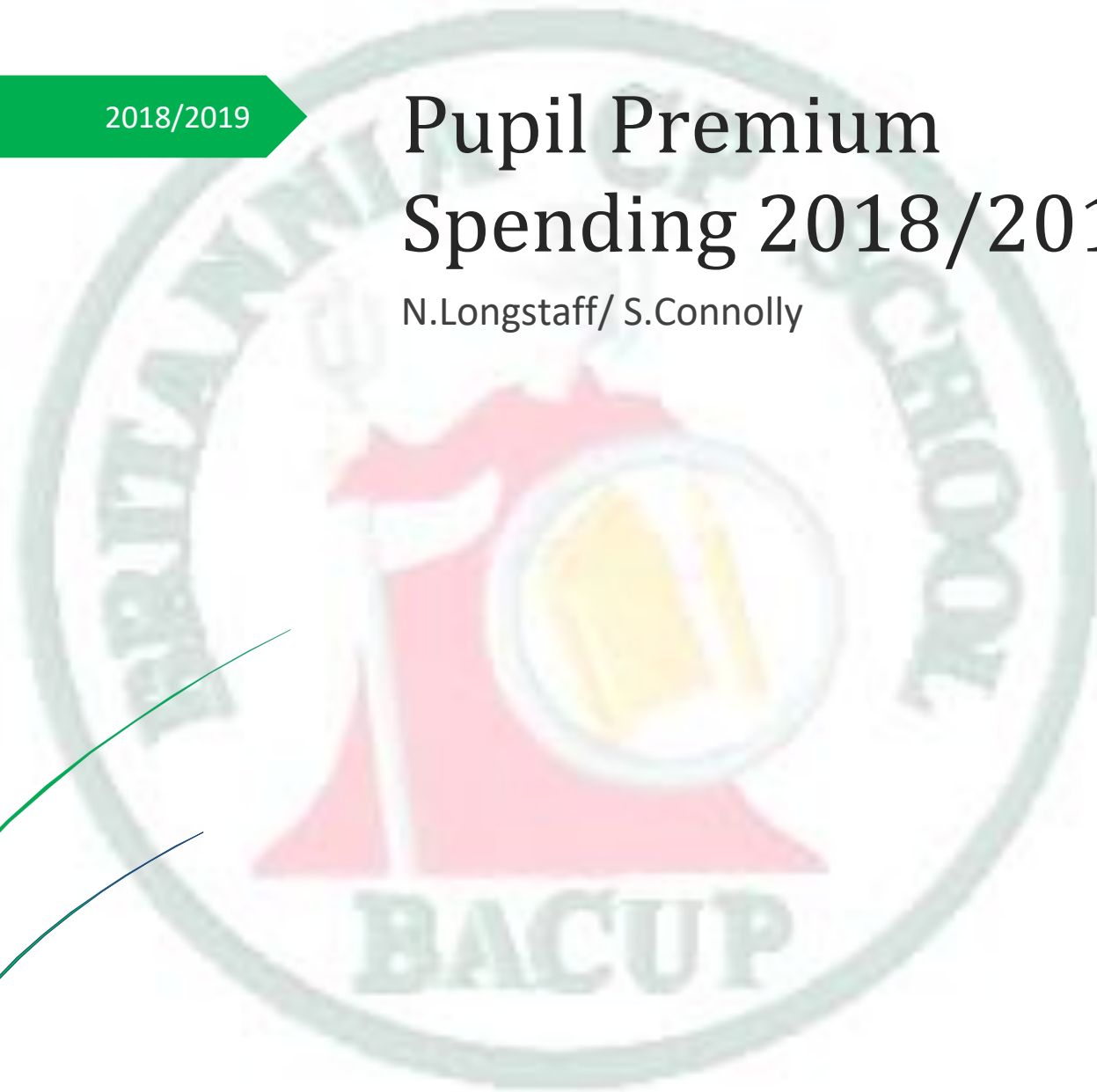


2018/2019

Pupil Premium Spending 2018/2019

N.Longstaff/ S.Connolly





Britannia Pupil Premium Strategy Statement 2018/2019



1. Summary Information					
School	Britannia Community Primary School				
Academic Year	2018-2019	Total PP budget	£61,280 Additional funding from school budget.	Date of most recent PP review	September 2018
Total Number of Pupils	218	Number of pupils eligible for PP	39	Date for next review of this strategy	February 2019

