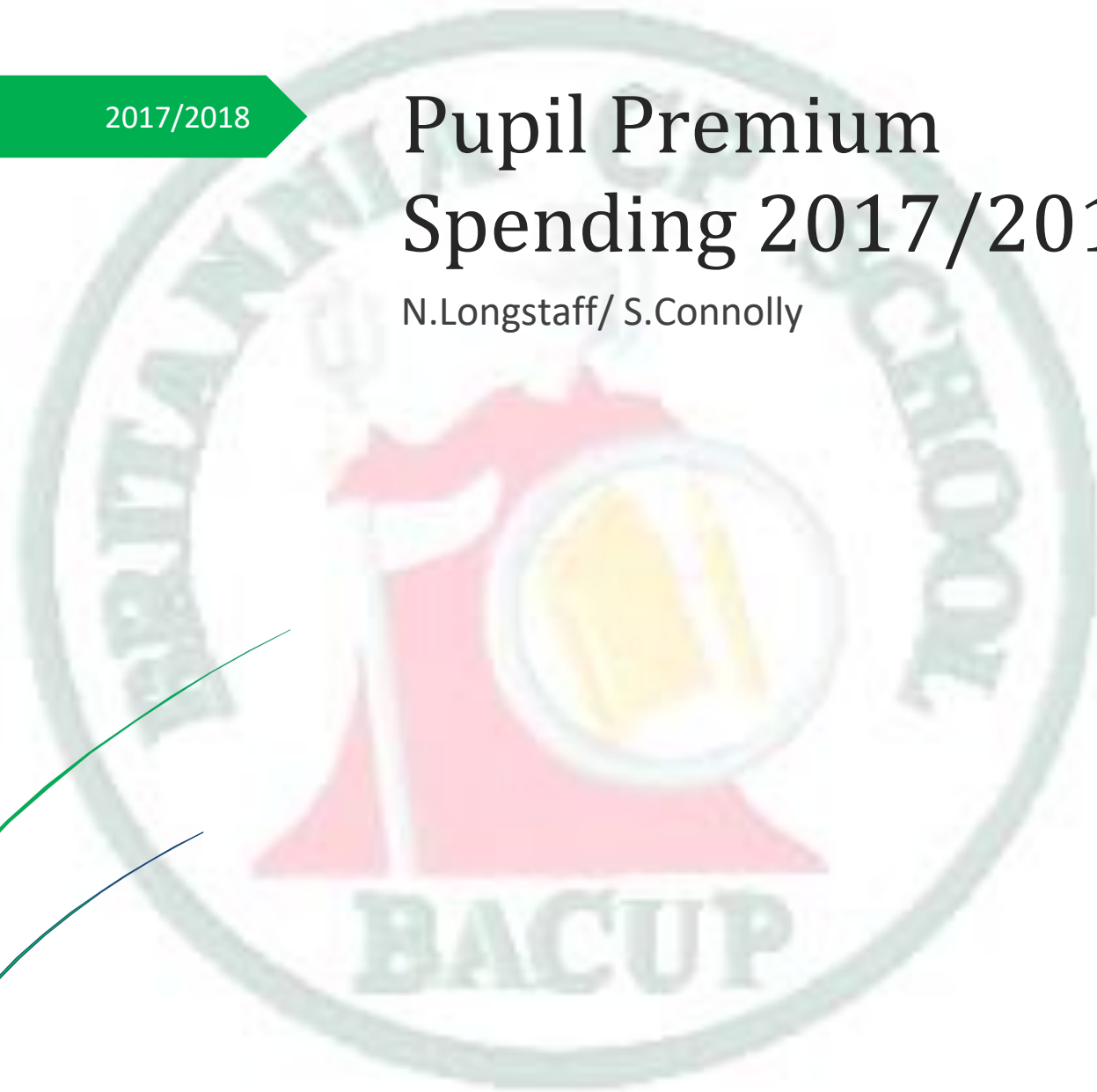


2017/2018

# Pupil Premium Spending 2017/2018

N.Longstaff/ S.Connolly





# Britannia Pupil Premium Strategy Statement 2017/2018



1. Summary Information					
<b>School</b>	Britannia Community Primary School				
<b>Academic Year</b>	2017/2018	<b>Total PP budget</b>	£64,620 Additional contribution towards total spend of £79951.10 is £15,331.10.	<b>Date of most recent PP review</b>	November 2017
<b>Total Number of Pupils</b>	224	<b>Number of pupils eligible for PP</b>	45	<b>Date for next review of this strategy</b>	September 2018

