

Broadwood Primary School Pupil premium strategy statement 2017/2018

PROPOSED PUPIL PREMIUM GRANT EXPENDITURE ACADEMIC YEAR 2017 /2018 (Although the school budget year is April 17 to March 18 the report is based on the projected spend based on numbers of pupils entitled to the pupil premium grant)

SPENDING 2017/2018	AMOUNT	SPENDING 2016/2017	AMOUNT
COSTS (Barriers /Specific Outcomes)		COSTS (Barriers /Specific Outcomes)	
2 Additional teachers (to enable not having mixed year group classes, increasing KS2 classes from 6 to 8)	£75,858.18		
Teacher Unqualified x 0.7 – (1 additional morning group JB, GS 1 morning to support LSA intervention)	£26,550.36	Teacher Unqualified x 1.5 – (A, B, D)	£48 979.35
Parent Support Advisor – (attendance, parent support, toddler group etc.)	£19,962	Parent Support Advisor – (A)	£19 099
Learning Support Assistants (50% of LSA budget pupil premium, 50% SEN, breakfast club)	£50,832	Learning Support Assistants (A, B, C, D)	£87 747.15
Weekly counselling slots x 4 (Targeted at children entitled to pupil premium)	£3,750	Weekly counselling slots x 4 (C)	£4 000
Using minibus to subsidise trips to make affordable	£6,000	Addition Educational Psychologist time (A, B, D, E)	£8 600
Additional CPD	£5,750	Using minibus to subsidise trips to make affordable (B)	£6 000
Additional resources (Power Teaching and Learning e.g. Phonics, Books)	£3,000	Additional CPD (A, B)	£2000
		Afternoon wellbeing support (C)	£6 794.50
Total	£191,170.54	Additional resources (A, B)	£3000
		Breakfast club /minibus /staffing (E)	£6 000
		Additional teacher support KS1 (A, C)	£3000
		Subsidy for Y5 residential (B)	£500
		Total	£192,720

Barriers to future attainment for pupils eligible for PP Academic Year 2017 /2018	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Speech and language delay which impacts on reading and writing.
B.	Limited experience upon which to draw to help understanding.
C.	Emotional well-being and resilience.
D.	Gap between pupils entitled to pupil premium to national levels of attainment
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
E.	Attendance, health needs and parental engagement.

Desired outcomes <i>Academic Year 2017 /2018</i>		Success criteria
A.	Improved speech and language development which will accelerate progress in reading and writing, through Power Teaching and Learning, Language Foundations, Steps to Success, Power Literacy and Power Maths.	Closing of the gap to national in the % of pupils eligible for PP in EYs and KS1 in reading and writing.
B.	Increased opportunities for PP children to visit a range of arts, science, technology, historical and outdoor venues to improve their first hand experiences so their aspirations can be raised, their language and vocabulary improved and their understanding of their future potential and place in the workplace.	Increase the % of pupils eligible for PP in all year groups meeting the national standard. Raise aspirations so that pupils have an idea of how they might achieve in the workplace.
C.	Ensure children have their emotional and resilience needs met so they can make accelerated progress and achieve academically.	Increase the % of pupils eligible for PP in all year groups meeting the national standard.
D.	Implement Power Teaching and Learning, Language Foundations, Steps to Success, Power Literacy and Power Maths (Proven teaching methods which have resulted in complete closing of gaps to national in our partner school, Grange Park Primary	Significantly closing of the gap to national in all year groups, with gaps becoming progressively smaller as children move through the school when smoothed for cohorts and over time.
E.	Increase attendance, improve health and parental engagement.	Increased attendance and reduction in % of children who are overweight in reception and Y6 checks. Reduction in PA% for pupils entitled to PP to below national.

Planned expenditure 2017 /2018

The headings below demonstrate how we are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole

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?
Improved learning behaviours, speaking and listening	Implement Power Teaching and Learning	The Power Teaching approach has been shown to dramatically improve outcomes in schools who have adopted it.	School Improvement Plan monitoring School Improvement monitoring calendar to support improvement. Link governor visits. Data monitoring.	English and Maths Leaders	At the end of each block of learning.
Improved outcomes in EYFS	Implement Language Foundations	The Language Foundations approach has shown improved outcomes in schools who have adopted it.	School Improvement Plan monitoring School Improvement monitoring calendar to support improvement. Link governor visits. Data monitoring.	EYFS Leader	At the end of each block of learning.
Improved early literacy skills	Implement Steps to Success with smaller groups. Pupil premium children prioritised by reading team.	The Steps to Success approach has shown improved outcomes in schools who have adopted it.	School Improvement Plan monitoring School Improvement monitoring calendar to support improvement. Link governor visits. Data monitoring.	English Leader, KS1 Leader	At the end of each block of learning.
Improved maths outcomes with gap closing	Implement Power Maths with smaller groups. Maths interventions for PP children in afternoon.	The Power maths approach has shown improved outcomes in schools who have adopted it.	School Improvement Plan monitoring School Improvement monitoring calendar to support improvement. Link governor visits. Data monitoring.	Maths Leader	At the end of each block of learning.
Improved reading and writing outcomes with gap	Implement Power Literacy with smaller groups Reading team to be established to close	The Power Literacy approach has shown improved outcomes in schools who have adopted it.	School Improvement Plan monitoring School Improvement monitoring calendar to support improvement. Link governor visits. Data monitoring.	English Leader Y3/4 Phase Leader	At the end of each block of learning.

