



Pupil premium strategy / self-evaluation – 2018/2019



1. Summary information					
School	Broad Oak Community Primary School				
Academic Year	2018/19	Total PP budget (PP + Post LAC)	£402, 820	Date of most recent PP Review	28.9.18
Total number of pupils	603	Number of pupils eligible for PP	299	Date for next internal review of this strategy	31.01.19

2. Current attainment (End of KS data 2017/2018)			
	Pupils eligible for PP (school)	Pupils not eligible for PP	
		School	National
% achieving GLD at the end of EYFS	47	65	73 (2017)
% achieving expected standard or above in reading, writing & maths (KS1)	60	59	N/A
% achieving expected standard or above in reading, writing & maths (KS2)	57	79	64 (2017)
Progress score in reading (KS2)	-0.1	-0.2	0.2 (2017)
Progress score in writing (KS2)	-0.6	-0.3	0.1 (2017)
Progress score in mathematics (KS2)	-1.0	-1.5	0.2 (2017)

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school</i>)	
A.	Speech and language difficulties/delay
B.	Limited levels of vocabulary lead to an attainment gap in reading and writing
C.	Gaps in basic mathematical skills hinder progress in maths
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
D.	Poor attendance/punctuality
E.	Challenging economic and social circumstances leading to emotional health or behavioural issues
F.	Lack of opportunities to experience cultural development leading to low aspirations/motivation

4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)	Success criteria
More children achieve a good level of development at the end of EYFS, ensuring they are ready to access the national curriculum in a similar way to their peers nationally.	More children achieve a good level of development at the end of EYFS. The attainment gap between PP and Non PP reduces from 18% (2017-2018)
More children are working at age related expectations in all areas in Years 1 to 5 ensuring the gaps between themselves and their peers nationally are closing.	More children are working at age related expectations and the attainment gap between PPG and non PPG children reduces.
PPG children attend school regularly and punctually.	The % attendance and punctuality of PPG children continues to improve
Significant behaviours for individual PPG children caused by emotional/environmental factors are reduced and do not impact on learning	The number of behaviour logs for target groups of children reduces

5. Review of expenditure – Previous Academic Year		
Desired Outcomes	Success Criteria	Impact
Increased PPG pupil attendance and punctuality	Decrease in lates and increased attendance % for target pupils	The number of children with 3%+ late marks over the academic year reduced by 7 despite a larger school population. The % attendance for FSM children increased by 0.7%. The % attendance for children attending breakfast club was higher than the rate of others. However, overall attendance rates are still lower than those of others in school and nationally so this remains a priority area.
Improved % of PPG children achieving a good level of development at the end of EYFS	GLD increases from 2016-2017 for PPG children	The % of PPG attaining GLD improved by 6% from previous year. However, this remains below the % of others in school and nationally so remains a priority area.
The number of children achieving age related expectations in all core areas increases in all yr groups	The % of children achieving ARE in RWM combined increases in all year groups	The whole school % of children working at age related expectations (combined) increased. The largest increase was seen in reading. Attainment at the end of EYFS (GLD) was improved, RWM combined at the end of KS1 was also improved. In KS2, the % of children attaining ARE combined was considerably improved. However, results were still below national in all areas therefore this continues to be a priority for 2018/19.
The health needs of children are fully met leading to increased attainment/attendance		
Children's social and emotional needs are met therefore removing barriers to learning, leading to improved attainment		
Children experience a range of cultural opportunities leading to increased motivation, extended vocabulary and raised aspirations. This will support improved attendance and attainment.		

6. Planned expenditure 2018/2019

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	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 ensure quality first teaching is delivered by all EYFS practitioners. This will be supported by interventions to all pupils with a focus on speaking, reading, writing and maths. Implement a high staffing ratio to ensure individual needs are met.	Increased outcomes for PPG pupils within EYFS related to % of children achieving a good level of development.	Although improving, Broad Oak GLD for all children was 58%, below national and LA average. For PP children it was 47% considerably below non PP children at 65% this is again below LA and national average. EEF research shows evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families.	Monitoring in line with EYFS Manager role and OTrack assessment Termly lesson observations Regular moderation of learning journeys	EYFS Lead 1 x additional learning assistant in EYFS to facilitate key worker groups £14,570	Termly
Provide additional classroom support and training to enable staff to give effective feedback and, from this, deliver English and Maths interventions/pre-teach sessions across KS1 and KS2. These sessions will run in smaller groups to promote individualised learning.	Increased progress and attainment for PPG children in both KS1 and KS2. This is reflected in improved progress and attainment figures in RWM combined at the end of each key stage.	Previous school and Local Authority Data which shows a continuing need to raise attainment for PPG pupils Data shows that accelerated progress is needed for some groups of pupils within classes to meet ARE. EEF research shows that feedback and self-regulation are high impact strategies – this can be promoted and embedded in classrooms with additional staff and training.	Monitor through half termly tracking and assessment through Otrack Termly tracking data, monitoring of groups Pupil Progress meetings will identify target children	SLT Phase leaders 1 LSA3 per year group plus one additional in UKS2 £17,500 x 7 £122,500	Termly

Provide additional teachers for year groups with a PAN or pupil number of 70/75 and for Y6 to provide booster classes. Yr 4 and 6 to be taught across three classes. Y2 and Y5 will have additional adult support. Teachers plan and facilitate learning opportunities to accelerate progress using the additional teacher/support time.	Increased progress for PPG children in Y2, Y4, 5 and 6.	By July 2017, the number of children achieving age related expectations improves in Y1, Y3, Y5, Y6 from their Autumn baseline.	Monitor through half termly tracking and assessment through Otrack Pupil Progress meetings	Phase Leaders 4 x teacher salaries (average MPS3) £25, 800 x 4 £103, 200	
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Total budgeted cost

