



## Bromesberrow St Mary's Church of England Primary School and Preschool

### Pupil Premium Funding

#### Action Plan 2017-18

Cohort 2017-2018: **9 children PP( 15%) - 4 FSM (10%)** Non FSM: (64%) (figures based on September 2017)

Funding total based on last year's figures : £11, 880

Early Years Pupil Premium EYPP: £286.20

*This plan has been drawn up taking into account the research from the Education Endowment Foundation, staff, governors, parents and children.*

*The overall aims of the plan are to*

- o Raise the in-school attainment of both disadvantaged pupils and their peers*
- o Ensure that all children, regardless of socio-economic factors have access to the same educational opportunities.*

1. Summary information					
<b>School</b>	Bromesberrow St. Mary's C of E Primary School				
<b>Academic Year</b>	2017-18	<b>Total PP budget inc. EYPP</b>	£12,166.20	<b>Date of most recent PP Review</b>	NA
<b>Total number of pupils</b>	61	<b>Number of pupils eligible for PP</b>	9 + 1 EYPP	<b>Date for next internal review of this strategy</b>	Jan 18

## 2. Current attainment

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving the National Standard or above in reading, writing &amp; maths (or equivalent)</b>	KS1: Not eligible KS2: Not eligible Whole School: 6/9 (67%)	
<b>% making good progress measure in reading (or equivalent)</b>	KS1: Not eligible KS2: Not eligible Whole School: 8/9 (89%)	tbc
<b>% making good progress measure in writing (or equivalent)</b>	KS1: Not eligible KS2: Not eligible Whole School: 8/9 (89%)	tbc
<b>% making good progress measure in maths (or equivalent)</b>	KS1: Not eligible KS2: Not eligible Whole School: 8/9 (89%)	tbc

## 3. Barriers to future attainment (for pupils eligible for PP)

<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Speech and Language delay causing barriers to learning in the Early Years and Ks1
<b>B.</b>	Attitude to learning and self-esteem causing barriers to children's achievement.

<b>C.</b>	Poor spelling, handwriting and vocabulary skills impeding success in writing.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Travelling lifestyles leading to extended periods of absence from school, which leads to children falling behind and not making expected progress	
<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	Improve oral language skills and comprehension in the early years and KS1 for eligible PP children	Children to meet age related expectations
<b>B.</b>	Raise children's self-esteem, in turn leading to an improved attitude and readiness to learn	90-100% of PP to make good progress
<b>C.</b>	Improved outcomes in writing	90-100% of PP to make good progress
<b>D.</b>	Increased attendance rates for pupils eligible for PP	Reduce the number of persistent absentees

**5. Planned expenditure**

**Academic year**

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	Staff lead	Impact
<p>Improve oral language skills and comprehension in the early years and KS1 for eligible PP children</p>	<p>Use of TalkBoost <a href="http://www.ican.org.uk/talkboost">http://www.ican.org.uk/talkboost</a> and SALT strategies (last year's training.) Need to have refresher training</p> <p>Further Speech and Language targeted training for new Early Years staff.</p> <p>Staff to be trained in Precision teaching intervention strategy.</p>	<p>Accredited by Early Talk and Primary Talk and supported by SALT NHS services. Strong case studies in schools to show impact on oral language improvement, behaviour, listening skills and attention.</p>   <p>EEF/Sutton Trust Toolkit Evidence  <i>'Overall, the evidence suggests that early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low income families.'</i></p>	<p>Monitoring, observation and feedback, coordinated by the SENCO.</p>	<p>SENCO</p>	<p><b>Change after review:</b> Children assessed against Talkboost criteria and did not hit the specific threshold level.</p> <p>Further assessment identified that children's speaking and listening was being inhibited by confidence barriers, and needed more in depth speech and language at a one to one level.</p> <p><b>Action:</b> HLTA input in Zippy's and Apple's Friends training and resources.</p> <p><b>Impact:</b> By July confidence and resilience levels observed and children who were below expectation in speaking and listening (which was impacting on literacy skills)</p> <p><b>Action:</b> Speech and Language one to one sessions, leading on from SALT support.</p> <p><b>Impact:</b> More parents engaged with external speech and language therapy.</p>

