

PUPIL PREMIUM STRATEGY – ACADEMIC YEAR 2018-2019




Total Number of Children on Role	362
Total Number of Children Eligible for Pupil Premium	90 (25% of children on role)
Total Number of Service Children	4 (1% of children on role)
Total Amount received for Pupil Premium Allocation (Based on January 2018 Census)	£147, 240


Nature of Support from Funding	% of income
Improve Teaching and Learning	44%
Improve Outcomes for pupils	22%
Improve attendance	19%
Improve Learning Behaviours	19%

Our first strategy is to follow the DFE Guidance on the most effective ways to support disadvantaged pupils' achievement:


1. Whole-school ethos of attainment for all: Schools have an ethos of high attainment for all pupils and avoid stereotyping disadvantaged pupils as all facing similar barriers or having less potential to succeed.




2. Addressing behaviour and attendance: Schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families.



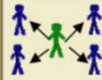
3. High quality teaching for all: Schools emphasise 'quality teaching first' and provide consistently high standards by setting expectations, monitoring performance and sharing best practice.




4. Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.




5. Deploying staff effectively: Schools devolve responsibility to frontline staff, use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils' learning.



6. Data driven and responding to evidence: Teachers use data to identify pupils' learning needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies.



7. Clear, responsive leadership: Senior leaders set ever higher aspirations and lead by example. They hold all staff accountable for raising attainment, rather than accepting low aspirations and variable performance. They share their thinking and invest in staff training.



Current Picture for our Disadvantaged Pupils:

As a school, we recognise the need to raise the profile of disadvantaged pupils to ensure that they have equal opportunities in Education. We focus on the individual pupils, identify their barriers and avoid making assumptions.

Over the last 3 years, our Key Stage 2 disadvantaged pupils have an upward trend in attainment for Reading and Writing but a downward trend for Mathematics and Reading, Writing and Maths combined.

In 2017-18, our results for disadvantaged pupils showed a decline in attainment for Key Stage 1 and Key Stage 2 and our in house data indicates a continued difference in attainment between disadvantaged and non-disadvantaged. The attainment of SEND disadvantaged pupils does have an impact on attainment for disadvantaged pupils overall.

We have identified 4 Key Priority areas to address in order to improve the picture for disadvantaged pupils at Broadlea Primary School.

Evidence to support recommended strategies is based on previous year success or recommendations from the EEF Teaching and Learning toolkit.

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Improve the Quality of Teaching and Learning

Pupils need to have quality teaching to ensure they have a clear understanding of what they need to do, to be able to attain at ARE or above in Reading, Writing and Mathematics. Data and reports evidence the quality of teaching and learning needs to improve to ensure all teaching is consistently good or better.

How the School will address the barriers	How the school will measure the impact of the Pupil Premium funding	Estimated Cost	Termly Progress Check	Evaluation
Continuing Professional Development (CPD) linked directly to the School Development Plan (SDP) and areas for development identified through monitoring	Monitoring will evidence the impact of the CPD on the Quality of Teaching. Data will evidence the impact of CPD on pupils' progress and attainment.	£65,000		
Implementation of English and Maths action plans	Action plan reviews will evidence the impact of their actions on the quality of Teaching and Learning across the school. Monitoring will evidence the quality of teaching and learning in Reading, Writing and Mathematics. Data will evidence the impact on pupils' progress and attainment.			
Robust schedule of monitoring and feedback	Monitoring will evidence the impact of feedback to improve the quality of Teaching and Learning across the school.			
Improve the quality of Interventions	Data evidences the impact of quality interventions. Monitoring evidences the improvement in the quality of interventions provided to pupils.			
Consistency in quality of teaching for PPA and cover	Pupil voice will evidence the impact of consistent HLTAs to cover.			

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Improve Outcomes for Disadvantaged Pupils

Data evidences that disadvantaged pupils are not attaining in line with their peers. The school identifies the following key areas to address in outcomes:

Raising attainment for disadvantaged pupils in Reading, Writing and Mathematics at ARE and above ARE.

Raising attainment for SEND disadvantaged pupils.

Raise attainment for disadvantaged pupils at GLD in EYFS

Raising attainment for disadvantaged pupils in Reading, Writing and Mathematics at ARE and above ARE in Years 2 and 6.

Raising attainment for disadvantaged pupils in Mathematics.

Improving progress made from Key stage 1 to Key Stage 2 for disadvantaged pupils.

How the School will address the barriers	How the school will measure the impact of the Pupil Premium funding	Estimated Cost	Termly Progress Check	Evaluation
Termly Pupil Progress Meetings	Data will evidence the impact of Pupil Progress Meetings on pupils' progress and attainment.	£32,000		
Performance Management target linked to raising attainment (Reading, Writing & Maths Combined) for all pupils, including focus disadvantaged pupils	Data will evidence the impact on pupils' progress and attainment. Performance management reviews will evidence the actions taken and the impact on pupils' learning.			
Disadvantaged Lead to analyse data on a termly basis and report to Staff and the Governors	Data will evidence the impact on pupils' progress and attainment. Monitoring will evidence the impact of actions taken to improve outcomes for disadvantaged pupils.			
Implementation of SEND action plan	Action plan reviews will evidence the impact of actions on the outcomes for SEND disadvantaged pupils. Monitoring will evidence the quality of teaching and learning for SEND pupils. Data will evidence the impact on SEND pupils' progress and attainment.			