£240, 270

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Provide a 'computer hub' for each year group (Y1-Y6) to enable target groups of PPG to access specific software, applications and interventions to address key skills gaps in reading, writing and maths. Engage with Hi-Impact media to offer training and support on digital technology.	Increased progress and attainment for PPG children at the end of each key stage as a result of key skills development. Staff are trained to research, choose and utilise digital technology effectively to accelerate progress.	The use of digital technology to supplement quality first teaching is highlighted by EEF to have a positive effect on learning. Chosen programs are researched first to ensure there is a solid evidence base for progress.		Phase Leaders Laptop trolley & 6 laptops £3348.30 6 sets of the above £20,089 Hi-Impact Media SLA £4995 £25084.80	
Provide the First Newspaper to target PP children in Y5 and Y6 along with facilitated discussion time to improve comprehension and vocabulary	Reading attainment increases for all children in upper KS2.	This strategy was used successfully to raise attainment in reading in 2017-2018 with improved outcomes at the end of KS2 (above national). Comprehension and vocabulary understanding continue to be barriers to attainment.	Pupil progress meetings	English lead Phase leaders First news package including papers to take home for 50 target children £1508	

<p>Engage the services of an educational psychologist in addition to the standard hours provided by the LA.</p>	<p>PP children with additional needs will have appropriate support in place as advised by educational psychologist or Learning Support Service, removing barriers to learning leading to improved progress.</p>	<p>There are a number of PP children in school who have been referred to the paediatric service or other health professionals but have been discharged for non-attendance. This leads to a lack of advice/support for both school and parents on how to manage behaviours and need in order to raise attainment.</p>	<p>Engage with EP quality assured by the LA or through the LA traded services agreement (April 2017). Termly planning meetings with other professionals will assist in correctly identifying relevant children.</p>	<p>SENCo <i>LSS x 5 visits @ £90= £450</i> <i>EP 8 days @ £420 per day =£37800</i> £4230</p>	
<p>Ensure children and families receive appropriate support to remove barriers for learning including that from an education welfare officer as well as a school pastoral team.</p>	<p>Pastoral and attendance support is provided to children and families in receipt of PP by a pastoral team resulting in improved attendance and attainment. LAC have appropriate provision in place, PEPs are quality assured as at least good. A proportion of EWS time is dedicated to PPG pupils. Positive behaviour is a strength of school.</p>	<p>Many children eligible for PP at Broad Oak have barriers to learning involving social and economic issues in the family. These barriers can present in challenging behaviours at times. Addressing these issues through family support has had a proven effect in raising attendance and achievement and can be shown in case studies.</p>	<p>Regular supervision by appropriate, independent professionals provided for all pastoral staff. Progress of children identified as vulnerable and in receipt of support tracked through PPMs. PEPs and provision for CLA quality assured by Virtual HT.</p>	<p>Pastoral Manager Family Support Worker Pastoral Admin Pastoral Support (LSA3) <i>£65,679</i> supervision <i>£1000</i> EWS service <i>£7900</i> £74, 579</p>	
<p>Engage the services of a counsellor for 2 days per week to provide counselling either as a series of sessions or crisis response.</p>	<p>Counselling (pre-planned and crisis response) is provided to PP children and families to remove barriers to learning. SDQs are completed for targeted children and will show improvement after counselling</p>	<p>A significant number of children eligible for PP at Broad Oak are identified as having emotional health or social issues that are a barrier to learning. These include attachment disorder, loss, young carer responsibilities, selective mutism and diagnosed conditions e.g. ODD or ADHD. Access to play therapy or counselling has shown to support these children to achieve more.</p>	<p>SDQs completed before and after therapy.</p>	<p>Child in Mind therapy services Pastoral Manager £18, 360 (including resources and supervision)</p>	

Provide a breakfast club, each day, free of charge to improve attendance and punctuality for target PP children and to remove barriers to learning at the start of the day for other vulnerable PP children.	Target children in receipt of PP improve their attendance to be at least in line with national average for PP children (as a group) by attending a free breakfast club. All children, regardless of attendance at club, can have breakfast if they wish via breakfast station	The number of PA children eligible for PP is increasing. The percentage attendance for PP children at Broad Oak is below that of other children at the school. Family support work has identified that mornings are a difficult time of the day for some family in receipt of PP, especially those with multiple children in the school.	Breakfast club will meet relevant requirements in terms of staffing ratios and health and safety. Termly attendance monitoring to governors will include data for those attending breakfast club.	Pastoral Team 6 x LSA for 1 hour per day £16, 664	
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Total budgeted cost £140, 425

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Subsidise school trips and visiting professionals for each year group.	Children develop their vocabulary through different experiences including visits, visitors and a pantomime. Aspirations are raised through different experiences. Engagement and motivation improve leading to increased attendance.	Children's speaking and listening attainment is hindered by a lack of experiences to draw upon and limited vocabulary.	Planned visits and visitors are linked closely to the curriculum and include opportunities for speaking, listening, reading and writing development. Pupil voice and work scrutiny termly will evidence the impact of the activities.	All staff <i>£1500 per yr group x 8</i> <i>£1200 panto</i> <i>£1000 specialist visitors – authors etc</i> £14200	

Provide opportunities for Y4 and Y5 PP children to work with specialist tutors from the music service	PP children have the opportunity to learn to play an instrument through small group and class tuition increasing engagement and motivation leading to improved attendance and attainment.	Children able to access different opportunities will benefit from raised self-esteem and increased motivation. Previous work with the music service has seen children accessing music lessons and performing to others have improved attendance.	Lesson observations Pupil voice Data analysis	Middle Leader £10,000	
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Total budgeted cost £24, 200

7. Additional detail

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