

## Broomwood Primary School- Review of pupil premium 2017-2018

1. Review of expenditure – more detailed targets and how the money has been spent: £174,080				
Previous Academic Year		2017-2018		
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
Improved oral language skills particularly in the EYFS	Staff training on developing oracy pupils in EYFS and Purchase additional resources to stimulate small group discussion and play in continuous provision and interventions. Employ private speech therapist for a morning a week to work with specific children	All EYFS staff have been trained in talk boost. This has really shown a positive impact in reception and pre-school. From the children's starting points in pre-school to achieving 65% provides a much better baseline for these children starting in nursery. Their baseline was 40%. Due to staffing issues in nursery, attainment by the end was poor and much intervention needs to take place in all areas to close the learning gap. Progress in CLD in reception was excellent. At the end of reception we achieved 97% when the starting point was- &0% listening, 68% understanding and 73% speaking.	Continue with talk boost- make sure that it is fully established in the EYFS and monitor the implementation and impact ongoing. No ongoing costs when resources have been purchased and enough staff trained to cascade to new staff.	
To continue to develop collaborative learning within the classrooms to ensure that all pupils are supported	Developing Kagan structures further. Some staff have already been trained but there are a number of new staff who need to become familiar with the importance of collaborative learning and how to implement it.	Lesson observations have indicated that teachers use collaborative learning well to enhance teaching and learning in the classroom. All teachers are familiar with at least four kagan structures which they use regularly. Recent pupil surveys indicate that the majority of children enjoy working in their kagan group and that it helps with their learning.	Collaborative learning is effective but look at ways for the children to become more critical friends to each other and to provide opportunities within collaboration for the children to generate more questions that they have together. Continue to monitor the implementation of kagan as it positively impacts on active learning within the classroom.	No cost unless a new member of staff needs training
ii. Targeted support				
Desired outcome	Chosen	Estimated impact: Did you meet the	Lessons learned	Cost