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Implementation of EYFS action plan	Action plan reviews will evidence the impact of actions on the outcomes for EYFS disadvantaged pupils. Monitoring will evidence the quality of teaching and learning for EYFS pupils. Data will evidence the impact on disadvantaged pupils' progress and attainment at GLD.			
Use of FFT predictions for target setting	Data will evidence the impact of target setting on outcomes.			
Use of additional adults to support learning for disadvantaged pupils	Data will evidence the impact of adults working with disadvantaged pupils. Monitoring will evidence the quality of the support given to disadvantaged pupils.			
Targeted Maths intervention for Year 6 disadvantaged pupils	Data will evidence the impact of the intervention on pupil attainment in mathematics.			

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Improve attendance

Many Pupil Premium children have low attendance and struggle to find support at home with their learning. Last year the attendance for disadvantaged was 93.7%

66% of disadvantaged pupils in the current cohort (57/87) had an attendance lower than 96% last academic year.

We have identified the following areas for improvement:

Raise attendance for disadvantaged pupils

Improve the number of disadvantaged pupils with an attendance of 96% or above

Reduce the number of persistent absences

Reduce the number of lates

How the School will address the barriers	How the school will measure the impact of the Pupil Premium funding	Estimated Cost	Termly Progress Check	Evaluation
Use of an Attendance Officer 5 mornings a week to monitor and address absences	Data will evidence an increase in disadvantaged pupils' attendance on previous year. Data will evidence an increase in the number of disadvantaged pupils with an attendance of 96% or more.	£28,000		
Use of Education Welfare Officer to monitor and support persistent absentees and lateness	Monitoring (Termly reports) will evidence the reduction in persistent absence and lateness.			
Use of a Family Liaison Officer to support families to address barriers affecting attendance	Data will evidence an increase in disadvantaged pupils' attendance on previous year. Data will evidence an increase in the number of disadvantaged pupils with an attendance of 96% or more. Data will evidence the impact of the FLO support on pupils' attendance.			

Evidence to support recommended strategies is based on previous year success or recommendations from the EEF Teaching and Learning toolkit.

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Improve Learning Behaviours

Monitoring evidences that pupils at Broadlea need to develop their independence and resilience in order for them to be successful learners by the end of their Key Stage. Many Pupil Premium children have social barriers which effect their ability to focus on their learning. Some children have severe social and emotional problems which is a barrier to them focusing on learning.

How the School will address the barriers	How the school will measure the impact of the Pupil Premium funding	Estimated Cost	Termly Progress Check	Evaluation
Introduction of Forest School	Data will evidence the impact on pupils' positive learning behaviours in EYFS, Y1 and Y3.	£28,000		
Monitoring and analysis of recorded behaviour incidents	Data from recorded incidents will evidence a reduction in behaviour incidents across the year.			
Consistent and robust use of the behaviour system	Monitoring will evidence a reduction in sanctions for low level disturbance or passivity and an increase in value slips and house points.			
ELSA support for those with significant social and emotional needs	Attendance data will evidence an increase in attendance. SDQ's will evidence a positive impact on behaviours.			
CPD to develop a clear understanding of pupils' behaviours and strategies to support pupils	Monitoring will evidence the positive impact of CPD in the management of behaviour and the increased engagement in learning across the school.			
Use of FLO to support families with positive behaviour strategies at home	Monitoring will evidence the positive impact of the support on the individuals' learning behaviours in and out of class.			

Evidence to support recommended strategies is based on previous year success or recommendations from the EEF Teaching and Learning toolkit.

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Improve Leadership and Management
 Leaders to revise and improve systems and procedures to ensure a robust cycle of monitoring and feedback with challenging targets for disadvantaged pupils at the core of strategies and actions implemented.

How the School will address the barriers	How the school will measure the impact of the Pupil Premium funding	Estimated Cost	Termly Progress Check	Evaluation
CPD to continue to reflect on current practices for disadvantaged pupils and research strategies evidenced to have a positive impact on attainment	Monitoring will evidence the impact of strategies on attainment.	£500		
Action plan for Disadvantaged pupils closely linked to the School Development Plan	Monitoring will evidence the impact of strategies on attainment.			
Termly reports to Staff and Governors	Report will evidence the impact of strategies implemented and the current profile for disadvantaged pupils.			
Staff training to ensure a shared vision for disadvantaged pupils	Monitoring will evidence that all teaching staff have a good knowledge and understanding of their Pupil Premium Children, their needs and how they are being addressed.			

Evidence to support recommended strategies is based on previous year success or recommendations from the EEF Teaching and Learning toolkit.

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Who is eligible for Pupil Premium Funding and what does the school receive?

Disadvantaged pupils	Pupil premium per pupil
Pupils in year groups reception to year 6 recorded as Ever 6 free school meals	£1,320
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£2,300
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£2,300
Service children	Pupil premium per pupil
Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence	£300

Evidence to support recommended strategies is based on previous year success or recommendations from the EEF Teaching and Learning toolkit.