

PUPIL PREMIUM REVIEW – ACADEMIC YEAR 2017-2018



Total Number of Children on Role	380
Total Number of Children Eligible for Pupil Premium	104
Total Number of Service Children	4
Total Amount received for Pupil Premium Allocation (Based on January 2016 Census)	£147,500

Barriers to educational achievement faced by Pupil Premium Children at Broadlea	Recommended Uses of Pupil Premium funding	How the School will address the barriers	How the school will measure the impact of the Pupil Premium funding	Evaluation at the end of the academic year
Pupils need to have a clearer understanding of how to improve their attainment in Reading, Writing and Maths.	Sharing Good Practice A quality first teaching approach focusing on what the child can do rather than what they can't. Giving clear success criteria and strategies to improve their work.	Weekly allocated teaching and learning sessions to share good practice with Teachers and TAs as well as utilising as much staff meeting time as possible for teaching, learning and assessment. All staff will complete Reflective Journals that include reflection on how the training will impact on classroom practice and evaluation of the effectiveness of the training. All training taken outside of school will be fed back to the appropriate teaching staff (including TAs).	Measuring the progress made by all pupils and the gap between attainment of Pupil Premium and all children. Monitoring the use of strategies suggested in training and the impact on learning. Staff performance management reviews will evidence the impact of strategies taken from the CPD delivered.	Learning walks and book scrutiny evidence an improvement in teaching. Staff training evidences a more reflective practice among the teaching staff (including TAs). Training is reactive to the needs identified from monitoring and scheduled each term. End of Key Stage 2 data evidences that there is still a need to improve teaching and learning.

Evidence to support recommended strategies found on the EEF Teaching and Learning toolkit if the strategy has not been successfully used in school in previous academic years.

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<p>Many Pupil Premium children have gaps in their knowledge, skills and understanding in Reading, Writing and Maths. Pupils do not have basic skills embedded.</p>	<p>Targeted Intervention Package Evidence shows that individualised intervention and quality feedback can have a great impact on closing the gap and improving attainment of Pupil Premium children.</p>	<p>All teaching staff are given approximately 40 minutes additional PPA time per week to deliver intervention to specific groups of children in order to improve standards of attainment for all pupils and close the gap between Pupil Premium and all children. This may involve pre-teaching or catch up intervention to fill gaps in their understanding. Use of reading age tests and NFER tests support judgements in attainment and track progress of interventions.</p>	<p>Baseline assessments to be taken for all intervention groups run by teachers or HLTA. End of intervention assessments also to be taken to show progress. Teachers to track strategies and resources used to ensure those who deliver an effective intervention strategy can be used as models to the rest of the teaching staff.</p>	<p>End of year data evidences that the impact on attainment is not as rapid as intended. 67 Pupil Premium Children received interventions in the Summer Term. 40% achieved their targeted outcomes. 50% made limited progress.</p>
<p>Many Pupil Premium children begin their Reception year with low baselines.</p>	<p>Early Years Intervention 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.</p>	<p>EYFS Lead and Teacher to develop a transition plan that begins to identify areas of weak attainment in EYFS and how this could be supported and addressed in the nurseries and pre-schools. Use of funding to cover EYFS Lead and Teacher to visit the feeder nurseries and pre-schools. Pupil Premium children to have individual action plans in Reception with resources made and purchased with the attainment of that child in mind.</p>	<p>Transition of pupils from Nurseries and Pre-School improves and moderation events are successful in sharing good practice and agreeing judgements. Baseline score in 2018-19.</p>	<p>Improved Early Years outcomes evidences the impact of developing the learning environment and curriculum but this has not yet impacted as positively on disadvantaged outcomes. 100% of PP Focus Pupils met their targets and attainment for FSM children was above the IOW average but below national and below last years' attainment for FSM.</p>
<p>Many Pupil Premium children have low attendance and struggle to find support at home with their learning.</p>	<p>Parental Involvement Supporting the family to ensure that the child attends school has proven in previous years to have a positive impact on attendance.</p>	<p>The Headteacher, Family Liaison Officer and Education Welfare officer will work with parents of children with poor attendance to find a solution to improvement attendance.</p>	<p>Attendance is monitored by the FLO, Headteacher and EWO. Attendance data should improve and remain consistent.</p>	<p>60% of pupil premium children have received welfare support this academic year. The improved attendance of pupils from SAM meetings evidences the positive impact of the FLO. The attendance for Pupil premium children was 94% which is in line with the previous year.</p>

