance in reading journals and on website</p>	<p>English Leader (NA) Phonics Leader (HP) Headteacher (LR)</p>	<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>	<ul style="list-style-type: none"> Continued CPD/coaching for teachers and LSAs on effective AfL strategies to include providing support/challenge for all pupils (inc. pupils eligible for PP who are higher prior attainers and pupils eligible for PP with SEND). Training for new teachers on HAM assessment system/SIMS tracker/SEND tracker so have good understanding of data, gaps in individual pupil's learning and how to use to maintain/improve rates of progress. Holding teachers to account through the pupil progress meeting system for the progress of this group of children. 	<p>Many different evidence sources, e.g. Education Endowment Fund Toolkit suggest high quality feedback and effective use of AFL as an effective way to improve attainment, and we continue 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 with English/Maths leaders providing training and support.</p> <p>All leaders to be held accountable through pupil progress meetings and performance management. Use INSET days to deliver training. Peer observations and peer coaching. Lesson observations. Pupil Progress meetings. Use of SIMS Discover which all teachers will have access to ensure close analysis and tracking.</p> <p>Training for LSAs to develop subject knowledge and confidence re effective questioning and quality feedback in the lesson that moves the learning on.</p>	<p>English/ Maths Leaders SENCO Headteacher</p>	<p>February 2019</p> <p>April 2019</p> <p>July 2019</p>
<p>C. Attitudes to learning improved to ensure better rates of progress and attainment.</p>	<p>CPD for staff on understanding needs of individual pupils, inc. emotional needs-- planned parent workshop on understanding behaviour and strategies to support; Primary Behaviour Support training for all staff; cluster inset- supporting children's mental health/emotional wellbeing.</p> <p>Continued development of a culture of 'Growth Mindset'. Further 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- Learning Council Parent information evening. Training for LSAs.</p>	<p>Headteacher SENCO</p>	<p>January 2019</p> <p>May 2019</p>
<p>Budgeted costs to include proportion of salary of staff lead, cost of training and purchase of resources (e.g. books, spelling resources)</p>					<p>Total budgeted cost £5,000</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.	<p>1:1 Tuition - Precision Teaching to address key gaps in skills identified by class teachers</p> <p>Targeted support for children in Year 2, 3,4, 5 and 6</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	Nov, Feb, April, July
A, B and C	Homework Club – homework club to enable PP children to access online learning and get small group support to complete homework	<p>Education Endowment Fund – extensive evidence base that homework can make a gain of 2+ months per academic year</p> <p>EEF – extensive evidence base that small group tuition can make a gain of 4+ months per academic year</p>	<p>Attendance register</p> <p>Homework scores</p> <p>Analysis of data</p>	Headteacher	Half termly

C and D	<p>Social and Emotional Learning - ELSA support</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>EEF – extensive evidence base that this approach can make a gain of 4+ months per academic year and benefit disadvantaged or low-attaining pupils more than other pupils</p>	<p>Analysis of data and Boxall profiles Reports from class teachers. Lesson observations. Pupil Conferencing. Evidence from book scrutiny.</p>	<p>ELSA SENCO</p>	<p>Nov, Feb, April, July</p>
Total budgeted cost					£5,000

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?
C and D	<p>LSA mentoring scheme to support all PP children. Training for new LSAs</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, Rock Challenge, 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>	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>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. Participation in clubs/pupil voice groups</p>	Headteacher ELSA SENCO	Nov, Feb, April, July

D.	<p>Monitor pupils and follow up quickly on absences. First day response provision.</p> <p>Regular engagement with parents</p> <p>Notes home – standard letter sent by School Finance officer</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>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.</p> <p>Priority children identified for School Finance Officer to make HT aware immediately. Fortnightly meetings to review.</p>	<p>Headteacher</p> <p>School Finance Officer</p>	<p>March 2019</p> <p>May 2019</p>
Total budgeted cost					£2,820

6. Review of expenditure				
Previous Academic Year		2017/2018 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
To improve writing skills, particularly in Reception and KS1	<p>Staff training to improve subject knowledge and pedagogy.</p> <p>Phonics tracking system</p> <p>Audit of spelling /handwriting /presentation expectations</p> <p>Review marking and feedback expectations to ensure high quality, effective feedback</p> <p>Early Years Leader and English Leader to develop classroom practice and provision across EYFS-KS1</p>	<p><i>Limited impact for pupils eligible for PP in KS1 due to staff changes during the year, inc. English Leader</i></p> <p><i>End of Key Stage 2 outcomes in 2018 showed that the one PP pupil who also had special educational needs did not achieve age related expectations in Writing (teacher assessed) or the English Grammar, Punctuation and Spelling SATS test.</i></p> <p><i>End of Key Stage 1 outcomes showed that the one PP pupil who also has special educational needs made accelerated progress and achieved age related expectations in Reading but not Writing</i></p> <p><i>The one Year 1 PP pupil who also has special educational needs did not take the Year 1 phonics screening test</i></p> <p><i>Some improvement in % of pupils eligible for PP achieving age related expectations in writing in Year 3 and Year 4</i></p>	<p><i>Closing of gaps for pp pupils in some year groups but gaps for PP pupils in KS1 who also have SEN/emotional needs.</i></p> <p><i>Overall improving accountability through individual pupil progress meetings/performance management.</i></p> <p><i>Evidence of higher expectations, including presentation and handwriting. Some improvements in writing in non-pp groups e.g. pupils exceeding in writing at the end of Early Years.</i></p> <p><i>Continued need to review ways in which we can improve outcomes for pp pupils with SEND- need for quality first teaching in the classroom, training for LSAs, development of subject knowledge, personalisation of learning and resources and use of new SEND tracker to monitor and ensure progress.</i></p> <p><i>Some improvements in quality of feedback but there are inconsistencies. With new staff and new English Leader, further training needed to ensure clear skills-based learning objectives/success criteria, timely AFL, quality feedback in the lesson, opportunities for challenge including for the most able, consistently high expectations for all, writing opportunities explored using outdoor areas.</i></p>	£8000

