

Broomwood Primary School- Review of pupil premium 2018-2019

1. Review of expenditure – more detailed targets and how the money has been spent:				
Previous Academic Year		2018-2019		
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 the identification of pupils who require support in relation to their mental health	<p>To continue to fund a pastoral worker within the school</p> <p>To ensure that we have a qualified mental health first aider</p> <p>To provide all staff with appropriate training so that children can be appropriately identified and have the right intervention put into place</p>	<p>The role of the pastoral worker has been crucial within the school, not just for the pupil premium but for all pupils. She has trained to be the school's mental health first aider within the school.</p> <p>All of the staff have been trained how to identify pupils. The pastoral worker, along with the SENDco have developed a system whereby children are identified by the teachers through the use of the Leuven scale and then appropriate intervention is put into place for pupils. Pupils are then tracked and the impact of the intervention is measured.</p> <p>We feel that we are now addressing more specific individual needs of pupils and providing the most appropriate intervention for them.</p> <p>Teachers have developed more systems in class, which have been brilliant in identifying pupils further.</p>	<p>This approach needs to continue and to be developed further in order than we meet the new requirements of personal development with the new OFSTED framework.</p> <p>The mental health team needs to be given more time to meet and we need to consider how more things can be addressed through our current PSHE policy.</p> <p>We need to get a further member of staff fully trained as a mental health first aider</p> <p>We need to build into the timetable with a year, time for staff to complete the Leuven scale</p>	<p>£23,546.92-CF</p> <p>£21,417.68-AS</p>

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<p>To continue to support the development of speech and language within the early years setting to ensure that they are more 'year 1' ready and have more chance to achieve the expected standards within literacy throughout the school.</p>	<p>Teacher to implement more talk boost types of activities within the classroom environment and to utilise the elklan trained TA's within the classroom.</p> <p>TA's with appropriate training to continue to provide 1-1 support for particular individuals particularly within the EYFS but also across the school.</p>	<p>Children have been well supported in this area and a lot of work has been done to continue to improve S and L in the EYFS. Staff utilise some of the WELCOM resources. This has been supported with staff training. Talk boost resources are also being used well.</p> <p>Children who are identified either have support from a TA who is ELKLAN trained or they have been referred to the speech and language therapist that we buy into.</p> <p>Pupils started reception with an average of 30 points in the overall area of S and L. they ended the year with 35.7. Average progress is 5 steps. This shows a good improvement but even more can be done.</p>	<p>More teachers/teaching assistants to be trained in ELKLAN so that it can be used even more within the early years setting</p> <p>To use the WELCOM baseline more to send in referrals for particular individuals. Whilst we have our own S and L therapist at the moment, we need to consider whether this is sustainable.</p> <p>We need to continue to fund a TA to do ELKLAN and to pay for a S and L therapist</p>	
ii. 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
<p>To improve the attainment and progress for year 6 pupils who are eligible for pupil premium at the expected level but in particular at greater depth in maths at KS2</p> <p>This will switch to year 5 from May to July</p>	<p>Intervention teacher to support in year 6 on a Tuesday and Wednesday during maths sessions, working with a group of pupil premium children to help with accelerated progress and work towards achieving their expected target to make accelerated progress from their key stage 1 data.</p>	<p>The number of pupil premium children achieving the expected standard was 71.4%. This was slightly lower than the LA average for pupil premium at 72.8%. there was a gap of 5.7 between pupil premium compared to non- pupil premium.</p> <p>In-house assessment demonstrates a much higher rate of progress for some children from year 5 to year6 showing that individualised intervention worked for the vast majority</p> <p>Due to unforeseen circumstances, we didn't have the intervention teacher. The headteacher carried out all intervention for maths</p>	<p>The progress was poor for this cohort with the middle prior attainment group and White British pupils overall. Pupil premium data needs looking at more closely taking into consideration these groups. Intervention with maths needs to continue</p>	<p>£25,818.74-SW</p>

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<p>Improve attainment and progress for pupils eligible for pupil premium at the expected level but in particular at greater depth in writing at year 6</p>	<p>Experienced ex secondary English teacher to support the higher ability writers including PP- 3 hours a week</p>	<p>Children eligible for pupil premium scored exceptionally well within writing. Achieving 28.6% they were above both national and the local achievement. Writing was also moderated during this academic year to validate the results posed by the school.</p>	<p>Having a separate intervention for children to help them to achieve greater depth definitely works and needs to continue in some form.</p> <p>As Mrs Andrews will be finishing, alternative provision needs to be put into place to provide further opportunities for these pupils.</p>	<p>£18,474.15-BA</p>
<p>To improve the progress and attainment of children who are eligible for pupil premium and falling below the expected standard to accelerate their progress to ensure that the number of children achieving expected in writing on par with non-pupil premium.</p>	<p>Intervention teacher to support in year 6 on a Tuesday and Wednesday during literacy sessions, working with a group of pupil premium children to help with accelerated progress and work towards achieving their expected target to make accelerated progress from their key stage 1 data.</p>	<p>Children eligible for pupil premium have achieved in line with the local achievement of pupil premium children in writing- 71.4% They are 5.7% behind children who are non-pupil premium. This is an improvement on the previous year where pupils eligible for PP only scored 59%</p> <p>Due to unforeseen circumstances, we didn't have the intervention teacher. The headteacher and deputy carried out all intervention for writing.</p>	<p>Splitting the children into smaller groups during Spring 2 really supports more focused writing with particular groups of children. The headteacher and deputy was involved in this previously and this will need to continue.</p>	

