



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

Pupil Premium Funding

Action Plan 2018-19

Cohort 2018-2019: **12 children PP and PP+ (21%) and 4 FSM (7%)** Non PP: (79%) (figures based on September 2018)

Total Funding: £17,800

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.*

What research says:

National Audit Office 2015 findings

Children views:

- 50% of children shared that working in a small group with the class teacher was helpful
- 46% shared that having lessons with children who are just as clever helped them as a opposed to more or less clever.
- 27% shared that one to one lessons with the teacher helped and only 19% with a TA.
- 51% reported that doing homework was helpful
- 40% shared that school trips helped them and 89% felt positive about them.
- 37% of children reported that tests make them feel bad, whereas 67% felt positive about academic lessons.

Parent Views:

- 63% of parents hadn't even heard of the pupil premium
- 25% of parents didn't know how the money was spent.
- 57% hadn't read or looked at school's PP strategy or status.

School leaders' views:

- 49% of leaders shared that they spend significantly more than the PP on disadvantaged children.
- 61% of schools reported that they spent most of the money on pupils eligible for PP, but some of the money on all pupils.

High effectiveness interventions chosen by schools

Interventions with high effectiveness:

- 72% of school used one to one tuition (high expense)
- 67% used EY's intervention schemes (high expense)
- 63% to improve feedback between teacher and child
- 47% giving pupils strategies to facilitate their own learning

- 25% on peer to peer tutoring

Interventions with moderate effectiveness:

- 57% worked on parental involvement
- 50% invested in digital technology
- 38% invested in training TA's to gain higher qualifications
- 33% to reduce class sizes (high expense)

*The majority of schools chose to spend their money on *additional teaching assistants (71%)* and *improvement to the classroom environment*. Interestingly when surveyed, only 23% of leaders felt that employing additional teaching assistants was effective.

Significantly 85% of leaders felt that the PP had had a strong impact on improving pupil outcomes and confidence.

Leaders reported that a major barrier to the effectiveness of the PP funding was parental engagement, pupil aspiration and funding levels.

Education Endowment Foundation Toolkit findings

The EEF shares interventions and their impact/effectiveness in months:

Intervention	Impact in months	Cost (high, moderate, low)
Collaborative learning	+5	L
Digital technology	+4	M
Early Years intervention	+5	H
Feedback	+8	L
Mastery Learning	+5	L
Metacognition and self-regulation	+7	L
One to one tuition	+5	H
Oral language	+5	L
Peer mentoring	+5	L
Phonics	+4	L
Reading comprehension	+6	L
Small group tuition	+4	M
Social and emotional learning	+4	M

*teaching assistants as a 'broad category', working as a general classroom help are +1 (very low impact). This is pretty leading and if you read between the lines, not very accurate as they do many of the interventions above so have a good impact.

What are the most effective ways to support disadvantaged pupils' achievement?

Research undertaken by NFER highlights seven building blocks that are common in schools, which are more successful in raising disadvantaged pupils' attainment:

1. Whole-school ethos of attainment for all:

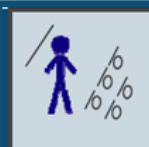
Schools have an ethos of high attainment for all pupils and avoid stereotyping disadvantaged pupils as all facing similar barriers or having less potential to succeed.



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.



1. Summary information					
School	Bromesberrow St. Mary's C of E Primary School				
Academic Year	2018-19	Total PP budget including PP+	£17,800	Date of most recent PP Review	NA
Total number of pupils	56	Number of pupils eligible for PP	12	Date for next internal review of this strategy	Oct 18 (PP Review)

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)	KS1: Not eligible KS2: Not eligible Whole School: 7/9 (78%)	tbc
% making good progress measure in reading (or equivalent)	KS1: Not eligible KS2: Not eligible Whole School: 8/9 (89%)	tbc
% making good progress measure in writing (or equivalent)	KS1: Not eligible KS2: Not eligible Whole School: 7/9 (78%)	tbc
% making good progress measure in maths (or equivalent)	KS1: Not eligible KS2: Not eligible Whole School: 8/9 (89%) with 2/9 (22%) above	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.	Delayed language which impacts on the rate of progress a child is making.	
B.	Underdevelopment of emotional intelligence and resilience, which impacts on a child's engagement with learning and in turn progress	

C.	Poor spelling and vocabulary, which impacts upon fluency and attainment in writing.	
D.	Lack of aspiration for more able children	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Attendance, particularly persistent absence through holidays.	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Delayed language which impacts on the rate of progress a child is making.	The gap in learning will be narrowed between PP children and their peers
B.	Underdevelopment of emotional intelligence and resilience, which impacts on a child's engagement with learning and in turn progress	4/12 currently vulnerable in terms of attainment to be more in line with expected standards (just below, rather below in tracking)
C.	Poor spelling and vocabulary, which impacts upon fluency and attainment in writing	100% of PP to make good progress Writing as seen through books. Ks1: 3/4 (75%) to be at age related attainment. Ks2: 5/8 (63%) to be at age related expectations or above.
D.	Lack of aspiration for more able children	100% more able PP children to have achieved greater depth standard. 2/4 (50%) of PP children to have achieved GD at the end of KS2
E.	Children who are vulnerable attend school well, so that they make good progress in learning.	PP premium absence to be in line with National average. 100% of PP children to be making good progress as seen through monitoring and observation of teaching, learning, books and environment.