2. Current Attainment			
	Pupils eligible for Pupil Premium (school data) 2017 - 2018	Pupils eligible for Pupil Premium (school data) 2016 - 2017	Pupils not eligible for Pupil Premium National Average 2016 -2017 (This is not compared with the national average for all pupils) AWAITING NATIONAL DATA
% GLD at the end of EYFS	66.7% (3)	33% (3)	
% working at standard Year 1 phonics	66.7%(3)	50%	84
% KS1 age related expectations Reading	50% (10)	63% (8)	77
% KS1 age related expectations Writing	50%	32.5%	81
% KS1 age related expectations Maths	50% GD-10%	37.5%	80
% KS2 age related	66.7% (3 CHILDREN) High standard- 33%	82% (11 pupils in cohort but currently only 9 accounted for in ASP. This data shows 11)	77

expectations Reading		High standard-27%	
% KS2 age related expectations Writing	100% GD- 0%	73% Greater depth- 36%	81
% KS2 age related expectations Maths	100% High – 33%	75%	80
% KS2 related expectations GPS	100% GD- 66.7%	75%	82
Progress in Reading across KS2	1.5	-1.37	0.33
Progress in Writing across KS2	2.3	-0.2	0.17
Progress in Maths across KS2	2.7	-0.27	0.28
% KS2 age related expectations Reading, Writing and Maths combined	66.7%	25%	67

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

In-School Barriers (issues to be addressed at school)	
A	Pupils often enter Reception below typical in Communication and Language, Literacy and Maths. EYFS GLD often lower for reading, writing and maths specific areas.
B	Emotional and behavioural problems are a problem for some of the pupil premium children which acts as a barrier to learning. PP children are less resilient learners.
C	PP children working below ARE.
D	To provide enhanced learning opportunities and support for the PP children as a consequence to limited resources within some families and household .
E	Access to support with home learning.
F	High ability pupils eligible for PP do not have access to challenging texts at home in order to develop their use of language.
G	Attendance for pupil premium is 95.5% and others is 97%. This reduces the number of school hours and causes them to fall behind although this is increasing on a three year upward trend.

4.Outcomes

Desired outcomes and how they will be measured		Success Criteria
A	Standards in communication and language and in reading and phonics are improved for pupils eligible for PP across EYFS and KS1. The gap is closing.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that pupils meet age related expectations. Children in Year 1 and 2 make rapid progress in reading in order to close the gap further. Pupils in Year 2 with PP improve their phonics and reading skills.
B	Emotional and behavioural problems are a problem for some of the pupil premium children which acts as a barrier to learning. PP children are less resilient learners.	Emotional support provided for all PP children throughout the year in order to ensure that they are able to focus on learning. Observations show that PP children are developing into resilient learners and are making rapid progress. There will be a reduction in the number of behaviour problems for this group of children over the year due to lego therapy, nurture group and social and family support sessions.
C	PP children working below ARE and many have SEND.	Intervention and provision is successful which results in pupil premium making good progress throughout the year. More PP children reaching expected levels of attainment in reading, writing and maths.