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<p>To improve the attainment, but in particular the progress of pupils in year 6, who are both SEN and pupil premium in reading as well as children who are just pupil premium</p>	<p>Intervention teacher to carry out two 40 minute sessions, on a Tuesday and a Wednesday, with particular children in an afternoon to provide them with extra reading support and develop comprehension skills further. The teacher will utilise the gap analysis and knowledge of the test to help identify the key areas for development.</p> <p>The deputy headteacher to carry out specific intervention with children on a Monday afternoon which may include some PP</p>	<p>Reading was improved this year as a whole. The school achieved just above national for the first time for all pupils- 76% against a national 73%. Pupil premium also did much better than the previous year. They achieved 59% in 2018 and this year they achieved 71.4%. Progress in reading has improved from 2018. We achieved -0.39 for all pupils compared to -2.4 the previous year. SEN progress overall wasn't as good as it should be. -2.75 for 2019.</p> <p>There was no difference in progress between NPP and PP for 2019</p> <p>Due to unforeseen circumstances, we didn't have the intervention teacher. The deputy carried out all intervention for reading.</p>	<p>Pupil premium boys are the main issue- raising their attainment and progress is key going forward.</p> <p>Small groups intervention involving the deputy headteacher really supported the results achieved. This needs to continue where more targeted support is given.</p>	
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<p>To improve the attainment, but in particular the progress of pupils in year 5 who are both SEN and pupil premium in reading as well as children who are just pupil premium.</p> <p>Start May to July</p>	<p>Intervention teacher to carry out two 40 minute sessions, on a Tuesday and a Wednesday, with particular children in an afternoon to provide them with extra reading support and develop comprehension skills further. The teacher will utilise the gap analysis and knowledge of the test to help identify the key areas for development.</p>	<p>Only 5.1 steps of progress were made with children in year 5 for reading as a whole. 4.4 steps of progress were made for children who were both SEN and pupil premium.</p>	<p>The current year 6 now will need much more focus on reading.</p> <p>Consider as a staff what other things need to be put into place for year 5 reading.</p>	
<p>To support more pupil premium children achieving greater depth in their writing at key stage 1</p>	<p>Intervention with an experienced class teacher three mornings per week from April until June</p>	<p>Children eligible for pupil premium scored much better this year. No Pp children achieved GD in 2018 but this has improved and 2019 saw 9.1% of PP children achieving GD.</p>	<p>There was a greater emphasis placed on who the pupil premium children were in KS1 and more provision was put into place for those children who could and should be achieving greater depth in writing.</p>	<p>In-house intervention</p>
iii. 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	Cost

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Increase attendance rates for pupil premium children	<p>Buy into an EWO service</p> <p>Free breakfast club places for key children</p> <p>Rewards and prizes across the year for attendance</p> <p>Refer families to SCIP for more support when appropriate x 1 morning a week</p>			
To support the emotional well-being of particular pupils to ensure that they achieve academically.	<p>Psychotherapy for particular children</p> <p>Pastoral support/counselling</p> <p>SCIP support</p> <p>Longford park support</p>	Positive impact has been shown for the interventions carried out in all of these areas.	We need to consider how long we can afford the SCIP for within school. All other support needs to continue for the children as this has really ensured that some pupils emotional wellbeing is catered for so that they can achieve academically.	<p>Longford park-behaviour-£5,151</p> <p>SCIP-£5,606</p> <p>EWO-£2,300</p> <p>Psychotherapy-£4,756</p> <p>Music-£2,847</p> <p>Dance/Drama-£12,000</p> <p>Trips- £4,800</p>

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<p>All children benefit from curriculum enrichment opportunities and therefore, develop a better understanding of areas of the curriculum.</p>	<p>Every class has £300 allocated from PP each year. This means that children who may not have had a chance to go on the trips previously due to financial difficulties can attend without prejudice. Children in Year 1 and year 2 benefit from learning the ukulele for a term and children in year 5 learn the trumpet for the whole year. All children within the school will continue to benefit from drama, musical theatre and street dance</p>	<p>This has continued to support the children's experiences and give the children experiences that they might not have. The children love the trips and it helps make learning much more memorable, particularly for the children with SEN.</p>	<p>Continue where possible to give every class funding for enhancements.</p>	
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1. Additional detail

Other things that pupil premium funding was used for:

SALT- £2,910

Gforce- £2,900

Barbara T-£2,582

Ed Psych-£10,800

Stretch and grow-£2,640

Intervention resources- £3000