2. Current Attainment			
	Pupils eligible for Pupil Premium (school data) 2016 - 2017	Pupils eligible for Pupil Premium (school data) 2015- 2016	Pupils not eligible for Pupil Premium National Average 2016 2017 (This is not compared with the national average for all pupils)
% GLD at the end of EYFS	33% (3)	45% (9)	69% (2015 – 2016 data All pupils)
% working at standard Year 1 phonics	50%	71% (7)	84%
% KS1 age related expectations Reading	63% (8)	60% (5)	77%
% KS1 age related expectations Writing	32.5%	60%	81%
% KS1 age related expectations Maths	37.5%	80%	80%
% KS2 age	82% (11 pupils in cohort but currently	25%	77%

related expectations Reading	only 9 accounted for in ASP. This data shows 11) High standard-27%		
% KS2 age related expectations Writing	73% Greater depth- 36%	75%	81%
% KS2 age related expectations Maths	82% High standard- 18%	75%	80%
% KS2 related expectations GPS	73% High standard- 45%	75%	82%
Progress in Reading across KS2	1.08	-1.37	0.33
Progress in Writing across KS2	0.59 (based upon 9 not 11 pupils)	-0.2	0.17
Progress in Maths across KS2	0.05 (based upon 9 not 11 pupils)	-0.27	0.28
% KS2 age related expectations Reading, Writing and Maths combined	64%	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 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	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.
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 and many have SEND.

	<p>Pupils eligible for PP in Reception class make rapid progress by the end of the year so that pupils meet age related expectations.</p> <p>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.</p>
	<p>Emotional support provided for all PP children throughout the year in order to ensure that they are able to focus on learning.</p> <p>Observations show that PP children are developing into resilient learners and are making rapid progress.</p> <p>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.</p>
	<p>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> <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>

		Immediate intervention within the maths session means that PP children are able to keep up with the class.
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 5/6 PP to participate in the creation of a school newspaper. Monitor access to clubs and additional activities. Opportunities for musical tuition through recorders and brass.)
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.	More able PP children accessing challenging texts and reaching/maintaining a high standard. Q of T improved to ensure that all children are challenged across the curriculum. Observations show that more able are adequately challenged and supported in the teaching sessions. Effective questioning is used throughout the curriculum to encourage depth of learning.
G	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.	Increased rates of attendance for PP children in line with other pupils. Reduced PA for this group of children.

### 5.Planned Expenditure

Academic Year	2017/2018				
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		<b>Total cost £ 29,199.10</b>			
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	Additional TA hours in reception and Year 1 to promote oracy and reading development.  Small focused phonics group for all year 1 and reception. (3x TA daily 30 mins for 38 weeks)  Total from PP- £7199.10	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 skills- practicing saying sentences and through the	CN/NL	Feb 2018



closing.			development of phonics teaching. Monitoring of small focused phonics groups.		
Challenge for high ability PP children to ensure sustained rates of progress.	<p>CPD on providing stretch and challenge for high attaining pupils for maths using consultant £300 per day x 4 days.</p> <p>Additional reading/comprehension for high ability pp children ( £3000)</p> <p>AGT coordinator training (£2x£250) to share training materials with staff.</p> <p>Additional release time to monitor closely AGT with a focus on PPx£100</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>Total cost from PP- £4800</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.	New lead in school. Courses selected INSET training Moderation of greater depth and high standard. Observations with a focus on challenge.	SC/LF	Feb 2018
PP children less resilient and collaborative as learners	<p>MNP approach in school to develop collaborative learning. (High expectations for all) (Training costs - £5000)</p> <p>Additional intervention within the maths lesson to provide instant catch up. £10,000</p> <p>Continue to embed 5Rs in school.</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. School also want to	Monitoring of PP children within the MNP sessions. Discussions with children about learning.	SC/DT	Feb 2018