closing.	the gap. Catch Up reading intervention for pupil premium children significantly behind in reading PM.				
Improved emotional resilience	Additional groups to ran in afternoon to support emotional resilience	Research shows that children who are not emotionally ready to learn are not able to lay down memories at a neurological level.	School Improvement Plan monitoring School Improvement monitoring calendar to support improvement. Link governor visits. Data monitoring.	SENCO	At the end of each block of learning.
Summary information					
School	Broadwood Primary School				
Academic Year	2017/18	Total PP budget	£191,170.54	Date of most recent PP Review	September 2017
Total number of pupils		Number of pupils eligible for PP	143 Y1 to Y6 Sept 2017	Date for next internal review of this strategy.	November 2017

Evaluation of expenditure 2016 /2017

Core EYFS = with us for all of EYFS, Core Y1 = with us for all of Y1, Core KS1 = with us from the beginning of Y1, KS2 stable population

	Broadwood 2017 2016 in red Pupils entitled to pupil premium grant KS1 2013 2B+ in blue			Broadwood 2017 2016 in red Pupils not entitled to pupil premium grant KS1 2013 2B+ in blue		
Core EYFS Good Level of Development Broadwood (National 2016 70%)	50%	69%		65%	71%	
Core Y1 Reaching Phonic Standard Broadwood (National 2016 81%)	73%	94%		90%	76%	
Achieved Good Level of Development 2015	42%			56%		
KS1 Expected Standard Core Reading (Nat 2016 74%)	74%	60%		72%	63%	
KS1 Expected Standard Core Writing (Nat 2016 65%)	58%	60%		61%	63%	
KS1 Expected Standard Core Maths (Nat 2016 73%)	68%	65%		67%	63%	
KS2 Expected Standard Reading (Nat 71%)	65%	56%	33%	77%	64%	82%
KS2 Expected Standard Writing (Nat 76%)	53%	67%	79%	77%	79%	91%
KS2 Expected Standard Maths (Nat 75%)	65%	61%	50%	77%	71%	82%
KS2 Expected Standard Combined Rd, Wr, Ma (Nat 61%)	50%	25%		57%	64%	

All Pupils % working at expectation or above end 2015 /2016 and end 2016 /2017 (Includes highly mobile population)

2016 2017		Reading		Writing		Maths	
		Su2 15-16	Su2 16-17	Su2 15-16	Su2 16-17	Su2 15-16	Su2 16-17
Year 1 53	PP 22	14 (63.6%)	11 (50.0%)	14 (63.6%)	12 (54.5%)	14 (63.6%)	11 (50.0%)
	NPP 31	20 (64.5%)	20 (64.5%)	20 (64.5%)	21 (67.7%)	20 (64.5%)	21 (67.7%)
	Gap	-0.9	-14.5%	-0.9	-13.2%	-0.9	-17.7%
Year 2 37	PP 19	12 (63.2%)	14 (74%)	9 (47.4%)	11 (58%)	12 (63.2%)	13 (68%)
	NPP 18	11 (61.1%)	13 (72%)	10 (55.6%)	11 (61%)	14 (77.8%)	12 (67%)
	Gap	2.1	2%	-8.2	-3%	-14.6	1%
Year 3 39	PP 21	14 (66.7%)	12 (57.1%)	13 (61.9%)	10 (47.6%)	13 (61.9%)	13 (61.9%)
	NPP 18	12 (66.7%)	11 (61.1%)	12 (66.7%)	10 (55.6%)	12 (66.7%)	10 (55.6%)
	Gap	0	-4%	-4.8	-8%	-4.8	6.3
Year 4 45	PP 26	12 (46.2%)	16 (61.5%)	5 (19.2%)	17 (65.4%)	9 (34.6%)	14 (53.8%)
	NPP 19	8 (42.1%)	11 (57.9%)	7 (36.8%)	10 (52.6%)	6 (31.6%)	10 (52.6%)
	Gap	4.1	3.6	-17.6	12.8	3	1.2
Year 5 45	PP 31	9 (29.0%)	13 (41.9%)	7 (22.6%)	12 (38.7%)	11 (35.5%)	17 (54.8%)
	NPP 14	10 (71.4%)	8 (57.1%)	8 (57.1%)	8 (57.1%)	9 (64.3%)	9 (64.3%)
	Gap	-42.5	-15.2	-34.5	-18.4	-28.8	-9.5
Year 6 32	PP 18	9 (50.0%)	10 (55.6%)	8 (44.4%)	12 (67%)	11 (61.1%)	11 (61.1%)
	NPP 14	9 (64.3%)	9 (64.3%)	8 (57.1%)	11 (79%)	8 (57.1%)	10 (71.4%)
	Gap	-14.3	-8.7	-12.7	-12	-4	-10.3

