# Pupil premium strategy statement (Broomhill Infant School) 2018/19 2nd Year of programme

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| 1. **Summary information** | | | | | |
| **School** | Broomhill Infant School | | | | |
| **Academic Year** | 2018/19 | **Total PP budget** | £69,960 | **Date of most recent PP Review** | Jan 2018 |
| **Total number of pupils** | Rec - Y2 = 158  N = 27 | **Number of pupils eligible for PP** | 48 school aged pupils  5 Early Years pupils | **Date for next internal review of this strategy** | Jan 2019 |

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| 1. **Current attainment** | | | | |
| Current DIS pupil attainment based on LA data packs 2017/18 & Term 2 data report. | | | *Disadvantaged Pupil Targets*  *2018/19* | *DIS Pupils (Bristol & National averages 2017/18)* |
| **50% achieving GLD** | | | **60%** | **52.7% Bristol 74% National** |
| **65% making at least the expected standard in reading**   |  | | --- | | **% making at least the expected standard in reading** |   %   |  | | --- | | **% making at least the expected standard in reading** |  |  | | --- | | **% making at least the expected standard in reading** | | | | **75%** | **59.4% Bristol 79% National** |
| **60% making at least the expected standard in writing** | | | **70%** | **52.6% Bristol 74% National** |
| **55% making at least the expected standard in maths** | | | **70%** | **60.5% Bristol 80% National** |
| **62% passing the phonics screening in Year 1** | | | **72%** | **85% National** |
| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | |
|  | | Emotional barriers to learning. 86.66% of children attending Nurture are disadvantaged. All children currently working below their peers and not meeting individual expected targets. | | |
|  | | Aspirational quality teaching - “every teacher needs to improve, not because they are not good enough, but because they can be even better.” | | |
| **C.** | | Speech, Language and Communication skills are below average when children join the school in Nursery. | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | |
| **D.** | | Attendance – a narrowing gap that is still a focus of targeted support. A key priority is raising parental engagement of DIS children through invites to join in school events and share in their children’s learning journey. | | |
| 1. **Desired outcomes** *(Desired outcomes and how they will be measured)* | | | | **Success criteria** |
|  | Children are able to manage and control their emotional & behavioural needs. Successful transition at the end of the 4th term a child has been in Nurture.  Boxall reports identify individual areas a child attains.  Each child focusses on developing the ability to concentrate and attend to their learning leading to improved outcomes at the end of Term 6. | | | Each child has transitioned back into fulltime class by the end of their 4th term in Nurture. Each child is able to emotionally attend to their learning. |
|  | Improved outcomes of children’s learning across the whole school.  **EYFS desired outcomes**  60% of PP children achieving GLD at the end of Reception.  **KS1 desired outcomes**  72% of PP children pass phonics screening at the end of Year 1  75% of PP children at age expected Reading levels.  70% of PP children working at expected Writing levels  70% off PP children working at expected Mathematics levels.  Continued commitment to Professional Development through training, collaboration & partnership.  Financial commitment to training programme and non-contact leadership time. Financial commitment to joint year group PPA time. Continued commitment to NQT training. | | | Children entitled to Pupil Premium children make accelerated progress across the whole school.  Moderation of intervention is effective in improving quality of provision, working towards specific targets. |
|  | Improve speaking and listening skills for pupils eligible for PP in Nursery class.  65% of PP children to be working at ARE 30-50s in Speaking.  70% of PP children to be working at ARE 30-50s in Listening and Attention. | | | Pupils eligible for PP in EYFS make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations. |
|  | Offer targeted support to families with a positive impact on lateness and attendance.  Parental engagement of PP children increases through targeted groups.  Participation of Family Time weekly reading sessions is increased. Increase in parental events such as Tinkering Tuesday, parent – teacher consultations and curriculum information events. | | | Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves to 96% in line with NON-PP children. |