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Many Pupil Premium children have social barriers which effect their ability to focus on their learning.	Emotional Literacy Support On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself. Evidence from the previous years showed a positive impact on their emotional literacy score and their academic achievement.	ELSA to continue working with children with social and emotional issues working as a barrier to learning.	Children receiving time with ELSA to be recorded with a pre-entry assessment on their emotional literacy score and post assessment.	17 PP pupils accessed ELSA support. Positive impact seen in emotional literacy scores and pupil/parent/teacher questionnaires. Improvements in Standardised Scores evidenced the impact of ELSA support for Year 6 disadvantaged pupils. 0.9% improved attendance for Year 6 Disadvantaged pupils' evidences the positive impact of ELSA.
Our reluctant readers do not read at home.	Digital Technology Evidence suggests that digital technology when used to supplement other teaching can have an impact with gaining months in learning.	Bug Club is an online reading scheme with rewards built in to encourage reading at home. It also includes key questioning for the different comprehension domains. Pupil and Parent voice has indicated that the use of Bug Club (particularly in Key Stage 1) is a way to get reluctant readers to read more often.	Access to Bug Club to be monitored and asked about use of in parent survey/parents' meetings. Pupil voice opportunities to monitor use of digital technology and the impact it has on their learning.	A significant increase for Pupil Premium Pupils in Phonics (20%). Key Stage 1 weekly use of Bug Club increased over the Summer by 200%. This has not yet impacted on Key Stage 1 outcomes for reading.
Current data indicates a need to develop practice in the teaching of Pupil Premium children in Mathematics	Staff Training Evidence suggests that effect staff training in trialled and developed intervention packages can have success in closing the gap for poor attainers.	Primary mathematics Teaching for Mastery Work Groups led by Mastery Specialists to support Maths Lead and teachers to fully embed a mastery curriculum. Maths Lead and a teacher will attend the workshops and will feedback to staff in training time.	Progress in Pupil Premium in Maths to be monitored each milestone. Analysis of the gap between Pupil Premium and all children.	Tracking data shows that Disadvantaged pupils made more in year progress in maths than their peers in Years 5 and 6. End of Key Stage 2 results evidence a decline in disadvantaged attainment for Maths.
Current data indicates Pupil Premium Children under perform in the Year 1 Phonics Test in comparison to non-Pupil Premium Children	Staff Training Evidence suggests that effect staff training in trialled and developed intervention packages can have success in closing the gap for poor attainers.	Year 1 teachers to participate in a Phonics project to develop good practice in the teaching and assessment of phonics.	Progress in Pupil Premium in Phonics to be monitored each milestone. Analysis of the gap between Pupil Premium and all children.	Data evidences that in the Year 1 Phonics Test Pupil Premium children increased in attainment from 2017 by 20%, and the difference in attainment between Pupil Premium and non-Pupil Premium diminished from a difference of 33% in 2017 to a difference of 16% in 2018.

