



Britannia Pupil Premium Strategy Statement.

1. Summary Information					
School	Britannia Community Primary School				
Academic Year	2016/2017	Total PP budget	47520 (final 57,020) Contribution from school budget - £9119.10	Date of most recent PP review	November 2016
Total Number of Pupils	221	Number of pupils eligible for PP	36 (September) 38(November)	Date for next review of this strategy	April 2017

2.Current Attainment (KS2 SATS– 2015-2016)			
	Pupils eligible for PP (school- 4 children)	Pupils not eligible for PP (national average)	Disadvantaged pupils nationally
% achieving expected in reading, writing and maths.	25% 0% at a high standard	60% 7% at a high standard	39% 2% at a high standard
% achieving expected in reading	25% 25% at high standard	71% 23% at high standard	53% (1 child different) 10% at high standard
%achieving expected in writing	75% 0% at greater depth	79% 18% at greater depth	64% 8% at greater depth
% achieving expected in maths	75% 0%at a high standard	75% 20% at a high standard	57% 9% at a high standard
% achieving expected in grammar, spelling and punctuation	75% 0% at a high standard	78% 27% at a high standard	63% 14% at a high standard
Progress	<u>Progress of PP children</u> Reading -1.37 Writing -0.2 Maths -0.27	<u>Progress of cohort</u> Reading -1.39 Writing -0.1 Maths -1.06	<u>Progress of national PP</u> Reading -0.72 Writing -0.26 Maths -0.52
Attainment and Progress of children	2014- 2015 Data (Levels) 8 disadvantaged pupils in the cohort.		
% of pupils 1-6 achieving end of year expectations in reading	90%		
% of pupils 1-6 achieving end of year	73%		

expectations in writing		
% of pupils 1-6 achieving end of year expectations in maths	88%	
% of PPG pupils 1-6 achieving end of year expectations in reading	79%	
% of PPG pupils 1-6 achieving end of year expectations in writing	57%	
% of PPG pupils 1-6 achieving end of year expectations in maths	89%	
% making expected progress in reading at end of KS2	100%	
% making better than expected in reading at end of KS2	60%	
% making expected progress in writing at end of KS2	90%	
% making better than expected in writing at end of KS2	23%	
% making expected progress in maths at end of KS2	93%	
% making better than expected in maths at end of KS2	33%	
% PPG making expected progress in reading at end of KS2	100% (NA- 92%)	
% PPG making better than expected in reading at end of KS2	50% (NA- 33%)	
% PPG making expected progress in writing at end of KS2	100% (NA- 95%)	
% PPG making better than expected in writing at end of KS2	12.5% (NA- 37%)	
% PPG making expected progress in maths at end of KS2	100% (NA- 91%)	
% PPG making better than expected in maths at end of KS2	37.5% (NA- 38%)	
% PPG making ARE in reading (L4+)	100% - (NA- 83%)	
% PPG making ARE in writing (L4+)	87.5% (NA- 79%)	
% PPG making ARE in GPS (L4+)	87.5% (NA – 71%)	
% PPG making ARE in Maths (L4+)	100% (NA- 80%)	

% PPG making level 4 combined (L4+)	88% (NA 70%)	
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Headline data for PPG 2015-2016 (Please not a change in the way data is collected due to new assessment without levels)

% of PP Achieving a GLD in Reception	45%
Steps of progress in EYFS (EXPECTED 3 STEPS)	4.7 steps of progress from starting points.
% of PP achieving the phonics check standard (7 pupils)	71% National Non PP- 83% National PP- 70%
% of PP achieving year 2 ARE in Reading	60% (on average made 3.2 steps of progress across the year) National Non PP- 78% National PP- 62%
% of PP achieving year 2 ARE in Writing	60% (on average made 3.2 steps of progress across the year) National Non PP- 70% National PP- 53%
% of PP achieving year 2 ARE in Maths	80% (on average made 3.4 steps of progress across the year) National Non PP- 77% National PP- 60%
% of PP achieving year 6 ARE in Reading	25%
% of PP achieving year 6 ARE in Writing	75%
% of PP achieving year6 ARE in Maths	75%
% of PP achieving year6 ARE in SPAG	75%
Average steps of progress per year in KS2 in reading	3.4 steps
Average steps of progress per year in KS2 in writing	3 steps
Average steps of progress per year in KS2 maths	3.1 steps

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

In-School Barriers (issues to be addressed at school)	
A	Oral language skills and PSED in Reception was lower for pupils eligible for PP than other pupils. This slows reading progress in subsequent years.
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 94.9 and others is 96.1 This reduces the number of school hours and causes them to fall behind.

4.Outcomes

Desired outcomes and how they will be measured		Success Criteria
A	Oral language skills and PSED in Reception are improved for pupils eligible for PP in Reception and Year 1 class resulting in high attainment in reading.	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 make rapid progress in reading in order to close the gap further. Pupils in Year 1 PP group reach the expected standards in the phonics check and the gap is closed with reading attainment.
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. Support sessions for parents around developing a positive mental health.
C	PP children working below ARE	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. Develop the teaching of spellings in a structured and systematic way in order to support all PP pupils.

D	To provide enhanced learning opportunities and support for the PP children as a consequence to limited resources within some families and household .	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 PP to participate in the creation of a school newspaper.
E	Access to support with home learning.	Increased numbers of PP children completing their homework and increased one to one reading.
F	Challenge for high ability PP children to ensure sustained rates of progress.	More able PP children accessing more challenging texts and reaching a high standard. Q of T improved to ensure that all children are challenged across the curriculum.
G	Attendance for pupil premium is 94.9 and others is 96.1 .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.