		<p>Develop the teaching of spellings in a structured and systematic way in order to support all PP pupils. Using read write inc and additional spelling sessions to close the gaps.</p> <p>Immediate intervention within the maths session means that PP children are able to keep up with the class.</p>
D	To provide enhanced learning opportunities and support for the PP children as a consequence to limited resources within some families and household.	<p>Children to take part in a variety of enrichment experiences to enhance learning and skill development (this will include an opportunity for the high ability 5/6 PP to participate in the creation of a school newspaper.</p> <p>Monitor access to clubs and additional activities.</p> <p>Opportunities for musical tuition through recorders and brass.)</p>
E	Access to support with home learning.	Increased numbers of PP children completing their homework and increased frequency of reading.
F	Challenge for high ability PP children to ensure sustained rates of progress.	<p>More able PP children accessing challenging texts and reaching/maintaining a high standard.</p> <p>Q of T improved to ensure that all children are challenged across the curriculum.</p> <p>Observations show that more able are adequately challenged and supported in the teaching sessions.</p> <p>Effective questioning is used throughout the curriculum to encourage depth of learning.</p>
G	Attendance for pupil premium is 95.5% and others is 97%.This reduces the number of school hours and causes them to fall behind.	Increased rates of attendance for PP children in line with other pupils. Reduced PA for this group of children.

5.Planned Expenditure					
Academic Year	2018/2019				
The three headings below enables Britannia school to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school development.					
1. Quality of teaching for all Total cost £ 30,300					
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 it?
Standards in communication and language and in reading and phonics are improved for pupils eligible	<p>Additional TA hours in reception and Year 1 to promote oracy and reading development. (apprentice) £5000</p> <p>Talk Boost training September and R/1/2 intervention (3x 20 mins TA group) Training cost £300</p>	High quality feedback and oracy skills will have a long term impact upon the attainment of many of our PP children.	Monitoring of interactions within the Reception and Year 1 /2 class to ensure that children are being encouraged to develop their oracy	KD/NL	December 2018

<p>for PP across EYFS and KS1. The gap is closing.</p>	<p>Training for EYFS and KS1 staff around improving boys literacy. £1000</p> <p>RWI phonics – children in small groups and are reassessed regularly. (5x TA daily 30 mins for 38 weeks)</p> <p>RWI resources - £6000</p> <p>Development days and training from RWI consultant £3000</p> <p>Total from PP- 15,300</p>	<p>EEF phonics structured approach impacts upon pupil progress.</p>	<p>skills- practicing saying sentences and through the development of phonics teaching. Monitoring of small focused phonics groups.</p> <p>Intervention planning and pupil progress meetings.</p> <p>Observations of interventions.</p>		
<p>Challenge for high ability PP children to ensure sustained rates of progress.</p>	<p>Further develop reading materials for AGT PP (£1000)</p> <p>Additional release time to monitor closely AGT with a focus on PPx£300</p> <p>AGT cluster events 1 hour per half term. (1 hour teacher time per half term)</p> <p>Focus on additional AGT activities for PP children where appropriate (Lancashire AGT northwest materials) £500 costs.</p> <p>Additional class support to push and challenge more able PP children.</p> <p>Additional challenge material for MNP 4-6 – maths teasers.</p> <p>Further challenge for PP children across the curriculum especially in science and computing. Additional training costs £1500</p> <p>Total cost from PP- £2800</p>	<p>Less PP children reaching and maintaining high attainment. We want to ensure that PP children can achieve high attainment as well as simply meeting expected standards. School want to provide all teachers with practices in order to provide stretch and encouragement for these children.</p>	<p>New lead in school. Courses selected INSET training Moderation of greater depth and high standard. Observations with a focus on challenge.</p> <p>PP walkthrough</p>	<p>SC/LS</p>	<p>Feb 2019</p>

