

Broadwood Primary School

PUPIL PREMIUM: 2018/19 ACTION AND SPENDING PLAN

The government believes that pupil premium, which is in addition to main school funding, is the best way to address inequalities between children eligible for free school meals (FSM) and their wealthier counterparts by ensuring that funding to redress disadvantage reaches the pupils who need it most.

National research shows that children who have been eligible for FSM at any point in their school life generally have consistently lower educational attainment than those who have never been eligible.

It is also worth noting that many pupils entitled to FSM (and indeed those who are not) also face often multiple vulnerabilities which are a barrier to good achievement. Broadwood therefore deploys pupil premium to plan and promote effective intervention and additional support in order to eradicate these barriers over time and accelerate pupil progress, closing the attainment gap between FSM and non-FSM.

Eligibility for Pupil Premium

The most disadvantaged pupils, including all children who are looked after (CLA), benefit from pupil premium. Any child that has been registered for FSM in the past six year period (known as the “ever 6”) qualifies for pupil premium funding.

Children Looked After (CLA) and the Pupil Premium

As CLA often face additional barriers to learning, these pupils also receive additional funding, known as pupil premium plus.

Children of Service Families

These children receive an increased premium.

How is Broadwood accountable for the pupil premium?

Robust tracking of pupil achievement is in place to immediately identify pupils who are under achieving, target effective intervention and support to accelerate progress towards age related expectations, rigorously monitored over time. Obviously, good teaching narrows gaps between those learners who are vulnerable and those that are not. Effective feedback and guidance to pupils is evidenced to be one of the most effective methods of accelerating progress, integrated where necessary with support (sometimes from other agencies) to assist vulnerable families.

The following plan (which is monitored termly and a summative evaluation produced at the end of the financial year) sets out clearly how we spend our funding and the intended outcomes:

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Objective: Close the gap between the performance of FSM/CLA pupils and non FSM/CLA pupils

Context:

Pupil premium allocation for the 2018/19 financial year £216,840 (£213,840 plus £3000 Early Years PP)

This is based on pupils who have been allocated pupil premium based on 'Ever 6' (any child who has received free school meals at any time in the past six years and is therefore entitled to pupil premium funding), 1 service child and 3 child who are looked after. This currently equates to 53% of pupils currently on roll (157 children).

Where we have judged the provision to be beneficial to other children in school (who are often disadvantaged but where family finances sit just below the threshold to receive funding and are therefore not eligible for pupil premium) the additional cost has been met through both the PP funding and the school budget, which is formally agreed by governors.

In-school barriers to learning:

- A. Oral language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years.
- B. Limited life and cultural experiences for some of our PP children restricts understanding of some curriculum areas (especially in writing).
- C. A high proportion of PP children are also EAL pupils. This can impact on pupils' ability to reach the expected standard in English and Maths.

External barriers to learning:

- A. Attendance rates for pupils eligible for PP (2018 /2019) are currently 96% (as at 10.10.18) compared to 93.3% for 2017 /2018 (for pupils currently at Broadwood). This reduces their school hours and causes them to fall behind on average.
- B. A high number of pupils are subject to Child in Need or Child Protection Plans. This impacts on their emotional well-being and can affect their ability to learn.

Current position: July 2018

- 53% of our EYFS pupils eligible for pupil premium in 2017-18 achieved a GLD, compared to 70% of all pupils at Broadwood.
 - Large gap in performance of pupils in achieving GLD means resources need targeting at EYFS (full time nursery, high staffing ration for 35 children in reception)
 - School tracking data shows the gap for pupils entitled to the pupil premium is generally widest in writing, followed by maths so targeting at resources in these two areas should lead to improvements.
 - Y1 phonics 2018 62% all pupils, 50% of PP achieved standard compared to 70% non PP
 - Y1 stable cohort 2018 73% all pupils, 70% of PP achieved standard compared to 80% non PP
 - KS1 % At Standard in reading, writing & maths: All pupils 55% PP 42% Non-PP 68%
 - KS1 % Stable Population At Standard in reading, writing & maths: All pupils 65% PP 67% Non-PP 63%
 - KS2 % At Standard in reading, writing & maths: All pupils 55% PP 50% Non-PP 66.7%
- | | | | |
|---------------------|-------|-----------------|----------------------------------|
| progress in reading | KS1-2 | All pupils -1.9 | PP To be added when ASP released |
| progress in writing | KS1-2 | All pupils -2.1 | PP To be added when ASP released |
| progress in maths | KS1-2 | All pupils -3.6 | PP To be added when ASP released |

School self review of our overall school performance in relation to children entitled to the pupil premium indicates that we need to adjust how funding is spent in the coming year. As a result of prudent financial management with support from Governors and the local authority we are in a position to better target the funding in the following areas which relate to Broadwood key drivers of developing pupils' speech, language and communication skills and aspirations to succeed in life:-

- Early intervention to close the gap for children in the early years;
- Support for our children and families from our inclusion leader and parent support advisor;
- Support to help our children attend school every day that they are well;
- Support for our children social and emotional wellbeing;
- Enriching the curriculum through resources, trips and visitors to improve aspirations and speech, language and communication skills;
- Specifically targeted intervention to accelerate progress for our children entitled to the pupil premium;
- Smaller maths groups in Y5 and Y6 to accelerate progress of all children but most especially our children entitled to the pupil premium; and
- Support for children in developing their writing skills to build on the improvements in reading with the release of our literacy leader with a particular focus on children entitled to the pupil premium.