	AGT cluster meetings and North west hub support.  Total from PP - £15000	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.	Additional training and regular focus on 5 Rs.		
Additional training for staff around spelling development throughout the year.	Consultant support £2000 for spelling read write inc training and one to one bespoke training to close gap quickly with reading for PP and LA children.  Additional time to monitor spelling £200  Total from PP- £2200	PP children are nationally working below the level of their peers in spelling achievement. Standards in spelling are lower in this group.	Monitoring of spelling teaching and of progress of pupil premium children	CN/SC	Feb 2018

2. Targeted Support - £43052

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.	Continue to develop the BLAST intervention within EYFS and provide additional support across KS1 as appropriate. (additional staff member in EYSFS- £2000)  Targeted additional phonics for year 1 children. (£3458- Daily sessions with 2 TAs)  Additional fast track phonics session in Year 2- x 3 sessions per week – x 20 mins TA support  One to one read write inc sessions – x 1 hour per day TA support  (£2400)  Additional speech and language one to one sessions. (Daily sessions £1729)  Total cost from PP- £9587	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 2 and CLL in Reception.	KD/NL/SC And KS1 staff	Termly review for impact.

<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  Additional mop up sessions with TA following the morning sessions.  Maths intervention daily 15 mins teacher and TA time. (costed above)  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)   Additional M6 teacher in KS1 for PP and to reduce class sizes in order to close the gap. (£10,000)  Total cost £23,840</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.   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)   When selecting reading materials, PP high ability being encouraged to select a wider range of books.   MNP approach – challenge and extension approach targeted at all more able children, including those eligible for PP.   £5000- Total cost</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>To provide enhanced learning opportunities and support for the PP children as a consequence to</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.   (YV, librarians, sports clubs and competitions)  £1000</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>



limited resources within some families and household.	<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 extra curricular clubs and competitions throughout the year.</p> <p>Monitor swimming skills of PP children and provide additional where possible.</p> <p>Total cost - £3000</p>				
Targeted support to improve access to support for home school learning. More PP children producing a better quality homework.	<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.</p>	Supporting parents will assist them in supporting their children. Removing barriers of them understanding.	Monitor quality and frequency of homework for PP children.	SC	Feb 2018
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>Access to family support and learning mentor( half a day per week). (2 hours per week</p> <p>TA nurture additional time 1 hour. 3 hours per week @total year cost of £1325.82</p> <p>Team teach training £300</p> <p>Additional class support for children with emotional and behavioural problems to ensure that they are taught strategies.</p> <p>£1625.82</p>	<p>Develop parental understanding of emotional health.</p> <p>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.</p>	Vulnerable children monitored and PP access monitored throughout the year.	JW/NL/LL/SC	<p>Pupil review meetings</p> <p>Family support workers meetings.</p>
<b>3.Other Approaches - £ 7700</b>					
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 .	<p>Ensure that provision for PP is available and that children are able to access clubs and additional opportunities across the year. £1000</p> <p>This includes access to additional swimming provision where appropriate funded by the school and bikeability sessions where children are able to borrow a bike.</p> <p>Total cost £1500</p>	<p>Research has shown that those children who access additional provision through school clubs, trips and enrichment perform better at school.</p>	<p>Monitor visitors and opportunities for all year groups to ensure a broad and balanced experiences across the year.</p> <p>Ensure that school trips are subsidized and additional music lessons are available where appropriate.</p>	JR/SC	Feb 2018
Access to support with home learning.	<p>Increase number of workshops to support parents with learning. (Release time for staff -£500)</p> <p>Homework club supportive and additional reading sessions timetabled in every class for PP children.</p> <p>Total cost - £5000</p>	<p>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.</p> <p>Homework club to reinforce learning in school and provide a positive view of home learning.</p>	<p>Monitoring of attendance of PP parents and impact upon homework frequency. Attendance of PP children at homework club.</p>	SC and CT	Feb 2018
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.	<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>	<p>Briefing for school leaders identifies addressing attendance as a key step and achievement for all philosophy.</p>	<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</p>	JR/NL/SC	Feb 2018

			children. 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.		
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Reviewed Expenditure 2016/2017