PP children less resilient and collaborative as learners	<p>MNP approach in school to develop collaborative learning- resource costs £2000</p> <p>Additional intervention within the maths lesson to provide instant catch up. £10,000</p> <p>Further develop 5Rs in school.</p> <p>AGT cluster meetings and North west hub support.</p> <p>Total from PP - £12000</p>	<p>Based on Carol Dweck's theory of growth mindset and learning. School want to develop the mindset culture and develop the ethos across school.</p> <p>School also want to develop the cooperative learning in the classroom so that children are supportive of each other's learning and the ceiling is removed for all pupils.</p>	<p>Monitoring of PP children within the MNP sessions.</p> <p>Discussions with children about learning.</p> <p>Additional training and regular focus on 5 Rs.</p>	SC/DT	December 2018
Additional training for staff around spelling development throughout the year.	<p>Additional time to monitor spelling £200</p> <p>Total from PP- £200</p>	<p>PP children are nationally working below the level of their peers in spelling achievement. Standards in spelling are lower in this group.</p>	<p>Monitoring of spelling teaching and of progress of pupil premium children</p>	CN/SC	Feb 2019
2. Targeted Support - £46,698.36					
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 it?
Standards in communication and language and in reading and phonics are improved for pupils eligible for PP across EYFS and KS1. The gap is closing.	<p>Implement Talk Boost intervention across KS1 -£750</p> <p>Targeted phonics for EYFS and KS1 – (Daily additional TA support for small focussed groups) £3800</p> <p>Additional fast track phonics session in Year 2- x 3 sessions per week –4 x 20 mins TA support (£475)</p> <p>One to one read write inc sessions – x 3 hour per day Level 3 TA support £4230.54</p>	<p>Children are starting school with lower than average oracy skills and those children who do not develop language skills attain less well throughout school career. It also impacts upon progress in reading and writing.</p>	<p>Additional training for staff and teachers. Intervention groups set up and managed well by the teachers. This is reflected within the provision map and pupil progress meetings. Children making accelerated progress in reading and</p>	KI/NL/SC And KS1 staff	Termly review for impact.

	<p>Additional speech and language one to one sessions. (Daily sessions £2000)</p> <p>Total cost from PP- £11,255.54</p>		<p>phonics in Year 1 and 2 and CLL in Reception.</p>		
<p>Standards and rates of progress improve for children working below ARE</p>	<p>A range of interventions both small group and one to one sessions (including precision teaching, spelling, toe by toe, number sense, timetables and writing) £10,000</p> <p>Better reading partners purchase of training and resources - £600</p> <p>Better reading sessions- 6 hours TA intervention time. £2207.04</p> <p>Additional mop up sessions with TA following the morning sessions.</p> <p>Maths intervention daily 15 mins teacher and TA time.</p> <p>Additional reading time. Children targeted within the lessons. Pirate Write intervention to target children working below A.R.E. in Writing in KS2. 4 x 1 hour sessions per week – (£3840)</p> <p>Additional intervention support from DHT-6 hours per week. £7980</p> <p>Total cost £24,627</p>	<p>Children working below ARE require additional support in order to close the gap.</p>	<p>Pupil progress meetings monitoring the success of interventions and provision.</p> <p>Observations of interventions</p>	<p>Ks leaders SENCO HT</p>	<p>Termly pupil progress meetings.</p>
<p>Challenge for high ability PP children to ensure sustained rates of progress.</p>	<p>Additional targeted support in class to ensure that children are being moved on with their learning and supported through mop up work in the afternoon. (£5000- TA support across the classes)</p> <p>When selecting reading materials, PP high ability being encouraged to select a wider range of books.</p>	<p>Less more able PP children being targeted to work at greater depth.</p>	<p>Pupil progress meeting Observations within the sessions. Focus of pupil discussions.</p>	<p>Class teachers.</p>	<p>Ongoing through scrutiny.</p>

