

Pupil premium strategy statement (primary)

1. Summary information					
School	Broomwood Primary School				
Academic Year	2018-2019	Total PP budget	£173,560	Date of most recent PP Review	Sept 2018
Total number of pupils	422	Number of pupils eligible for PP	191- including pre-school and nursery	Date for next internal review of this strategy	Sept 2019

2. Current attainment				
	Pupils eligible for PP (your school)		All other pupils	
% achieving in reading, writing and maths	46%		58%	
% making progress in reading	59%	-2.2	67%	-2.5
% making progress in writing	59%	-1.3	75%	-1.2
% making progress in maths	67%	-3.1	69%	-2.8

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Language and communication within the EYFS is lower for pupils who are eligible for pupil premium compared to non-pupil premium. This impacts on literacy progress in subsequent years	
B.	The number of children achieving greater depth in all key stages with reading, writing and maths	
C.	The progress that the children eligible for pupil premium make in reading, writing and maths by the end of KS2 compared to non- pupil premium.	
D.	We have a much higher than national % of children who are eligible for pupil premium in year 6- 44% and of this group of pupils, 21% of them are SEN. These children require additional support to make progress that is at least as good a non-pupil premium children.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	The knowledge of the parents in being able to support with homework and reading	
E	Higher percentage of absence of children who are eligible for pupil premium than non-pupil premium and more cases of persistent absenteeism.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To ensure that enough support is provided so that children who are eligible for pupil premium have the opportunity to achieve greater depth in their writing at the end of KS1	At least 28% of pupil premium children at key stage 1 achieve greater depth in writing

B.	To ensure that the progress of children who are both SEN and pupil premium is significantly improved from the previous academic year	50% of the pupils achieve the expected standard in both reading and maths and 33.3% achieve the expected standard in writing.
C.	To improve the number of pupils eligible for pupil premium achieving the expected standard in reading, writing and maths	To aim for 65% of pupils eligible for pupil premium to achieve the expected standard in all areas.
D.	Continuing to support our children and families to improve attendance and punctuation so that the gap in attendance rates diminishes between pupils eligible for pupil premium and non- pupil premium pupils.	Currently there is a gap of 2.2% between pupil premium and non-pupil premium. Over the course of the next academic year this gap will be reduced. To try and ensure that pupil premium at least achieve the national of 95%. During 17-18 they achieved 94.5%

5. Planned expenditure

Academic year

2018-2019

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?
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>To implement a mental health month where different aspects are focused on to provide more support to the children</p>	<p>Increasing numbers of pupils are suffering from issues relating to mental health which in turn affects what they are achieving academically at school.</p> <p>Although this is a strength of our school, we want that to continue and for children to be identified even earlier where support might be required.</p>	<p>Measured through monitoring the interventions that take place</p> <p>Questionnaires for the children</p> <p>Looking at the impact with a particular child after a block of support to ensure that it is the appropriate intervention</p>	Corrine and the mental health team. The head teacher will oversee it all ultimately	Regular meetings with the core mental health team and then one meeting a term for the extended team.

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.	Teacher to implement more talk boost types of activities within the classroom environment and to utilise the elklan trained TA's within the classroom. TA's with appropriate training to continue to provide 1-1 support for particular individuals particularly within the EYFS but also across the school.	"I can, talk boost" training programme to Explicitly extend pupils' spoken vocabulary. 1-1 support for particular children but teacher and teacher assistant development to support oral language across the EYFS EEF toolkit shows that oral language interventions have + 5 months impact for very low cost. Many of our parents find it very difficult to engage with Trafford Speech and Language service and attendance at appointments is very low. Therapy in school has proven to be far more effective.	Book scrutinies of learning journeys to see the evidence of the development of language. Look at EYFS data every half term to ensure that it is having a positive impact on overall results	SENCO, pre-school teacher and deputy	Ongoing
Total budgeted cost Some of the costs relating to mental health will come out of the CPD budget; however supporting the work of a pastoral worker for 2.5 days a week and required resources will come out of pupil premium. Salary of TA who carries out speech and language to come out of pupil premium.					£23,546.92- CF £21,417.68-AS £1000- resources £45,964.60 26.4%
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?