Improve comprehension skills with year 1 and 2	<p>Targeted support for pupils, small group and 1:1 work based on need.</p> <p>Use of more formalised comprehension texts.</p> <p>Use of film and pictures to aid comprehension</p>	<p>End of Key stage results and phonics screening check results show the children below national expected standards for reading and phonics.</p> <p>Increased proportion of ks1 children working at age related expectations in reading.</p>	<p>Monitoring of phonics teaching and progress in Class 1 and 2</p> <p>Interventions in Class 2 for those children who have not yet achieved a pass for phonics screening test.</p>	Head and Literacy Lead	<p>Impact of the TA targeted intervention groups (who had training to support delivery):</p> <p>100% of children eligible for PP funding passed the phonics screening check.</p> <p>100% were working at age related expectation in reading. This is significantly above school figures from the year previously and above national average.</p>
<b>Total budgeted cost</b>					£2,000
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

<p>Raise children's self-esteem, in turn leading to an improved attitude and readiness to learn.</p>	<p>Use of Zippy's Friends Groups in Ks1 and Apple's Friends in KS2.</p> <p>Use of collaborative learning</p> <p>To offer reflexology to all vulnerable groups. Research and practice has shown a marked improvement in attitude and readiness to learn with the use of reflexology.</p>	<p>Feedback to pupils and metacognition and self-regulation (EEF Toolkit)</p>	<p>Monitoring and observation, focusing on children's attitudes and aspirations. Sources of evidence: Pupil Voice, Book Looks, Learning Walks, Progress Data and Lesson Observations</p> <p>Silkie Weeks Reflexologist</p>	<p>Head</p>	<p>Impact of Zippy's and Apple's Friends can be seen in child voice, where they are more confidence identify and manage feelings and emotions. This has led to increased resilience in class, alongside our 3B4Me and growth mindset philosophy.</p> <p>Reflexology was reviewed in November 2017, and yoga training was put in place. This was to support children to manage anxiety and as a school we have seen a strong impact on children's mental wellbeing, and in turn they have been more ready and able to learn.</p>
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Improved outcomes in writing linked to raising standards in phonics	<p>1 to 1 and group work.</p> <p>CPD using Literacy Shed Plus materials and new spelling scheme.</p> <p>Specific Interventions: Rapid Writing Precision Teaching Apples and Pears.</p> <p>Mark making opportunities extended in the early years.</p>	<p>Individual tuition and Mastery Learning (EEF Toolkit)</p> <p>Group tuition (EEF Toolkit)</p>	<p>Regularly reviewing data and outcomes, aiming for:</p> <p>90% of PP children to have made good progress measure in writing across the school.</p> <p>60 % of PP children to have attained in line with their peers</p> <p>100% of PP children achieve writing ELG</p>	Head and English Lead	<p>After review: School bought into the additional support of a high quality teacher to have a strong impact on outcomes. Also invested in a new SENCO.</p> <p>1 to 1 and group work impact across the school (PP and non PP):</p> <p>100% of children passed the phonics screening check 78% KS1 Writing 70% KS2 Writing</p> <p>PP Children: 6/9 (67%) across the school in writing attainment and 8/9 (89%) made good progress measure. 100% of PP children achieved GLD</p>
<b>Total budgeted cost</b>					£8,500
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

<p>To increase attendance for all travelling children.</p>	<p>Work with families to increase awareness of the importance of good attendance and the impact of poor attendance on achievement.</p>	<p>EEF Toolkit shows 3 months can be gained through <i>parental involvement</i>.</p> <p>'Research shows that in primary schools less than 65% of poor attenders get good results in Maths and English in schools with an average of 15 days absence compared to around 90% in schools where the average is less than 8 days. Many parents are surprised how quickly their children accumulate 15 days absence'</p> <p><a href="http://www.gloucestershire.gov.uk/CHttpHandler.ashx?id=56832&amp;p=0">http://www.gloucestershire.gov.uk/CHttpHandler.ashx?id=56832&amp;p=0</a></p>	<p>Outcomes for travelling families eligible for PP to have improved due to better attendance or engagement with work outside of school.</p>	<p>Head</p>	<p>Travelling attendance increased from the previous year from 67.6% to 88.2%. Significant improvement showing impact of whole school attendance strategy.</p>
<p>Support for vulnerable families to access trips and opportunities.</p>	<p>Support given for: Transport, trip costs, extracurricular activities and experiences</p>	<p>To ensure all children have equal opportunities in education, regardless of socio economic factors.</p>	<p>Evidence that all families feel supported and that all children have access to the same opportunities</p>	<p>Head and SBM</p>	<p>All children able to access the same opportunities and able to participate on an equal level to their peers. PP children have strong aspirations and an appreciation of what the world has to offer. Pupil voice and their attitude to learning evidences this.</p>
<p><b>Total budgeted cost</b></p>					<p><b>£2,200</b></p>