	<p>MNP approach – challenge and extension approach targeted at all more able children, including those eligible for PP.</p> <p>£5000- Total cost</p>				
<p>To provide enhanced learning opportunities and support for the PP children as a consequence to limited resources within some families and household.</p>	<p>All PP children targeted in order to ensure that children access additional clubs and activities beyond the school day in order to enrich their experiences at school.</p> <p>(Hearts and Voices, librarians, sports clubs and competitions) £1000</p> <p>Opportunity to attend sporting events throughout the year- such as Rugby. (£500)</p> <p>AGT cluster meetings and North west hub support.</p> <p>Recorder groups and brass support for Years 3-5. (£2000)</p> <p>Monitoring of attendance at extracurricular clubs and competitions throughout the year.</p> <p>Monitor swimming skills of PP children and provide additional where possible.</p> <p>Total cost - £3500</p>	<p>The AfA agenda evidence show that developing wider outcomes can influence attainment for pupils.</p>	<p>Monitored throughout the year and pupil premium children access extra-curricular through subsidized costs.</p>	<p>SC</p>	<p>Ongoing.</p>
<p>Targeted support to improve access to support for home school learning. More PP children producing a better quality homework.</p>	<p>Continue to improve website content to support parents with terminology.</p> <p>Additional support for parents through workshops – support for Maths and how to support children with reading.</p> <p>Homework club for PP children and other vulnerable children. (half an hour per week x 38 weeks) £190</p>	<p>Supporting parents will assist them in supporting their children. Removing barriers of them understanding.</p>	<p>Monitor quality and frequency of homework for PP children.</p>	<p>SC</p>	<p>Feb 2018</p>

Emotional and behavioural problems are a problem for some of the pupil premium children which acts as a barrier to learning. PP children are less resilient learners.	TA nurture additional time 1 hour. 3 hours per week @total year cost of £1325.82 Team teach training £300 PSHE association and additional training cost -£ 500 Additional class support for children with emotional and behavioural problems to ensure that they are taught strategies.	Develop parental understanding of emotional health. If children are emotional secure then they will be able to concentrate on their learning. Some of our children have difficulties in controlling their emotions and behaviour.	Vulnerable children monitored and PP access monitored throughout the year.	LL/SC	Pupil review meetings Family support workers meetings.
3.Other Approaches - £ 3200					
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 it?
To provide enhanced learning opportunities and support for the PP children as a consequence to limited resources within some families and household .	Ensure that provision for PP is available and that children are able to access clubs and additional opportunities across the year. £1500 This includes access to additional swimming provision where appropriate funded by the school and bikeability sessions where children are able to borrow a bike. Monitoring of clubs for PP children half termly - £300 Total cost £1500	Research has shown that those children who access additional provision through school clubs, trips and enrichment perform better at school.	Monitor visitors and opportunities for all year groups to ensure a broad and balanced experiences across the year. Ensure that school trips are subsidized and additional music lessons are available where appropriate.	JR/SC	Dec 2018
Access to support with home learning.	Continue to develop training for parents (Release time for staff -£500) Homework club supportive and additional reading sessions timetabled in every class for PP children. Total cost - £500	One of the key reasons parents say that they don't support children is a lack of understanding of strategies taught in school. If further information is provided parents may feel more able to support learning.	Monitoring of attendance of PP parents and impact upon homework frequency. Attendance of PP children at homework club.	SC and CT	Dec 2018

		Homework club to reinforce learning in school and provide a positive view of home learning.			
Attendance for pupil premium is 95.5 and others is 97 This reduces the number of school hours and causes them to fall behind.	<p>Additional office member of staff to track attendance and follow up on absences. (2 hours per week @ total cost for year of £1000)</p> <p>Attendance awards in place and celebrated each term. £200</p> <p>£1200 -total cost</p>	Briefing for school leaders identifies addressing attendance as a key step and achievement for all philosophy.	<p>Briefing of support with existing absence issues. Collaborative approach to ensure that systems are efficient and effective.</p> <p>Attendance will improve for PP children.</p> <p>Pupil Premium lead (SC) and JR (office) to monitor attendance of PP children every two weeks using Target Tracker so appropriate measures can be put into place to make sure PP children are attending school regularly.</p>	JR/NL/SC	Half termly check.