<p>To ensure 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 effective questioning/quality feedback</p> <p>Introduction of HAM assessment system/SIMS tracker</p> <p>More effective pupil progress meeting system</p>	<p><i>Evidence in books and pupil conferencing showed more pupils able to explain how they are challenged and what they do if find work too easy. More use of richer, contextual learning. In some classes 5 key questions embedded in Maths. Evidence in books of quality marking and feedback in the lesson.</i></p> <p><i>In Years 3,4, and 5 positive impact on rates of progress in Reading, Writing and Maths for pupils eligible for PP and without additional SEN</i></p> <p><i>End of Key Stage 2 outcomes in 2018 showed that the one PP pupil who also had special educational needs made accelerated progress to achieve age related expectations in Maths (SATS test).</i></p> <p><i>End of Key Stage 1 outcomes showed that the one PP pupil who also has special educational needs made accelerated progress and achieved age related expectations in Reading.</i></p>	<p><i>Teachers using data more effectively to identify and address needs</i></p> <p><i>Continue and embed use of new SEN tracker to ensure accurate measurement of progress of all pupils eligible for PP who have additional SEN</i></p> <p><i>Continue to discuss progress of PP pupils as priority at each pupil progress meeting</i></p> <p><i>Expectation that all PP pupils receive targeted feedback first in every Maths and English lesson</i></p> <p><i>Maths and English Leaders to review planning to ensure learning personalised to meet needs of individual PP pupils and SENCO to monitor and support to ensure appropriate variation of tasks and provision of suitable resources</i></p>	
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<p>To improve attitudes to learning to ensure better rates of progress and attainment.</p>	<p>CPD- 'Growth Mindset.'</p> <p>Embed Braishfield Learners' values</p>	<p><i>High impact: improved attitudes across the school evidenced from drop ins, pupil conferencing, parental and governor feedback</i></p>	<p><i>Continue to embed and give high priority</i></p> <p><i>Link with rewards</i></p> <p><i>Develop role of Learning Council in monitoring and celebrating pupils displaying positive learning values</i></p> <p><i>Develop pupils' understanding of their own feelings, emotion and behaviour and how to self-regulate</i></p>	
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ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned:	Cost
A. Targeted support (1:1 or small group) to improve writing skills to help improve rates of progress and attainment in reading and writing for pupils eligible for PP, particularly those with SEND	Targeted support (1:1 or small group)	<p><i>High impact: These individual or small group interventions had a very positive impact because they were delivered in class or the skills practised outside the classroom were then reinforced in class.</i></p> <p><i>End of Key Stage 2 outcomes in 2018 showed that the one PP pupil who also had special educational needs made accelerated progress to achieve age related expectations in Maths (SATS test).</i></p> <p><i>End of Key Stage 1 outcomes showed that the one PP pupil who also has special educational needs made accelerated progress and achieved age related expectations in Reading.</i></p> <p><i>Both pupils received targeted 1:1 or small group support throughout the year.</i></p> <p><i>This support also resulted in positive progress in Reading and Writing for a pupil eligible for PP (with additional SEN) in Year 3</i></p>	<p><i>Continue and ensure progress is measurable so can assess impact of intervention</i></p> <p><i>SENCO to carry out skills audit of LSAs- peer coaching and/or CPD arranged where whole school training need identified</i></p>	£3,460

iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned:	Cost
<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</p> <p>ELSA</p> <p>Peer mentoring with children within class</p> <p>Buddy system</p> <p>Enrichment activities</p> <p>Involvement in Pupil Voice groups and clubs</p>	<p><i>Medium impact: limited only by staff changes but improved attitudes across the school evidenced from drop ins, pupil conferencing, parental and governor feedback</i></p> <p><i>Tracked pupils' involvement in enrichment activities:</i></p> <p>KS2 Rock Challenge: 6/6 pupils</p> <p>Sport competitions: 5/8 pupils</p> <p>After school clubs: 6/8 pupils</p> <p>Music lessons: 5/7 pupils</p>	<p><i>Training needed for new staff so LSA mentoring continues to be embedded in pastoral support for pupils eligible for PP</i></p> <p><i>Development/training of staff to support ELSA</i></p> <p><i>Need to develop pupils' understanding of their own feelings, emotions and behaviour and how to self-regulate-whole school project – link with Behaviour Policy</i></p> <p><i>Develop buddy system and opportunities for peer mentoring</i></p> <p><i>Need for more pupil conferencing to measure impact</i></p>	<p>£3,200</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.</p> <p>Enrichment activities</p> <p>Role in Pupil Voice groups.</p>	<p><i>Attendance closely monitored and follow up quickly on absences. Parents contacted by letter, meetings arranged with HT.</i></p>	<p><i>Only an issue for a minority of pupils but need to continue to monitor carefully.</i></p> <p><i>Increase participation in enrichment activities and pupil voice groups</i></p>	
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