5. Planned expenditure					
Academic year		2018-19			
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	Impact
Improving children's oral and receptive language to narrow in learning between PP pupils and their peers.	Use of TalkBoost http://www.ican.org.uk/talkboost and SALT strategies for specific children and as a whole class approach.	<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></div> <p>EEF/Sutton Trust Toolkit</p> <p>Evidence '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>Monitoring, observation and feedback, coordinated by the SENCO.</p> <p>Assessed on entry to programme and on exit (10 weeks)</p>	SENCO and HLTA	.

<p>To improve children's spelling and help them to develop their vocabulary, so that an increased proportion of children are working at the expected standard in Writing.</p>	<p>Implementing Read, Write, Ink across KS2 to address spelling and vocabulary.</p> <p>Using Spellodrome to support and have an impact at home.</p> <p>Targeted small group support by additional qualified teacher and TA for phonics in Ks1 and spelling in Ks2.</p> <p>Pre and over learning strategy to support.</p> <p>Literacy Shed to support development of vocabulary.</p> <p>A rich text environment to engage children in reading, so that they are exposed to a wider vocabulary.</p>	<p>EEF: shows that the impact of one to one support, small group tuition, phonics and reading comprehension have a moderate to high impact.</p>	<p>Monitoring and observation by HT's and Phase Leads of books and lessons, Learning walks and dialogue with pupils and teachers.</p> <p>Specific Class Governors to support monitoring.</p>	<p>HT's Phase Leads</p>	
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<p>High aspiration for our more able children so that they are able to master the curriculum at greater depth standard.</p>	<p>Quality teacher input to facilitate deeper level learning.</p> <p>Implement Mastery Approach across the school (Glow Maths)</p> <p>Invest in Third Space Learning one to one tuition.</p> <p>Invest in enrichment opportunities and more able children's workshops.</p> <p>Introduce a more collaborative learning approach through 3B4Me approach</p> <p>Embed Peer to Peer marking approach</p>	<p>http://www.glowmathshub.com/</p> <p>EEF: Peer to Peer Marking and Collaborative Learning had a moderate to high impact.</p>	<p>Monitoring and observation of books, lessons, pupil voice.</p> <p>Visits from external teachers to support internal development.</p> <p>Monitoring by PP Governor and SIP</p>	<p>HT's and Phase Leads</p>	
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Total budgeted cost					£11,300
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?
Improved emotional intelligence and resilience.	<p>Additional opportunities to develop emotional intelligence and social interaction to include:</p> <p>* After school provision, linking with another provider to support children to forge new relationships and benefit from new experiences</p> <p>*Residential and other enrichment opportunities to develop resilience and independence (through developing leadership qualities and aid transitions); as well as social interaction skills.</p> <p>*Additional transition and support for vulnerable Y6 pupils for move to high school</p> <p>*Introduce new Mindfulness approach to support children to manage anxieties and develop resilience</p> <p>*Educational psychology support</p>	<p>National audit 2015 findings show that: 40% of children found that school trips helped them and 89% felt positive about them.</p> <p>School Online Pupil Survey by GHLL, shows that children would like help to manage anxiety and transitions.</p> <p>https://mindfulnessinschools.org/</p> <p>Mindfulness in Schools has been shown to have a strong, positive influence on children's wellbeing and resilience.</p> <p>EEF: Metacognition and self-regulation has a very strong impact.</p>	<p>Administration to be aware and adapt charging policy to recognise PP children adjustment. Heads to monitor the effectiveness of this.</p> <p>Monitoring new Mindfulness approach and evaluating its impact, using Mindfulness in schools resources.</p> <p>Pupil voice and conferencing to show positive impact.</p>	Heads	

Total budgeted cost					£4,500
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	Impact
To increase attendance specific PP children to reduce persistent absence,	<p>Work with families to increase awareness of the importance of good attendance and the impact of poor attendance on achievement.</p> <p>EWO to be bought in to work with school lead.</p> <p>Amend attendance policy to implement immediate referral to LA for any holiday requests</p> <p>Head to work with parents and EWO to address persistent absence, providing support and challenge.</p> <p>Early offer of help embedded to support and engage parents and families</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>http://www.gloucestershire.gov.uk/CHttpHandler.ashx?id=56832&p=0</p> <p>Dfe NFER research building blocks highlight the importance of attendance in supporting disadvantaged pupils.</p>	<p>Regular reporting to governors, holding school to account.</p> <p>Weekly analysis of attendance data to show an improving picture over time.</p>	Head	.
Total budgeted cost					£2,000