	Gap increased over 2016 2017		Gap similar or reduced over 2016 /2017
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The above table is compounded by high mobility and therefore complex to interpret. In evaluating school performance in relation to the PP grant it is better to consider the table below which represents a more stable population.

Core Pupils (At Broadwood at least 2 years) % working at expectation or above end 2015 /2016 and end 2016 /2017

2016 2017		Reading		Writing		Maths	
		Su2 15-16	Su2 16-17	Su2 15-16	Su2 16-17	Su2 15-16	Su2 16-17
Year 1 28	PP 11	8 (73%)	6 (55%)	9 (82%)	7 (64%)	9 (82%)	6 (55%)
	NPP 17	14 (82%)	11 (65%)	14 (82%)	12 (71%)	14 (82%)	13 (77%)
	Gap	-9%	-10%	0%	-7%	0%	-22%
Year 2 36	PP 19	12 (63%)	14 (74%)	9 (47%)	11 (58%)	12 (63%)	13 (68%)
	NPP 17	11 (65%)	13 (77%)	10 (59%)	11 (65%)	14 (82%)	12 (71%)
	Gap	-2%	-3%	-12%	-7%	-19%	-3%
Year 3 27	PP 14	11 (79%)	9 (64%)	11 (79%)	8 (57%)	11 (79%)	10 (71%)
	NPP 13	9 (69%)	7 (54%)	9 (69%)	8 (62%)	8 (62%)	7 (54%)
	Gap	+10%	+8%	+10%	-5%	+17%	+17%
Year 4 32	PP 20	11 (55%)	14 (70%)	5 (25%)	15 (75%)	9 (45%)	13 (65%)
	NPP 12	7 (58%)	7 (58%)	6 (50%)	8 (67%)	5 (42%)	8 (67%)
	Gap	-3%	+12%	-25%	+8%	+3%	-2%
Year 5 28	PP 16	6 (38%)	8 (50%)	5 (31%)	9 (56%)	7 (44%)	10 (63%)
	NPP 12	8 (67%)	7 (58%)	6 (50%)	7 (58%)	7 (58%)	7 (58%)
	Gap	-29%	-8%	-19%	-2%	-14%	+5%
Year 6 30	PP 16	8 (50%)	9 (56%)	7 (44%)	11 (69%)	10 (63%)	10 (63%)
	NPP 14	9 (64%)	9 (64%)	8 (57%)	11 (79%)	8 (57%)	10 (71%)
	Gap	-14%	-8%	-13%	-19%	+6%	-8%
All Year Groups	PP 96	56 (58%)	60 (63%)	46 (60%)	61 (64%)	58 (60%)	62 (65%)
	NPP 85	58 (68%)	54 (64%)	53 (62%)	57 (67%)	56 (66%)	57 (67%)
	Gap	-10%	-1%	-2%	-3%	-6%	-2%

	Gap increased over 2016 2017		Gap similar or reduced over 2016 /2017
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Although there were significant differences between year groups, when the whole school population is considered, there was an increase in the number of children entitled to the PP at age related expectations from the end of 2015 /2016 to the end of 2016 /2017 (reading +4, writing +15, maths +4). This suggests some closing of gaps to national but that much more work still needs to be done to close the gaps overall. The new Power Teaching and Learning approach has been introduced for 2017 /2018 as a strategy to close these gaps.

Summary of performance of pupils entitled to the pupil premium grant 2016 /2017

Identified barriers to future attainment for pupils eligible for PP Academic Year 2016 /2017	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Speech and language delay which impacts on reading and writing.
B.	Limited experience upon which to draw to help understanding.
C.	Emotional well-being and resilience.
D.	Gap between pupils entitled to pupil premium to national levels of attainment
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
E.	Attendance, health needs and parental engagement.