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<p>Pupil Premium children continue to underperform all children in Reading.</p>	<p>Reading Comprehension Strategies Comparative findings indicate that, on average, reading comprehension approaches appear to be more effective than phonics or oral language approaches for upper primary, both in terms of short-term and long-term impact.</p>	<p>Staff training on the EEF Improving Literacy Guidance Reports. Use of HIAS English Adviser to provide training with planning to develop comprehension strategies and ensure children are developing skills as a critical reader.</p>	<p>Progress in Pupil Premium in reading to be monitored each milestone. Analysis of the gap between Pupil Premium and all children in reading. Domain data in comprehension domains to be analysed to show improvement in specific domains.</p>	<p>Data evidences that Disadvantaged attainment in reading at both Key Stage 1 and 2 is below their peers and National. Learning walks (including with HIAS Adviser) evidence a positive impact in the response to questioning, task design and the pupil engagement to whole class book study. In house data evidences increased progress scores for reading in Years 4 to 6 for Pupil Premium Children.</p>
<p>Vulnerable children requiring additional adult support to access the curriculum and stay within mainstream education.</p>	<p>From previous years, we have had success in ensuring the children transition between year groups, they make good relationships with their peers and make progress in the learning.</p>	<p>The school continues to have additional adults to the funding received for SEND children to ensure that all children make good progress and where additional support is required it can be given. Previous practice has indicated the success of an extra adult if deployed carefully.</p>	<p>Pupils progress to be monitored termly by SENDCo and Pupil Premium Co-ordinator.</p>	<p>All vulnerable children with SEND have an additional adult resource in their class. They receive additional support and remain in mainstream education, learning alongside their peers, for the majority of the time.</p>
<p>Some children are often late to school or absent. Leading to issues in progress and attainment</p>	<p>From previous years, we have evidence to support the positive impact of supporting pupils with breakfast club in order to get them to school in time and prepared for learning.</p>	<p>Breakfast Club provision for some Pupil Premium children identified at risk from poor attendance or frequent lateness.</p>	<p>Attendance to be monitored for all pupils with actions taken by the FLO or Headteacher to support families to improve on their child's attendance or lates.</p>	<p>100% of children who attend Breakfast Club through the funding have attendance above 96%.</p>
<p>Children with dyslexia usually have a slower progress in reading and writing.</p>	<p>Structured Intervention Program From our evaluation of the program last year, it was very successful and we have doubled the number of licenses for this year to ensure as many children as possible have access to the scheme.</p>	<p>Lexia training licenses for children identified through teacher assessment and discussion with SENDCo.</p>	<p>Children who receive the training will have increased reading ages and greater confidence in reading material at age related expectations.</p>	<p>In the Summer term, 12 Pupil Premium children accessed Lexia. 58% of these children had a positive impact on their reading as a result of the intervention.</p>

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			Total Cost:	153, 000
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End of year data summary:

Broadlea Attainment Data

GLD	2018		
	School	IoW	National
FSM	54%	53%	57%
Non-FSM	72%	77%	74%

Phonics	2018		
	School	IoW	National
Disadvantaged	63%	76%	72%
Non- Disadv	79%	82%	85%

KS1	2018		
Reading	School (9)	IoW	National
Disadvantaged	44%	56%	63%
Non- Disadv	74%	74%	79%

KS1	2018		
Writing	School	IoW	National
Disadvantaged	44%	46%	55%
Non- Disadv	67%	65%	74%

KS1	2018		
Maths	School	IoW	National
Disadvantaged	33%	53%	63%
Non- Disadv	72%	73%	79%

KS1	2018		
RWM	School	IoW	National
Disadvantaged	33%	38%	50%
Non- Disadv	64%	59%	69%

KS2	2018		
Reading	School (22)	IoW	National
Disadvantaged	45%	57%	64%
Non- Disadv	73%	74%	80%

KS2	2018		
Writing	School	IoW	National
Disadvantaged	55%	61%	67%
Non- Disadv	76%	79%	83%

KS2	2018		
Maths	School	IoW	National
Disadvantaged	27%	53%	64%
Non- Disadv	56%	72%	81%

KS2	2018		
RWM	School	IoW	National
Disadvantaged	23%	41%	50%
Non- Disadv	49%	61%	70%

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