



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

Pupil Premium Funding

Action Plan 2017-18

Cohort 2017-2018: **9 children PP(15%) - 4 FSM (10%)** Non FSM: (64%) (figures based on September 2017)

Funding total based on last year's figures : £10, 560

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	2017-18	Total PP budget	£13,200	Date of most recent PP Review	NA
Total number of pupils	61	Number of pupils eligible for PP	9	Date for next internal review of this strategy	Jan 18

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)	3/11 (27%)	61%
% making good progress measure in reading (or equivalent)	11/11 (100%)	tbc
% making good progress measure in writing (or equivalent)	10/11 (91%)	tbc
% making good progress measure in maths (or equivalent)	11/11 (100%)	tbc

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<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.
External barriers (<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 and KS1 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
D.	Increased attendance rates for pupils eligible for PP	Reduce the number of persistent absentees

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 and KS1 for eligible PP children	<p>Use of TalkBoost http://www.ican.org.uk/talkboost and SALT strategies (last year's training.) Need to have refresher training</p> <p>Further Speech and Language targeted training for new Early Years staff.</p> <p>Staff to be trained in Precision intervention strategy.</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> <p> </p> <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 2018

Improve comprehension skills with year 1 and 2	Targeted support for pupils, small group and 1:1 work based on need. Use of more formalised comprehension texts. Use of film and pictures to aid comprehension	End of Key stage results and phonics screening check results show the children below national expected standards for reading and phonics.	Monitoring of phonics teaching and progress in Class 1 and 2 Interventions in Class 2 for those children who have not yet achieved a pass for phonics screening test.	Head and Literacy Lead	Jan 18
Total budgeted cost					£2100
ii. Targeted support					
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?

<p>Raise children's self-esteem, in turn leading to an improved attitude and readiness to learn.</p>	<p>Use of Zippy's Friends Groups in Ks1 and Apple's Friends in KS2.</p> <p>Use of collaborative learning</p> <p>To offer reflexology to all vulnerable groups. Research and practice has shown a marked improvement in attitude and readiness to learn with the use of reflexology.</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>Silkie Weeks Reflexologist</p>	<p>Head</p>	<p>January 2018</p>
<p>Improved outcomes in writing linked to raising standards in phonics</p>	<p>1 to 1 and group work.</p> <p>CPD using Literacy Shed Plus materials and new spelling scheme.</p> <p>Specific Interventions: Rapid Writing Precision Teaching Apples and Pears.</p> <p>Mark making opportunities extended in the early years.</p>	<p>Individual tuition and Mastery Learning (EEF Toolkit)</p> <p>Group tuition (EEF Toolkit)</p>	<p>Regularly reviewing data and outcomes, aiming for:</p> <p>90% of PP children to have made good progress measure in writing across the school.</p> <p>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 17 and Jan 18</p>

					Total budgeted cost	£10,000
iii. Other approaches						
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 To increase attendance for all travelling children.	Work with families to increase awareness of the importance of good attendance and the impact of poor attendance on achievement.	EEF Toolkit shows 3 months can be gained through <i>parental involvement</i> . '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' http://www.gloucestershire.gov.uk/CHttpHandler.ashx?id=56832&p=0	Outcomes for travelling families eligible for PP to have improved due to better attendance or engagement with work outside of school.	Head	Jan 18	
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 18	
					Total budgeted cost	£1000