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	action/approach	success criteria? Include impact on pupils not eligible for PP, if appropriate.	(and whether you will continue with this approach)	
Improve attainment and progress for pupils eligible for pupil premium at the expected level but in particular at greater depth in maths at KS2	<p>1-1 tutoring for some pupils for an hour a week to build up confidence for year 6</p> <p>Daily intervention for the higher ability children including PP to ensure they have opportunities to achieve greater depth. Small group intervention on a weekly basis for other children</p>	<p>Within maths- 16% of the pupil premium children achieved greater depth. This is slightly higher than the previous year (15%) and is higher than the national percentage (14%) achieved by pupil premium. Within this cohort there was little difference between PP and NPP at greater depth. 67% of the PP children achieved greater depth. As there was 22 PP children this equates to 14 children. 6 out of the 8 children who didn't meet the expected are also SEN.</p>	<p>Although some intervention was initially required for the higher ability and was effective, the children then needed to be pushed more in class to develop reasoning at a greater level with more problem solving. One to one tuition gave some of the children more confidence and would potentially be used again but as it was only once a week it was less effective than the short bursts of more regular intervention. It is effective with children working with Sandra in a smaller group a she has the chance to hone in on more specific issues- not necessarily for the higher ability but any children that are not grasping particular concepts.</p>	<p>Continue to fund Sandra out of PP linked to maths and helping to raise standards in years 5 and 6.- £25,818.74</p> <p>One to one tuition cost: £4247</p>
Improve attainment and progress for pupils eligible for pupil premium at the expected level but in particular at greater depth in writing at KS1 and KS2	<p>Experienced ex secondary English teacher to support the higher ability writers including PP- 3 hours a week</p> <p>Experienced teacher to support writers at in year 1 x3 and year 2 x 2 hours a week and KS2 x 3 hours a week</p>	<p>Writing at KS2 was in line with national at the expected level (75%:78%) and it was also in line overall at greater depth (21%:20%). This was supported by how well the children attained in SPAG which was significantly above national at expected and greater depth. Whilst we were lower than national with pupils eligible for pupil premium at the expected level (59%:67%) we were significantly above with greater depth in comparison to national pupil premium (27%:11%) This really demonstrates that the small group intervention has been effective with these children at KS2.</p> <p>Despite some intervention within KS1, the children's attainment in this area was well below the national expected level. The intervention was disrupted with other things in school but the cohort overall were very poor in this area. No pupil premium achieved greater depth and the expected level was well below national at 32% for pp.</p>	<p>The intervention for years 5 and 6 is highly effective; however it is extremely costly and takes a significant proportion of the budget and only impacts on a smaller group of pupils. The overall cohort does impact on results and particularly at KS1 where, when their starting points from EYFS are well below the expected level, despite good progress, it is difficult to attain in writing as some of the fundamental principles are still not there. Despite this writing at KS1 needs to be a focus and work needs to be put in place to ensure that some pp at KS1 achieve greater depth.</p> <p>The school needs to find a creative approach where intervention can still happen with particular children.</p>	<p>Our budget doesn't allow for us to continue with the experienced teacher due to cuts that have to be made. However this year the cost of this intervention was: £18,474</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 reading at KS1 and KS2</p>	<p>1-1 tutoring for some pupils for an hour a week to build up confidence for year 5 and 6</p> <p>TA Phonics intervention groups for children in year 1 and year 2 who didn't pass</p> <p>Small group reading intervention carried out with particular children on a weekly basis by the deputy and another experienced teacher</p>	<p>Phonics results were above national again. Overall we achieved 89% to the national 83%. All groups of pupils achieved above the national expectation.</p> <p>Reading was lower than the national expectation for all groups; however for pupil premium at greater depth it was significantly above national pupil premium and in line with national greater depth (27% PP: 18% compared with 28% national)</p> <p>Reading at KS1 was more in line with national at the expected level (71%:75%) but greater than national at greater depth (32%: 26%). Pupil premium did not perform as well at the expected level, however were in line with national overall at greater depth (20%). Within KS1 there were 25 pupil premium and out of that 11 children are also on the SEN register.</p>	<p>Continue with the in house intervention for phonics- highly effective. Continue to purchase specific resources out of pupil premium for parents- they were able to support the children effectively with these. Continue with the deputy providing specific intervention from Christmas on to support a core group of pupils. When felt appropriate continue with the one to one as some children benefitted from some outside work</p>	<p>One to one tuition cost: £4,247 Intervention resources: CGP- £1164.75</p>
<p>To improve oral and communication across the school but predominantly in the early years so it has a positive influence on the development of literacy in subsequent years</p>	<p>1-1 speech and language intervention with a TA</p> <p>1 morning a week the school has a speech and language therapist who works with particular children and supports the TA's on the delivery of particular intervention programmes</p>	<p>In reception 97.2% achieved expected and above in CLD. In nursery listening and attention 41.75% 52.8% understanding and 36.1% speaking. Pre-school 65.2% for each area.</p>	<p>Need to continue with the speech therapist as this has significantly impacted on key children. It is also important to continue paying trained Elkan to come out of class for some specific children; however as we now have an Elkan trained member of staff in each of the EYFS areas, their skills need to be used by the teachers within that setting also.</p> <p>Although there have been lots of positives more work needs to be focused on the nursery children coming up to reception. Link with EYFS consultant to continue to develop talk boost. Issues in nursery with teaching but now needs addressing so gaps can be closed.</p>	<p>S + L: £2,910  Anna- Elkan TA: £21,417.68</p>