Reviewed Expenditure 2017/2018

Quality of teaching for all / Targeted support/ Other approaches

Desired Outcome	Chosen action	Impact	Lessons learned
Standards in communication and language and in reading and phonics are improved for pupils eligible for PP across EYFS and KS1. The gap is closing.	<p>BLAST</p> <p>Additional TA in R and Year 1</p> <p>Small focussed phonics groups.</p> <p>Trialled RWI in Reception.</p>	<p>Phonics screen results and end of KS1 results were above or in line with national.</p> <p>EYFS GLD above Lancashire average.</p>	<p>Talk Boost intervention to be purchased. Importance of high quality training for all staff using the intervention and increased monitoring and assessment for interventions.</p>

			<p>Children in EYFS and KS1 lack fluency in reading and school decision to purchase RWI to support this further.</p> <p>Additional training support to be purchased in order to support KS1/EYFS with development of boys literacy.</p>	
<p>Emotional and behavioural problems are a problem for some of the pupil premium children which acts as a barrier to learning. PP children are less resilient learners.</p>	<p>Family support and learning mentor. TA nurture additional time. Team teach training. Additional class support for support with behaviour and emotional difficulties to ensure they use taught strategies to help them.</p>	<p>Parents supported and de-escalation. Lego therapy for children effective. Reduction in behaviours seen in classrooms.</p>	<p>Continue with lego therapy and continue to support parents. Increase staff understanding of team teach and add to numbers of staff trained to develop understanding of de-escalation.</p>	
<p>PP children working below ARE and many have SEND.</p>	<p>Additional groups and interventions across school. New maths scheme Additional teacher for PP.</p>	<p>Across school children make good progress. KS2 – 100% at ARE in writing, maths and GPS with increases to high standard. KS1 data was less strong but 50% attained ARE. However, a number of these pupils have complex SEN. 2 out of 3 children in EYFS attained a GLD.</p>	<p>New maths scheme has had a positive impact upon pupil progress. High quality training positive. Successful interventions within school. However, need to add to literacy interventions to boost reading and writing further.</p>	
<p>To provide enhanced learning opportunities and support for the PP children as a consequence to limited resources within some families and household.</p>	<p>Additional visits and visitors to school. Additional clubs and activities to enrich and sports clubs.</p>	<p>PP children able to access a wide variety of activities in school which has helped to develop their social skills, resilience and confidence.</p>	<p>Continue to provide access at a subsidised cost. Provide lunchtime clubs with a sports coach.</p>	

	<p>Brass and recorder group worked well.</p> <p>Swimming</p>	<p>One child following attendance at choir then sung in the community. This child attained well at the end of KS2.</p>	<p>Analyse any gaps in enrichment such as sporting activities and STEM.</p> <p>PP coordinator to also develop a deeper understanding of interests outside school.</p>	
<p>Access to support with home learning.</p>	<p>A number for workshops to support parents with learning took place.</p> <p>Additional reading sessions with PP children.</p> <p>Homework club</p>	<p>Those parents who attended workshops were more able to support learning.</p> <p>Additional reading support impacted positively upon pupil outcomes and progress.</p> <p>Increased numbers for pupils completing their homework.</p>	<p>Continue to support parents with changes in curriculum and strategies taught in school and improve website content.</p> <p>Make links to local high schools and support parents with understanding how to support emotional health and wellbeing.</p> <p>Develop library usage further with reading rox.</p> <p>Continue to offer additional homework opportunities in school.</p> <p>Target specific parents who are reluctant to attend.</p>	
<p>Challenge for high ability PP children to ensure sustained rates of progress.</p>	<p>MNP training and reading training support.</p> <p>AGT training and support</p> <ul style="list-style-type: none"> - Across the curriculum. <p>AGT activities and opportunities (such as attending the local grammar school)</p>	<p>Observations show that children are being challenged and more able children targeted to be working at a greater depth.</p> <p>Teachers confidence increased.</p>	<p>Continue to provide additional challenge for children in KS1 and EYFS show that children are given opportunities reach the higher levels.</p> <p>Embed challenge within lessons especially in Science</p>	

	Additional targeted support in class.	Year 6 children – increased numbers working at GD.	and Computing. Make links to local secondary schools.	
Attendance for pupil premium is 94.6 and others is 97.2.This reduces the number of school hours and causes them to fall behind.	Attendance officer and regular monitoring. Attendance awards.	Pupil premium attendance has risen to 95.5%. Reduction in PA across the year.	Early intervention is key.	