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| 1. **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 | | | | | | |
| 1. **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?** |
| “*At the heart of nurture is a focus on wellbeing and relationships. A drive to support the growth and development of children.”*  Nurture has had a positive impact on closing the gap of children with a focus on wellbeing and relationships. Nurture is our key approach to supporting behaviour, wellbeing, attainment and achievement for children who may have missed out on early life experiences.  Embedding and apply Nurture as a whole school approach. | | Nurture staff to share their skills, specific knowledge and understanding including specific strategies and resources with staff and parents.  Development of effective transitional action plans written by a team around the child.  Commitment to Friday non-contact time to enable parental support to be actioned. | Teacher Boxall reports identify children and track their progress.  Parent and child voice – feedback from questionnaires.  Case studies.  Staff feedback is supportive and positive.  Reduced CPOMs behavioural incidents.  Improved attendance of targeted children.  Positive reports including SEND review & Ofsted. | Future Nurture training identified and budgeted for.  Nurture leaders to attend cluster groups in family schools.  Staff meetings are timetabled to allow for dissemination of training and information.  Development of transition links have been included on action plan.  Parental & child feedback to be shared with all staff.  Non-contact time for Nurture Leaders to spend time in class supporting children and staff, sharing best practice. | Nurture Lead  SENCo  HT | January 2019 – Review Action Plan.  April 2019 – Review Boxall Reports.  May 2019 – Review parent and child voice. |
| **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?** |
| Aspirational quality teaching that has a positive impact on outcomes of children’s learning.  Intervention that has maximum impact when accelerating reading, writing and maths skills.  Intervention that challenges HAP with DIS having opportunity to gaining GD. R, W and M. | | Talk for Writing training for new staff. Peer 2 Peer support to share best practice.  Numicon training  Precision Teach training  Monitor impact of training received  New staff the attend training.  Middle leaders to support.  New EYFS planning approach – In the Moment Planning. | Outcomes of children’s learning continue to be below national average for all groups of learners.  In Year 1 only 57% of PP children passed the phonic screening test. On average are reading 2 levels below NON-PP. | Financial budget for training has been agreed and strategically planned in the SIP. Training has been identified within the SEF, monitoring and evaluation cycle and outcomes of children’s learning.  Actions plans, reports and feedback from SLE involvement e.g. Reading and Curriculum Development.  INSET through the school year.  Dissemination of training through whole school and Key Stage staff meetings.  Sharing and modelling best practice.  Planned Non-contact time to visit other settings. | HT  AHT | Teacher Review Nov 18  April 2019  June 2019 |
| **Total budgeted cost**  **BG9 £25,924.89 BG8 £22,492.24 £3000 training budget**  **BG9 2.5 hours a week NON-contact time = £48.62/weekly £1993.42/yearly** | | | | | | **£53410.55** |
| 1. **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?** |
| Raise phonic outcomes for disadvantaged children.  Children to transfer knowledge and understanding into reading and writing, independent activities.  Improve quality of teaching of phonics across the school. | | Streaming of phonics sessions across the school based on ability.  Monitoring of ability to inform intervention booster groups.  Peer 2 Peer support for sharing best practice.  Continue Nexus training for new staff. | 54% PP (2017) 62% (2018)  The % of DIS children passing the test has increased.  However, DIS children are still not working at the same level when comparing to 81% of non-dis children (2018).  The target for this school year is 82% for the whole cohort. Assessment has identified 68% of Year 1 children are on target to pass. Challenge target of 72% DIS children has been set. | Teacher’s to plan enhanced activities that are delivered daily by all staff across the school. Groups planned based on ability.  Termly Tracking and monitoring.  Sharing best practice through peer 2 peer.  Early streaming in Reception.  Early teaching in Nursery | HT  LD | Termly tracking report. |
| **Total training costs including MLT as detailed in the next section is:**  **The school continues to fund breakfast club free of charge for disadvantaged children.** | | | | | | **£10,500.00** |
| **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?** |
| High quality teaching.  Assessment for learning that informs planning and assessment.  Improved outcomes of children’s learning.  Consistency of teaching and learning within year groups.  Quality age appropriate resources to enhance quality teaching and learning of phonics. | | Teaching and Learning review actions to inform SIP.  Development of middle leaders. Timetabled leadership time – support from SLT.  Development of CPD through a range of training opportunities  LD – NPQML.  Joint PPA session in all year groups. | SEF and Teaching and Learning review has supported SLT and MLT to plan for future actions that improve teaching standards across the school.  Middle leaders are adding to the capacity of leadership of English and Maths.  High teaching standards of teachers and LSAs impacts positively on outcomes. | Monitoring cycle has been planned for the whole school year.  Tracking progress of DIS children.  Monitoring of intervention.  Review of DIS children at termly Progress Review meetings.  Time to disseminate training and share best practice.  Performance Management – mid year reviews.  SEF | HT  AHT | April 19  July 19 |
| Total costs toward non-contact time for MLT. Staffing costs for joint PPA time. Staffing costs of interventions groups and quality resources: | | | | | | **£6000.00** |

**Total £69,910.55 costs**

**Total £69,960 funding**

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **2018/19** | | |
| 1. **Quality of teaching for all** | | | | |
| **Desired outcome** | **Chosen action / approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
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| **Desired outcome** | **Chosen action / approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
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| 1. **Other approaches** | | | | |
| **Desired outcome** | **Chosen action / approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
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