<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>Intervention carried out daily by an experienced teaching assistant who specialises in maths. She will work with specific children who haven't grasped a particular concept in a morning so her groups will be more fluid. She will work with specific children across two afternoons from year 6</p>	<p>Daily small group tuition allows for more individualised learning and for staff to focus more appropriately on gaps in learning. Shown to be effective by the EEF toolkit</p> <p>We want some more fluidity in some of the intervention groups to support learning needs when they come up in class so that children don't fall too behind linked to a particular mathematical concept</p>	<p>Intervention teacher paid out of pupil premium for two days</p> <p>HLTA paid for via pupil premium to carry out specific intervention- full time.</p> <p>Monitor impact of intervention sheets/book scrutinies/observation/test results half termly</p> <p>Regular meetings with the maths lead and analysis of data to ensure that we are targeting the children appropriately</p> <p>Progress meetings with the individual teachers to see what other provisions they are providing and to ensure that the children are at least on track.</p> <p>Questionnaires with the children</p>	<p>SMT with maths lead</p>	<p>Half termly with SMT</p> <p>Maths observations in the spring term</p>
<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>Subject knowledge and small group tuition 2 times a week ensures that the higher ability children in year 6 are extended appropriately.</p> <p>Small group tuition with a knowledgeable practitioner to provide a more individualised approach- EEF toolkit effective</p>	<p>1 teacher paid for two mornings out of the pupil premium budget to work with year 6 during the literacy lesson</p> <p>Monitor impact of intervention sheets/book scrutinies/observation/test results half termly</p>	<p>SMT</p>	<p>Half termly with SMT</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>Small group tuition with a knowledgeable practitioner to provide a more individualised approach- EEF toolkit effective</p>	<p>1 teacher paid for two mornings out of the pupil premium budget to work with year 6 during the literacy lesson</p> <p>Monitor impact of intervention sheets/book scrutinies/observation/test results half termly</p>	<p>SMT</p>	<p>Half termly with SMT</p>

<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 children</p>	<p>Small group tuition with a knowledgeable practitioner to provide a more individualised approach- EEF toolkit effective</p>	<p>Intervention teacher paid out of pupil premium for two days</p> <p>Deputy to oversee the reading results and analyse data as a whole</p> <p>SMT to hold teachers to account in relation to progress- progress meetings and performance management</p>	<p>SMT</p>	<p>Half termly with SMT</p> <p>3 times a year with progress/PM meetings</p>
<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>Small group tuition with a knowledgeable practitioner to provide a more individualised approach- EEF toolkit effective</p>	<p>Intervention teacher paid out of pupil premium for two days</p> <p>Deputy to oversee the reading results and analyse data as a whole</p> <p>SMT to hold teachers to account in relation to progress- progress meetings and performance management</p>	<p>SMT</p>	<p>Half termly with SMT</p> <p>3 times a year with progress/PM meetings</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>Small group tuition with a knowledgeable practitioner to provide a more individualised approach- EEF toolkit effective</p>	<p>Writing data illustrates that we have a number of children who are pupil premium on track to achieving greater depth in their writing.</p> <p>KS1 team check their action plan that they are supporting key areas where writing needs to improve in key stage 1</p>	<p>KS1 lead and SMT</p>	<p>Half termly with SMT</p>

Total budgeted cost					£25,818.74-SW £18,474.15-BA £6,827.80- Intervention teacher £51,120.69 29.4%
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?
Increase attendance rates for pupil premium children	Buy into an EWO service Free breakfast club places for key children Rewards and prizes across the year for attendance Refer families to SCIP for more support when appropriate x 1 morning a week	We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step. In our experience, this has a marked effect on children's attendance and well-being during the school day. The EWO and SCIP provide specific support to individual families and keep them accountable.	SBM and head teacher have regular meetings with the EWO. EWO support paid for from Pupil premium SCIP paid for from pupil premium and regular meetings are held with the SENCO who is also a child protection officer	SBM, head	Half termly
To support the emotional well-being of particular pupils to ensure that they achieve academically.	Psychotherapy for particular children Pastoral support/counselling SCIP support Longford park support	EEF toolkit demonstrates that social and emotional interventions support with other aspects of learning significantly. Particular children who are highlighted as a concern will be allocated to the psychotherapist	Pastoral worker and Psychotherapist funded from pupil premium Reports are written weekly by the psychotherapist and the pastoral worker demonstrates impact via performance management.	SENCO, head	Half termly
All children benefit from curriculum enrichment opportunities and therefore develop a better understanding of areas of the curriculum.	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	In the past, the school was only able to organise a limited number of trips and visitors in school for the children as any families in financial difficulties could not allow their children to take part. All topics taught now have a "starter" trip/visit as well as a review of the topic at the end. Parents are often invited to the reviews and show good levels of engagement (EEF toolkit) It is important that all pupils get the opportunity to learn a musical instrument at some point. This has a positive impact on academic subjects.	£300 and money to pay for opportunities to learn a musical instrument are paid for via pupil premium. All trips are reviewed electronically. Children have the opportunity to perform throughout the year and the parents are invited to see the impact of learning. Becky comes in for 1.5 days per week	Music coordinator and the head Head	On –going

	trumpet for the whole year All children within the school will continue to benefit from drama, musical theatre and street dance	Overtime we have seen a significant improvement in children's confidence and their communication skills have developed through this work	so that she can work with all of the children across the school		
Total budgeted cost: 159,377.29- this allows for some flexibility if there are any other costs that need to be covered linked to PP children.					Longford park-behaviour- £5,151 SCIP-£5,606 EWO-£2,300 Psychotherapy-£4,756 Music-£2,847 Dance/Drama-£12,000 Trips- £4,800 £37,460 21.5%
Other costs:					SALT- £2,910 Gforce- £2,900 Barbara T-£2,582 Ed Psych-£10,800 Stretch and grow-£2,640 Intervention resources- £3000 £24,832 14.3%

Throughout the year there are often other key opportunities that will support the children who are eligible for pupil premium where we will use the excess pupil premium for it.