5.Planned Expenditure					
Academic Year	2016/2017				
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 £14,837.10			
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?
Oral language skills and PSED in Reception are improved for pupils eligible for PP in Reception and Year 1 class.	Staff training on high quality feedback and interactions through step into quality and access for Year1 teachers as well. (£3000 – step into quality) Additional TA hours in reception and Year 1 to promote oracy- £4605.60 Tatty Bumpkins in Spring 1 to develop PSED skills. (£136.50)	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 class to ensure that children are being encouraged to develop their oracy skills- practicing saying sentences and through the development of phonics teaching. Monitoring of small focused phonics groups.	EYFS/CN	Jan 2017

	Small focused phonics group for all year 1 and reception. (3x TA daily 30 mins for 38 weeks £2593.50)				
Challenge for high ability PP children to ensure sustained rates of progress.	CPD on providing stretch and challenge for high attaining pupils (Training course for all staff £500 and 1 day consultancy support for one to one workshops around reading challenge - £538)	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.	Courses selected INSET training Moderation of greater depth and high standard. Observations with a focus on challenge.	DT/CN	Jan 2017
PP children less resilient and collaborative as learners	Embed growth mindset culture across the school and develop use of Kagan strategies to encourage cooperative learning. (£2000 for all staff to attend Kagan inset in school and £ 650 for Tom Robson workshops within school)	Based on Carol Dweck's theory of growth mindset and learning. School want to develop the mindset culture and develop the ethos across school. School also want to develop the cooperative learning in the classroom so that children are	INSET training Kagan training. Kagan resources Peer observations following training.	DT/NL	Feb 2017

		supportive of each other's learning and the ceiling is removed for all pupils.			
Online safety support to develop emotional and behavior needs of children-	Workshops for year 5 and 6 Staff training Parent workshops x 2 £450	Online safety issues. PP children more vulnerable so it is important that children and parents are well informed about the dangers.	Workshops Training Workshops Questionnaires and pupil discussions	DT/NL	Jan 2017
Additional training for staff around reading development throughout the year.	Consultant support x 3 sessions @ £1500 and additional training sessions @£1000	Children provided with challenge around the development of reading and challenging reading materials provided.			
2. Targeted Support - £38355.96					
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?
Oral language skills and PSED in Reception are improved for pupils eligible for PP in Reception and Year 1 class.	Invest in BLAST training and materials to support the teaching and development of oral skills in Reception and Year1. £400 and training costs Targeted additional phonics for year 1 children. (£3458- Daily sessions with 2 TAs) Additional speech and language one to one	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.	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 phonics in Year 1 and CLL in Reception.	KD/NL/CN	Feb 2017

	sessions. (Daily sessions £1729)				
PP children working below ARE are improving attainment.	<p>One to one sessions. Additional mop up sessions with TA following the morning sessions. Additional reading time. Children targeted within the lessons. Additional phonics reading books purchased. £2500</p> <p>Additional M6 teacher in Year 1 class for PP from January in order to close the gap. (£13,264)</p>	Children working below ARE require additional support in order to close the gap.	Pupil progress meetings monitoring the success of interventions and provision.	Ks leaders SENCO HT	Termly pupil progress meetings.
Challenge for high ability PP children to ensure sustained rates of progress.	<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. (£12,179.14- TA support)</p> <p>When selecting reading materials PP high able being encouraged to select a wider range of books.</p>	Less more able PP children being targeted to work at greater depth.	Pupil progress meeting Observations within the sessions. Focus of pupil discussions.	Class teachers.	Ongoing through scrutiny.

	Additional reading materials for PP children.				
To provide enhanced learning opportunities and support for the PP children as a consequence to limited resources within some families and household .	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. (YV, librarians, sports clubs and competitions) £1000	The AfA agenda evidence show that developing wider outcomes can influence attainment for pupils.	Monitored throughout the year and pupil premium children access extra -curricular through subsidized costs. Some PP have additional music lessons.	NL	Ongoing.
Targeted support to improve access to support for home school learning. More PP children producing a better quality homework.	Improve website content to support parents with terminology. Release time for DHT- £1100 Homework club for PP children and other vulnerable children.	Supporting parents will assist them in supporting their children. Removing barriers of them understanding.	Monitor quality and frequency of homework for PP children.	DT	
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.	Access to family support and learning mentor(half a day per week) Training for additional TA and release time in order for her to work alongside support worker. (This will ensure sustainability) 3 hours per week @total year cost of £1325.82	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	Vulnerable children monitored and PP access monitored throughout the year.	JM/NL/LL	Pupil review meetings Family support workers meetings.

	Workshop for parents around promoting positive mental health. £1400	difficulties in controlling their emotions and behaviour.			
3.Other Approaches - £ 12946.04					
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. £1000 This includes access to additional swimming provision where appropriate funded by the school and bikeability sessions where children are able to borrow a bike. £2000	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.	NL	Feb 2017
Access to support with home learning.	Website updated with support for parents. Increase number of workshops to support parents with learning. (Release time for staff - £2300)	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	Monitoring of attendance of PP parents and impact upon homework frequency. Attendance of PP children at homework club.	SB and DT	Feb 2017

	Homework club supportive and additional reading sessions timetabled in every class for PP children. £6908.40	feel more able to support learning. Homework club to reinforce learning in school and provide a positive view of home learning.			
Attendance for pupil premium is 94.9 and others is 96.1 This reduces the number of school hours and causes them to fall behind.	Additional office member of staff to track attendance and follow up on absences. (2 hours per week @ total cost for year of £637.64) Attendance awards in place and celebrated each term. £100	Briefing for school leaders identifies addressing attendance as a key step and achievement for all philosophy.	Briefing of support with existing absence issues. Collaborative approach to ensure that systems are efficient and effective. Attendance will improve for PP children.	NL	Feb 2017