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To diminish the gap between pupil premium and non- pupil premium from year 1 to year 6 in all subject areas	Class teachers decide on a group of pupil premium children to work with specific to their class and subject area required. 1 session a week with a maximum of 6 children	Non pupil premium on the whole still outperform the pupil premium children and it is difficult to diminish the gap depending on the cohort of children and the make-up of the class as a whole- target overall too ambitious and vague.	It was difficult to just work with pupil premium as some of them crossed over other groups- e.g SEN making it more difficult for the teacher. Teachers have said that they would prefer to select which children they work with for intervention but they understand the accountability within progress meetings.	
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b>	<b>Cost</b>
Increase attendance rates for pupil premium children and across the school	<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>	<p>2017-2018- attendance for pupils eligible for PP was 94.37%- 4.69% was authorised due to a lot of appointments for specific children. This compares against 96.15% for non-pupil premium.</p> <p>We have seen a huge improvement in attendance with specific families due to the intervention carried out. 31 pupil achieved 100% attendance and 8 of them were pupil premium.</p>	<p>Need to continue with EWO, but reduce the number of days to support the overall school budget. The head teacher has started to have more pre meetings with parents where there is an issue of absence and this has had a positive impact. Discussed with the governors about revising the attendance policy in relation to term time holidays after the Isle of White case has settled.</p> <p>Continue with free breakfast places for specific children.</p>	<p>EWO- £2,300</p> <p>Attendance prizes: £500 +badges</p>

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<p>To support the emotional well-being of particular pupils to ensure that they achieve academically.</p>	<p>Psychotherapy for particular children</p> <p>Pastoral support/counselling</p> <p>SCIP support</p> <p>Longford park support</p>	<p>Work carried out with individuals has been effective- individual impacts recoded but are confidential- kept by particular members of staff.</p>	<p>We need to do some more training for staff within school to help identify children a little earlier. We also need to implement more ways to measure the impact more effectively.</p> <p>All of these things are important to continue to support overall mental health within the school and specific issues that vulnerable children have and cannot be completed by a class teacher.</p>	<p>Psychotherapy for particular children: £4,756</p> <p>Pastoral support/counselling: £23,546.92</p> <p>SCIP support: £5,606</p> <p>Longford park support: £5,151</p>
<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.</p> <p>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.</p> <p>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</p> <p>To heavily subsidise the year 6 residential trip so that all pupils can attend</p> <p>To purchase swimming so that all children in year 4 have swimming for the whole year and for an hour a week.</p> <p>All children within the school will continue to benefit from drama, musical theatre and street dance</p>	<p>The subsidy ensured that all year 6 children attended the residential.</p> <p>Providing the children with an hours swimming lesson a week for a whole year really benefitted the group as 90% of the children were non-swimmers when they started. 46 out of 57 can now swim 25m- 81%</p> <p>Providing the children with an opportunity to learn an instrument is crucial for these children as many would not otherwise get the opportunity- whilst it is hard to measure the impact, we believe that it supports mental health and some children have gone on to have peripatetic music lessons from it.</p> <p>Recent pupil surveys have highlighted how much they get from school trips- it was one of the things that they highlighted as being significant to help their learning.</p> <p>Trips also supports other learning in our school due to the limited experience that many children have which ultimately supports writing and reading etc...</p>	<p>The children really need to have an hours swimming lesson- the extra part may need to be subsidised from sports premium.</p> <p>Continue with music where possible but perhaps reduce the length of time due to projected budget constraints.</p> <p>We need to continue to have money available for children who cannot afford to pay for trips and so that we can subsidise them to make them affordable so that we can continue to enhance our curriculum in such a way.</p> <p>Although musical theatre and dance has been a huge positive influence on the children, we may need to reduce the amount of time they do it due to budget constraints.</p>	<p>Enhancements: Rebecca: 16,727</p> <p>Music: £2,847</p>

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### 1. Additional detail

Other things that pupil premium funding was used for:

Behaviour rewards: £500

EAL support: £3,750

Mr Thomas (supporting behaviour): £3,757

Mrs Tarbuck (extra 1-1 support): £2,582

Educational psychology: £10,800

Gym: £5,500

G-force: £2,900

Stretch and grow: £2,640

Boxing: 3,340

Steve: £3,560

Tennis: £208

Becky- LAC- £415

Various other supplements PP- £8,368.59- This includes prizes, subsidies of trips, intervention resources

Overall expenditure: £189,224.05- exceeded our initial amount- from the previous years carry forward.