



Pupil Premium Strategy Statement 2016/17

1. Summary information					
School	Brackensdale Infant School				
Academic Year	2016/17	Total PP budget	£109,560	Date of most recent PP Review	n/a
Total number of pupils	232 +35 nursery	Number of pupils eligible for PP	83	Date for next internal review of this strategy	Jan 2017

2. Current attainment		
	<i>Pupils eligible for PP (Brackensdale Infant School, 39 in Y2, however 7 children-10%, were part of the Enhanced Resource Facility and had additional learning needs)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving age-related expectations or above at end of Y2 in reading	41%	77.2%
% achieving age-related expectations or above at end of Y2 in writing	20.5%	68.9%
% achieving age-related expectations or above at end of Y2 in maths	35.9%	59.4%
% achieving a Good level of Development at the end of FS2 (19 pupils)	68.4%	54.8% (school)

3. Barriers to future attainment (for pupils eligible for PP including high ability)

Our school deprivation indicator is higher than the national average.

As an Enhanced Resource school, the % of pupils with SEN statements or EHCPs is much higher than the national average. A number of these pupils are eligible for PP, and, although they make good progress, they have recognised learning needs and will not reach national averages in reading, writing or maths.

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	Oral language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows progress in subsequent years.
B.	Pupils who are eligible for PP are making less progress than other pupils across Key Stage 1.
C.	The performance of PP boys, particularly in writing.

External barriers

D.	There are a number of safeguarding concerns which affect the ability of pupils to learn.
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4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills for pupils eligible for PP in Reception class.	Pupils eligible for PP in Reception class make good progress by the end of the year so that the number of pupils eligible for PP meeting age related expectations is at least equal to that in 2015/16 (68%).
B.	Higher rates of progress and attainment across KS1 for pupils eligible for PP.	Pupils eligible for PP make as much progress as non PP pupils across Key Stage 1 in maths, reading and writing. Ensuring that the 19 pupils at the end of FS2 who achieved GLD, are working at EXP at the end of Y1. Measured in Y1 and 2, by teacher assessments and successful moderation practices.
C.	Improve the performance of PP boys, particularly in writing, in KS1.	Boys eligible for PP make as much progress as non PP boys, particularly in writing. Measured in Y1 and 2, by teacher assessments and successful moderation practices.

5. Planned expenditure					
Academic year		2016/17			
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?
Improved progress for PP pupils	Attendance on “Good to Outstanding” course + feedback to staff	Pupils eligible for PP are making less progress than other pupils across Key Stage 1 in all subjects. We want to ensure that PP pupils can achieve progress matched to their ability as well as ‘meeting expected standards’. By sharing current thinking with regard to outstanding teaching, PP pupils should make improved progress in all subjects	Use staff meetings to deliver training. CPD and lesson studies for teachers Continue to ensure that all staff know who the PP pupils are in their class and hold them to account through half-termly pupil progress meetings		July 2017
Total budgeted cost					£2,000

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 progress for pupils	1-1 and small group sessions in KS1, on a daily basis 0.5 teacher in reception for PPA cover, delivery of small group work and physical literacy	Some of the students need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools. Small group interventions with qualified staff have been shown to be effective. By using physical literacy to develop core skills, young children, and particularly boys are more ready to write ⁹⁸	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Ensure adequate space and quiet for 1-1 sessions Refresher training for all staff to ensure quality interventions	Deputy head and English and Maths leads	Jan 2017
Improved oral language skills in reception	All children screened in September with support put in place either 1-1 or small groups.	Some of the students need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.	HLTA lead has had training through Speech and Language therapist Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.	EYFS lead and SENCo	Jan 2017

Subsidised trips and visitors into school	Children in the school have very limited experiences of different places and often don't leave the local community.	Children need to have first-hand experience and concrete understanding of a wide range of events and places in order to fully understand and develop their vocabulary. This supports their learning and widens their horizons.	Follow up work from visits will show the benefits of the trip and new learning.	KS leaders	July 2017
Total budgeted cost					£98,075
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?
Continue to improve the performance of PP children in reception classes	Forest school continues	EYFS lead trained as Forest school leader during 2015/16. The PP children who participated in Forest School during the academic year made good progress in their language skills, their confidence and personal skills, leading to an increased % of PP children achieving their GLD.	Ensure all necessary arrangements are in place, including transport and venue booked. Information provided to parents in a timely fashion	EYFS lead	Jan 2017
Improved progress for PP boys in writing by the end of KS1	Purchase of resources to support outdoor writing and the teaching of phonics	Boys require practical tasks, often outdoors, in order to encourage writing for a purpose	Monitor use of equipment and that stocks are replenished as necessary	Head + deputy	Jan 2017

Total budgeted cost	£9,650
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6. Review of expenditure				
Previous Academic Year		15/16		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Impact:	Lessons learned	Cost
Improved outcomes for PP children at EYFS	0.5 teacher for intervention work, PPA cover and Forest school Language group intervention by HLTA	<p>Good:</p> <p>Overall the outcomes for EYFS showed the percentage of children achieving a good level of development (GLD) improved by 1% to 59% (64% without ER children) and is closer to national.</p> <p>The percentage of PP children achieving a GLD improved by 31% to 68.4%. This compares with 54.8% all other pupils and so the gap has closed.</p>	<p>We will continue with the approach as the benefit for children having improved outcomes at EYFS will impact throughout the school. This includes the Forest school initiative.</p> <p>We will continue to encourage more parents to apply this year.</p>	£39,912

Improved outcomes for PP children at KS1	Intervention work	<p>Mixed: It is hard to compare outcomes in KS1 with previous years due to the new tests, but the gap between the school and national continues and has widened in writing, particularly boys' writing. We have good evidence of PP children who did not meet EXP at the end of Y2, but made good progress, particularly in reading.</p> <p>In phonics, the % boys passing the test in Y1 at 50%, was the highest for 4 years.</p>	<p>We will continue with this approach as there were some positive outcomes for children. All staff know who their PP children are and all interventions have a baseline measurement and will be reassessed after 6 weeks.</p>	£27,500
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ii. Targeted support

Desired outcome	Chosen action/approach	Impact	Lessons learned	Cost
Improved Year 2 reading results	One to one tuition delivered by HLTA using planned programme.	High: observed increased progress amongst participating children	This is costly, but effective with good progress observed by participating children, even though they may not have reached EXP at end of the year.	£15,000

iii. Other approaches				
Desired outcome	Chosen action/approach	Impact	Lessons learned	Cost
Subsidised trips and visitors into school	Children in the school have very limited experiences of different places and often don't leave the local community.	High: Children's follow up work (especially writing) showed the valuable experience, language and vocabulary they gained.	This will be continued next year.	£2,000