



## Bromesberrow St Mary's Church of England Primary School and Preschool

### Pupil Premium Funding

#### Action Plan 2015-16

Cohort 2014-2015: **10 children FSM (%)** Non FSM: 63 (figures based on September 2016)

Funding total based on last year's figures : £13,200

*This plan has been drawn up taking into account the research from the Education Endowment Foundation, staff, governors, parents and children.*

*The overall aims of the plan are to*

- *Raise the in-school attainment of both disadvantaged pupils and their peers*
- *Ensure that all children, regardless of socio-economic factors have access to the same educational opportunities.*

1. Summary information					
School	Bromesberrow St. Mary's C of E Primary School				
Academic Year	2016-17	Total PP budget	£13,200	Date of most recent PP Review	NA
Total number of pupils	63	Number of pupils eligible for PP	10	Date for next internal review of this strategy	Jan 17

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving the National Standard or above in reading, writing & maths (or equivalent)	NA (no children eligible 2015-16 KS2)	tbc
% making good progress measure in reading (or equivalent)	NA (2015-16 KS2)	tbc
% making good progress measure in writing (or equivalent)	NA (2015-16 KS2)	tbc
% making good progress measure in maths (or equivalent)	NA (2015-16 KS2)	tbc

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Speech and Language delay causing barriers to learning in the Early Years and Ks1
B.	Attitude to learning and self-esteem causing barriers to children's achievement.
C.	Poor spelling, handwriting and vocabulary skills impeding success in writing.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Travelling lifestyles leading to extended periods of absence from school, which leads to children falling behind and not making expected progress

4. Desired outcomes ( <i>Desired outcomes and how they will be measured</i> )		Success criteria
A.	Improve oral language skills and comprehension in the early years for eligible PP children	Children to meet age related expectations
B.	Raise children's self-esteem, in turn leading to an improved attitude and readiness to learn	90-100% of PP to make good progress
C.	Improved outcomes in writing	90-100% of PP to make good progress in W
D.	Travelling families to enrol in education or complete home education packs whilst travelling	Children to maintain progress in learning.

## 5. Planned expenditure

Academic year

The three headings below enable schools to demonstrate how they 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?
Improve oral language skills and comprehension in the early years for eligible PP children	<p>Use of TalkBoost <a href="http://www.ican.org.uk/talkboost">http://www.ican.org.uk/talkboost</a> and SALT strategies (last year's training.)</p> <p>Further Speech and Language targeted training for new Early Years staff.</p>	<p>Accredited by Early Talk and Primary Talk and supported by SALT NHS services. Strong case studies in schools to show impact on oral language improvement, behaviour, listening skills and attention.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>EEF/Sutton Trust Toolkit Evidence  <i>'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.'</i></p>	Monitoring, observation and feedback, coordinated by the SENCO.	SENCO	Jan 2017

Further improve Feedback given to children, verbally and through marking	Use of school marking policy, built through working in partnership with another school.  Develop peer on peer feedback  Improve collaborative working opportunities through mixed ability groupings	 Feedback to pupils and metacognition and self-regulation (EEF Toolkit)  'Feedback studies tend to show very high effects on learning'	Monitoring and observation, through: Pupil Voice, Book Looks, Learning Walks, Progress Data and Lesson Observations	Head	Jan 17
<b>Total budgeted cost</b>					£2100
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

<p>Raise children's self-esteem, in turn leading to an improved attitude and readiness to learn.</p>	<p>Use of Therapeutic Storywriting in KS2 and Zippy's Friends Groups in Ks1</p> <p>Training for Apples Friends KS2 <i>(All strategies for developing emotional awareness and resilience)</i></p> <p>Use of collaborative learning</p> <p>Play Therapy for specific children</p> <p>Educational Psychology input</p>	<p><b>+ 8 months</b></p> <p>Feedback to pupils and metacognition and self-regulation (EEF Toolkit)</p>	<p>Monitoring and observation, focusing on children's attitudes and aspirations. Sources of evidence: Pupil Voice, Book Looks, Learning Walks, Progress Data and Lesson Observations</p>	<p>Head</p>	<p>Jan 2017</p>
<p>Improved outcomes in writing</p>	<p>1 to 1 and group tuition with Senco and specialist <i>Reading and Writing</i> teacher.</p> <p>Specific Interventions: Rapid Writing Precision Teaching Apples and Pears.</p> <p>Mark making opportunities extended in the early years, through environment and staff CPD</p>	<p><b>+ 5 months</b></p> <p>Individual tuition and Mastery Learning (EEF Toolkit)</p> <p><b>+ 4 months</b></p> <p>Group tuition (EEF Toolkit)</p>	<p>Regularly reviewing data and outcomes, aiming for:</p> <p>90-100% of PP children to have made good progress measure in writing across the school.</p> <p>50-60% of PP children to have attained in line with their peers</p> <p>100% of PP children achieve writing ELG</p>	<p>Head and English Lead</p>	<p>Nov 16 and Jan 17</p>

					Total budgeted cost	£10,000
<b>iii. Other approaches</b>						
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?	
Travelling families to enrol in education or complete home education packs whilst travelling	<p>Packs put together in conjunction with EWO for Y6 Leavers not going on to Higher Education</p> <p>Work with families to increase awareness of the importance of good attendance and the impact of poor attendance on achievement.</p>	<p>EEF Toolkit shows 3 months can be gained through <i>parental involvement</i>.</p> <p>'Research shows that in primary schools less than 65% of poor attenders get good results in Maths and English in schools with an average of 15 days absence compared to around 90% in schools where the average is less than 8 days. Many parents are surprised how quickly their children accumulate 15 days absence'</p> <p><a href="http://www.gloucestershire.gov.uk/CHttpHandler.ashx?id=56832&amp;p=0">http://www.gloucestershire.gov.uk/CHttpHandler.ashx?id=56832&amp;p=0</a></p>	Outcomes for travelling families eligible for PP to have improved due to better attendance or engagement with work outside of school.	Head	Jan 17	
Support for vulnerable families to access trips and opportunities.	Support given for: Transport, trip costs, extracurricular activities and experiences	To ensure all children have equal opportunities in education, regardless of socio economic factors.	Evidence that all families feel supported and that all children have access to the same opportunities	Head and SBM	Jan 17	
					<b>Total budgeted cost</b>	<b>£1000</b>

## 6. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.