PUPIL PREMIUM PROVISION 2018/19	TOTAL COST OF PROVISION	% FROM PUPIL PREMIUM	TIME	MONITORING/EVIDENCE OF IMPACT
Inclusion Leader <ul style="list-style-type: none"> • Support pupils with additional needs – SEN/EAL • Early identification of need and quick referral process to access appropriate support • Dedicated non-teaching time to liaise with other professionals involved with families 	50% of provision = £26476	50%	Full time Ongoing	<ul style="list-style-type: none"> • Children's needs identified swiftly and needs are met both in school and by other professionals. • Children are safe, happy and healthy. • Positive impact on academic achievement and attendance.
Parent Support Advisor <ul style="list-style-type: none"> • Individual pupils / families targeted in order that children access extra-curricular activities, breakfast club, family support and 1:1/small group booster lessons and holiday programmes. • The school is open to pupils from 8-4.30 • Support offered for vulnerable families around welfare, finance, housing, attendance, emotional, mental and physical health etc, ideally before crisis point. • Liaison with staff to identify pupils with emotional/social/behavioural problems and signposted for support e.g. counselling • A uniform fund is allocated to support families in need 	£24,539	100%	Full time Ongoing	<ul style="list-style-type: none"> • Children's emotional, social and health needs are being fully met so that they are safe, happy and healthy. • Positive impact on academic achievement and attendance.
Full time nursery subsidy <ul style="list-style-type: none"> • All pupils are offered 25 hours of nursery education. 	50% of provision = £15,000	50%	Ongoing	<ul style="list-style-type: none"> • Children make rapid progress and reach age-appropriate milestones.

<ul style="list-style-type: none"> • Early intervention – children make rapid progress in order to be more school-ready by age 4. • Any additional needs are identified early and appropriate support is put in place. 				<ul style="list-style-type: none"> • Children are socially, emotionally and academically school ready at age 4.
Attendance Officer <ul style="list-style-type: none"> • Attendance Officer employed to monitor pupils and follow up quickly on absences. • First day response provision inc. home visits. • Workshops for parents to encourage positive attendance and reduce term-time holidays • Fixed term penalty referrals where attendance falls below 90% or term-time holidays are taken. • Close liaison with Parent Support Adviser, Inclusion Leader and School Health to ensure needs are known and adequate support is in place to address issues causing poor attendance. • 2 LSAs 9 – 9:30 every day • Headteacher time 30 mins per day 	£9,500 £2500 £7500	100%	Part time Ongoing	<ul style="list-style-type: none"> • Attendance will remain above 96% • Term-time holidays will reduce further • Positive impact on academic achievement
Counselling sessions <ul style="list-style-type: none"> • Weekly counselling sessions for pupils identified as having a social or emotional need 	£4000	100%	3 sessions per week	<ul style="list-style-type: none"> • Improved concentration and engagement in lessons for vulnerable pupils. • Improved relationships within the family • Positive impact on academic achievement and attendance.
Enriching and extending the curriculum to widen experiences for pupils <ul style="list-style-type: none"> • £1000 fund per year groups to subsidise visits and visitors. • Reading resources are high quality and given high profile. The school library is a bright, inviting place and is regularly re-stocked 	£10,000 £10,000	100% 100%	Across 2018 /2019	<ul style="list-style-type: none"> • Positive impact on academic achievement and attendance. • Writing achievement improved due to first hand experiences which stimulate creativity • Aspirations are high – children are keen to travel, aren't afraid to take risks, increase in confidence and are more resilient. • Reading achievement is in line with non-disadvantaged pupils nationally.
Specifically target disadvantaged pupils with extra support in their learning <ul style="list-style-type: none"> • 10 mornings /afternoons of teacher interventions 	£56,572	100%	Across 2018 /2019	<ul style="list-style-type: none"> • Positive impact on academic achievement and attendance.

Release literacy leader to work one afternoon per week <ul style="list-style-type: none"> to work with staff on moderating writing books and setting group targets on short term basis on a rolling programme across the whole academic year 	£6080	100%	<i>Tuesday afternoons across 2018 /2019</i>	<ul style="list-style-type: none"> Positive impact on writing
Release literacy leader one morning per week <ul style="list-style-type: none"> to focus monitoring and support activities on the progress of pupils entitled to the pupil premium. 	£5295	100%	<i>Tuesday mornings across 2018 /2019</i>	<ul style="list-style-type: none"> Positive impact on writing, speech, language and communication
EYFS clever box /language interventions <ul style="list-style-type: none"> to support the rapid development of speech, language and communication skills for our children entitled to the pupil premium 	£3000	100%	<i>Across 2018 /2019</i>	<ul style="list-style-type: none"> Positive impact good level of development and speech, language and communication skills
Small maths groups upper KS2 <ul style="list-style-type: none"> to provide additional support within lessons to ensure rapid progress for our pupils entitled to the pupil premium. 	£8316	100%	<i>Across 2018 /2019</i>	<ul style="list-style-type: none"> Positive impact on maths skills, particularly problem solving and reasoning
Smaller English groups UPS teacher overseen PP phonics <ul style="list-style-type: none"> Teacher Unqualified teaching English 1.5 hours daily UPS teacher overseeing phonics 1hr per week. 	£8316 £4672	100%	<i>Across 2018 /2019</i>	<ul style="list-style-type: none"> Teachers able to target children entitled to pupil premium because of smaller English groups Targeting of children and support for teachers in ensuring children make good progress in phonics
Small class groups in reception <ul style="list-style-type: none"> To ensure early intervention for our children entitled to the pupil premium to increase the percentage achieving at age related expectations by the end of their reception year. 	£16632	50%	<i>Across 2018 /2019</i>	<ul style="list-style-type: none"> Positive impact good level of development and speech, language and communication skills
TOTAL PROJECTED SPEND 2017/18 ACADEMIC YEAR			£219,398	