Identified desired outcomes 2016 /2017		Success criteria
A.	Improved speech and language development which will accelerate progress in reading and writing.	Increase the % of pupils eligible for PP in EYs and KS1 meeting the national standard.
B.	Increased opportunities for PP children to visit places.	Increase the % of pupils eligible for PP in all year groups meeting the national standard.
C.	Ensure children have their emotional and resilience needs met so they can make accelerated progress and achieve academically.	Increase the % of pupils eligible for PP in all year groups meeting the national standard.
D.	Specific targeted intervention, particularly in reading to close the gap.	Increase the % of pupils eligible for PP in Y5 at age related expectation
E.	Increase attendance, improve health and parental engagement.	Increase attendance, improve health and parental engagement of those eligible for PP.

Evaluation of action 2016 /2017 to demonstrate how have used 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	Evaluation July 2017
Improved speech & language skills.	Improved attendance and wellbeing. Speech & Language therapist working alongside staff & children. Targeted speech and language intervention by trained support staff Nov 16 onwards.	Improved attendance and well-being ensures greater impact of all strategies. Expert working with staff increases expertise and ensures we can act swiftly to ensure the right interventions are put in place immediately. Early language intervention groups have been shown to have a large impact nationally.	Breakfast club provision. Family support worker to support families in accessing courses which will help them develop their child's speaking and listening skills. Kalmer counsellor to support children with emotional needs and talking about how they feel. Impact evaluation at the end of counselling. Termly monitoring of summative speech and language assessments.	HT PSA SENCO English Leader Depart Leaders	Half termly pupil progress meetings. <i>There were not sufficient funds in the school budget to pay for a Speech and Language Therapist. All support staff were trained by the Educational Psychologist in delivering the 'Lego Therapy' intervention.</i>
Improved attainment in reading & writing.	Additional TAs to enable targeted intervention – Better Reading Partnership. Family learning and courses for parents. Expertise & support from Ed. & EAL teacher. Further CPD for staff.	The targeted intervention model is evaluated across many schools and shown to be effective. Expertise and parental engagement are two key strategies for raising attainment.	Ed Psych bought in from LA one day per week and EAL teacher 1 day per week. Trust training for English Coordinator to be disseminated to staff – Autumn 2016. ESM & FSW setting up a programme of courses and opportunities for parents.	HT English Leader SENCO Depart Leaders	Across Y1 to Y6 4 more children were at age related expectation at the end of the year in reading and 15 more in writing. However, more work needs to be done to close the gaps to national.
Improved attainment in maths.	First class at maths targeted intervention. Family learning and courses for parents. Expertise & support	Evidence from previous years' shows that this is effective in raising standards. Expertise and parental engagement are two key strategies for raising	Ed Psych bought in from LA one morning per week and Occ. EAL teacher 1 day per week. Trust training for Maths Coordinator, Y2 & Y6 teachers on reasoning to be disseminated to staff – Autumn 2016.	HT Maths Leader SENCO Depart Leaders	Across Y1 to Y6 4 more children were at age related expectation at the end of the year in maths. However, more work needs to be done to close the gaps to national.

	from Ed & EAL teacher. Further CPD for staff.	attainment.	FSW setting up a programme of courses and opportunities for parents.		
Increased opportunities through the curriculum for visits and visitors, particularly working with experts in the Arts.	Linked to curriculum drivers, themed weeks and topics. Use school minibuses wherever possible. SBM to see sources of funding to support.	Visits to China & Reggio Emilia in Italy demonstrated the impact on attainment when working with experts in the Arts. Evidence from previous years' shows that this is effective in raising standards, motivation, raising aspiration and attendance.	Use Newcastle Music service. Appointed a music teacher for two days per week. Authors to be invited into school during book week. Trips linked to topic and themes.	HT	There were a significant number of enrichment activities during 2016 /2017. No trips were cancelled due to a lack of funds. Some trips were subsidised by the school to ensure they happened.
Raise attendance.	Family Support Worker & breakfast club.	If children are in school they are able to learn.	1 buses doing routes each go out from 8:00am to bring pupils into school. Breakfast club staffed by support staff & volunteers, some funding from Greggs for food. FSW and office do first response daily. FSW supports/challenges families.	SLT	Half termly attendance meetings. 2016 /2017 School attendance 95.2% Newcastle attendance 95.7% School PA 15.5% Newcastle PA 10.6% School PP PA 20.0% Newcastle PP PA 16% We need to do much better in this area next year.
Develop resilience and emotional well- being.	Wellbeing officer and Kalmer counselling	Mental health issues can seriously affect academic performance if not addressed. We have a large number of children with mental health issues.	Qualified experienced staff used.	SLT	Kalmer counselling has been effective with some children – where they have engaged well. Some children need more targeted support. The wellbeing officer role was cut as a result of budget constraints effective September 2017.