Quality of teaching for all / Targeted support/ Other approaches

Desired Outcome	Chosen action	Impact	Lessons learned	Cost – £69625.60 (additional monies spent)
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.	Additional support in EYFS.  Additional phonics sessions and individual interventions.  Split phonics teaching into smaller groups.	Resulted in children making good progress in CLL – seen in steps documents. Children have also made a good transition to Year 1 from EYFS due to improved learning readiness.  Year 1 class reading attainment is good and good rates of progress seen.  Phonics results in line with national average.	Ensure that the phonics groups are rotated so PP children also have access to a teacher. PP children in Year 2 who did not pass the phonics check .	£15522.60
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	Kagan strategies being used in school and increase in collaborative learning.  Family support Individual behaviour support	Levels of engagement in the taught sessions have increased.  Additional outside agency involvement with certain	Staff consistency is key.	£6275.82

learners.	for children.	<p>children has also impacted upon success in school.</p> <p>Low impact- due to staff changes TA training has supported sustainability but there is still a need to invest in this further to develop nurture groups.</p>		
PP children working below ARE	<p>A range of interventions provided across the school.</p> <p>Targeted Year 6 support.</p> <p>Quality first Teaching</p>	<p>Year 6 PP children making accelerated progress. Intervention successful here.</p> <p>Progress has improved for some children but not for all- HLTA took over role of monitoring addition interventions.</p> <p>In KS1 low impact of group interventions – this will be led by the teacher next year who has a greater awareness of areas that need developing and of the children.</p>	<p>Look at additional writing and maths interventions in KS1 and KS2 to support the PP children further. Make sure that interventions are focussed and that all staff have equally high expectations of their children. Provide additional training for support staff.</p> <p>Targeted support has a strong impact upon pupil progress. Utilise Target tracker system to identify gaps and plan appropriate provision.</p>	£18264
To provide enhanced learning opportunities and support for the PP children as a consequence to limited resources within some families and household .	<p>Additional clubs in school.</p> <p>Swimming</p> <p>Family support</p>	<p>More children accessing clubs across the school although some children reluctant to attend. PP children have requested more art clubs.</p> <p>Increase of visitors into school.</p>	<p>Develop club provision with music and art to increase opportunities further.</p> <p>Extend use of social interventions in the school – lego therapy to develop social skills and emotional regulations.</p>	£5300



		<p>Family support was good to those that it hit but mid way through the year the service provider was withdrawn. TA has been employed to complete this role throughout the year.</p> <p>Further social interventions need to be provided in school – lego therapy training is a next step.</p>	<p>Continue with this support as those children who feel part of the community have raised attendance and attainment.</p>	
<p>Access to support with home learning.</p>	<p>Homework clubs Family learning Access to further information on the website.</p> <p>Workshops</p>	<p>Increase of children completing their homework. Parents reluctant to access family support sessions. Website has more content to support parents but limited impact upon level of support at home for PP children. Struggled to engage PP parents but towards the later part of the year engagement started to rise.</p>	<p>Look at perhaps some shared learning opportunities for PP children and their families.</p> <p>Keep targeting PP parents for workshops in school during the school day.</p> <p>Keep providing homework club.</p>	<p>£10308.40</p>
<p>Challenge for high ability PP children to ensure sustained rates of progress.</p>	<p>CPD on reading phase in school.</p> <p>Targeted support in class for more able children.</p> <p>Wider range of reading material for more able children.</p>	<p>Reading standards starting to rise in school and focus on reading can be seen throughout the books and teachers planning.</p> <p>Children enjoying a wide range of reading materials.</p> <p>Increase in children reaching a high standard in KS1 and KS2 including more PP children.</p>	<p>Focused CPD in school delivered to all staff impacts greatly on the children. Need to include TAs in these sessions now to develop this further.</p> <p>Need to develop maths and spelling standards.</p> <p>Maintain focus and provide further teacher development on QFT for AGT.</p>	<p>£13217.14</p>
<p>Attendance for pupil</p>	<p>Attendance officer.</p>	<p>Attendance has improved for</p>	<p>Monitoring of attendance</p>	<p>£737.63</p>



<p>premium is 94.1 and others is 96.1 .This reduces the number of school hours and causes them to fall behind.</p>	<p>Implemented fine system towards end of the year.</p> <p>Letters are given out at regular occasions.</p>	<p>PP children 94.6, but it is still not inline with national and school averages yet in some classes.</p> <p>Provide further feedback to families through an attendance newsletter.</p>	<p>and early intervention is key with supporting an effective partnership with parents in raising attendance.</p>	
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