

Broadwood Primary School Pupil premium strategy statement 2016/2017

1. Summary information					
School	Broadwood Primary School				
Academic Year	2016/17	Total PP	£192,720	Date of most recent PP	Sept 2016
Total number of pupils	321 (16/17)	Number of pupils eligible	144 (16/17) 146 (15/16)	Date for next internal review of this strategy.	Jan 2017

2. Current attainment

Evaluation Sept 2015 to July 2016

EYFS Good Level of Development 2016	Pupils entitled to pupil premium grant	Pupils not entitled to pupil premium grant
Broadwood	69%	71%
Newcastle	58%	73%
Y1 Reaching Phonic Standard	Pupils entitled to pupil premium grant	Pupils not entitled to pupil premium grant
Broadwood	94%	76%
Newcastle	74%	84%
KS1 Expected Standard	Pupils entitled to pupil premium grant (56%)	Pupils not entitled to pupil premium grant (44%)
Broadwood Reading	60%	63%
Broadwood Writing	60%	63%
Broadwood Maths	65%	63%
KS2 Expected Standard	Pupils entitled to pupil premium grant	Pupils not entitled to pupil premium grant
Broadwood Reading (Nat 66%)	33% (Nat)	82% (Nat)
Broadwood Writing (Nat 74%)	79% (Nat)	91% (Nat)
Broadwood Maths (Nat 70%)	50% (Nat)	82% (Nat)
Broadwood Combined Rd, Wr, Ma (Nat 53%)	25% (Nat)	64% (Nat)

Attainment Gap Using Target Tracker at the end of the academic year 2015 /2016

NB Y6 is shown in the attainment data above.

2015 /2016	Reading	Writing	Maths
Year 1	-0.4	-0.4	-0.5
Year 3	-0.5	-1.5	-1.1
Year 4	-3.4	-1.6	-0.6
Year 5	+0.1	0	-0.5

Summary of performance of pupils entitled to the pupil premium grant

- The picture is complex with very large negative attainment gaps for pupils entitled to the pupil premium grant in reading, maths and combined at KS2 2016, compared to all pupils nationally. *This was complicated by dual presentation with significant SEN and entitlement to the pupil premium.*
- In early years there the % of pupils entitled to the pupil premium grant achieving a GLD was in line with all pupils nationally.
- In Y1 phonics the % of pupils entitled to the pupil premium grant achieving the expected standards was much higher than for all pupils nationally.
- In Y2 the % of pupils entitled to the pupil premium grant achieving the expected standard in reading, writing and maths was below all pupils national but the in-school gap was narrow.
- The in school attainment gap measured as a point score in target tracker for pupils in Y1, Y3, Y4 and Y5 (2015 /2016) was less than one in 8 out of 12 areas. It was above 1 in year 4 reading (-3.4), year 3 writing (-1.5) and year 4 writing (-1.6) and Y3 maths (-1.1). Anything less than 1 is likely to be less than attainment gap seen under the old national curriculum.

Conclusion

- The pupils in Y6 2015 /2016 left the school with large attainment gaps with pupils entitled to the pupil premium grant performing at a much lower standard than all pupils nationally.
- However, there are notable strengths in the data with small attainment gaps elsewhere suggesting that Broadwood is managing to close the gap to national in some areas (phonics year 1, EYFS GLD). The in-school attainment gaps are generally small with a notable exception in year 4 reading, 2015 /2016.
- Overall, the picture is complex but the data suggest some closing of the gaps for the current Broadwood population.

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
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.	Significant learning needs (SEND) in current Y5.
External barriers (issues which also require action outside school, such as low attendance rates)	
E.	Attendance, health needs and parental engagement.

4. Desired outcomes <i>(Desired outcomes and how they will be)</i>		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
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.

5. Planned expenditure	
Academic year	2016/17
The headings below demonstrate how we 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 well?	Staff lead	When will you review implementation?
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	HT PSA SENCO English Leader Depart Leaders	Half termly pupil progress meetings.

			summative speech and language assessments.		
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	Half termly pupil progress meetings.
Improved attainment in maths.	First class at maths targeted intervention. Family learning and courses for parents. Expertise & support from Ed & EAL teacher. Further CPD for staff.	Evidence from previous years' shows that this is effective in raising standards. Expertise and parental engagement are two key strategies for raising attainment.	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. FSW setting up a programme of courses and opportunities for parents.	HT Maths Leader SENCO Depart Leaders	Half termly pupil progress meetings.
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	Half termly pupil progress meetings.
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	SLT	Half termly attendance meetings.

			club staffed by support staff & volunteers, some funding from Greggs for food. FSW and office do first response daily. FSW supports/challenges families.		
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	Half termly pupil progress meetings and termly well being meetings.

PUPIL PREMIUM GRANT EXPENDITURE 2016/2017

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SPENDING	AMOUNT
STAFFING COSTS (Barriers /Specific Outcomes)	
Teacher Unqualified x 1.5 – (A, B, D)	£48 979.35
Parent Support Advisor – (A)	£19 099
Learning Support Assistants (A, B, C, D)	£87 747.15
Addition Educational Psychologist time (A, B, D, E)	£8 600
Weekly counselling slots x 4 (C)	£4 000
Afternoon wellbeing support (C)	£6 794.50
Using minibus to subsidise trips to make affordable (B)	£6 000
Breakfast club /minibus /staffing (E)	£6 000
Additional teacher support KS1 (A, C)	£3000
Subsidy for Y5 residential (B)	£500
Additional CPD (A, B)	£2000
Additional resources (A, B)	£3000
Total	£192,720

PUPIL PREMIUM GRANT EXPENDITURE 2015/2016

Pupil premium funding in 2015/16 is to be spent broadly in line with 2014/15. The PSA role has been extended to full time to increase attendance further and additional specialist staff. Money is also being directed to staffing to ensure children receive an increased amount of teacher time to close gaps further and raise attainment. Money has also been directed towards additional resources to enhance teaching and learning and to give children wider experiences to motivate, engage and raise aspirations further.

SPENDING	AMOUNT
STAFFING COSTS	
Additional part time teacher including ONE TO ONE TUTOR	£29,761
TEACHER UNQUALIFIED(2)	£62828
PARENT SUPPORT ADVISOR	£16,000
LEARNING SUPPORT ASSISTANT	£13,200
LEARNING SUPPORT ASSISTANT	£12,176
EDUCATIONAL PSYCHOLOGIST	£6718
Occupational Therapist and Kalmer Counselling	£11,740
TOTAL	£152,423
OTHER COSTS	
C.P.D OPPORTUNITIES	£5000
TEACHING AND LEARNING RESOURCES	£10000
I.T. RESOURCES	£10000
EXTRA CURRICULAR ACTIVITIES	£5000
EXTRA CURRICULAR ACTIVITIES - SWIMMING	£11837
IMPROVING ATTENDANCE	£2000
TOTAL	£43837
TOTAL SPEND	£196,260