

**Pupil Premium Strategy Statement**

Pupil premium strategy statement: Braeburn Primary and Nursery School: 2017-18					
<b>Academic Year</b>	2017 - 2018	<b>Total PP budget</b>  (See attached for spending breakdown)	£282,232	<b>Date of most recent PP Review</b>	Nov 2015
<b>Total number of Pupils</b>	423	<b>Number of pupils eligible for PP</b>	125  (51%)	<b>Date for next internal review of this strategy</b>	Jul 2018

Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
<b>% achieving expected standard in reading, writing and maths</b>		
<b>% achieving expected standard in reading</b>	64%	78% (-14% gap)
<b>% achieving expected standard writing</b>	68%	76% (-8 gap)
<b>% achieving expected standard maths</b>	74%	80% (-6% gap)

<b>2. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>
<b>In-school barriers (issues to be addressed in school, such as poor oral language skills).</b>
A. Poor attendance and late arrivals amongst Pupil Premium cohort
B. Slowed progress amongst PP cohort based on prior attainment score vs National attainment scores information (especially reading)
C. Historical issues around transition point between Infants and juniors, especially for vulnerable groups.
D. Guided reading structure and time within the school timetable to engage with texts. E. Understanding of reasoning and problem solving questions and how to approach them.
F. Opportunities for small PP interventions to tackle misconceptions and guide progress
<b>External barriers</b>
A1 Attendance rates for PP pupils
B1 Lack of support with learning at home & lack of engagement from some parents of pupils who are most vulnerable to under-achievement
C1 Lack of engagement with academic activities during holiday periods
D1 Provision of high quality reading materials for PP group at home
E1 Communication between school and vulnerable groups

Planned expenditure: 2017-18					
<p><b>Priorities for Pupil Premium funding:</b></p> <ul style="list-style-type: none"> <li>• Quality 1st Teaching leading to accelerated improved outcomes developing confident independent learners – raised expectation communicated through whole school vision.</li> <li>• Gaps in learning will be rapidly identified and closed within the EYFS ensuring disadvantaged children are achieving GLD on exit.</li> <li>• To provide Pupil Premium children the opportunity to develop Mathematical skills and fluency.</li> <li>• To significantly raise reading achievement across the school.</li> <li>• Improve attendance and punctuality for all pupils.</li> <li>• Improve outcomes for all pupils by setting higher expectations of what can be achieved in all year groups and ensure staff understand how to quickly accelerate progress</li> <li>• Improve the quality of all class teachers so that they have high standards linked to performance management and are held to account for outcomes.</li> <li>• Improve the attendance of identified PP children</li> <li>• To run small group interventions targeting vulnerable groups (PP) to ensure maximum progress for all groups</li> <li>• To provide in class support to address target areas of learning to close gaps</li> <li>• Subsidise extra-curricular activities, educational visits and the associated equipment and transport costs</li> <li>• To develop early speech and language skills (Speech Links project)</li> <li>• To extend children’s experience and promote aspiration – We can because we believe we can.</li> <li>• Further develop social and cultural opportunities of disadvantaged pupils through widening experiences and using opportunity area funding to support this.</li> </ul>					
<b>i. Quality of teaching for all</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 implementation?
Quality 1 <sup>st</sup> Teaching leading to accelerated improved outcomes	High expectation regarding Teaching and Learning ensuring all		PP children to be supported through a peer mentor system MW	GR / MW / ABC	School vision Dec 2017 – Excellence through effort, aspiration and high

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<p>developing confident independent learners - raised expectation communicated through whole school vision.</p> <p>(Assertive mentoring programme)</p>	<p>pupils are well taught with careful monitoring of outcomes ensuring staff are held to account ensuring outcomes.</p> <p>Peer tutoring / feedback approach.</p> <p>Meta –cognition and self-regulation approach.</p>	<p>EEF toolkit high impact for low cost +8 months progress. Under £80 per pupil (EEF)</p> <p>EEF toolkit - Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months’ additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.</p>	<p>/ABC. This will be facilitated through breakfast club and timetabled opportunities throughout the school day so children can identify targets and understand / develop strategies to achieve them.</p> <p>MW / ABC – data informed and evidenced impact.</p>	<p>expectations. We can because we believe we can.</p> <p>Signage in place 16/1/18</p> <p>Weekly using evidence base of Learning walks / classroom monitoring /</p>
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	Collaborative Learning.	EEF moderate impact for low cost +5 months progress.			
<b>Gaps in learning will be rapidly identified and closed within the EYFS ensuring disadvantaged children are achieving GLD on exit.</b>	<p>Provide cover for 3 weekly SLT monitoring meetings, held by SLT to monitor the progress of targeted PP children.</p> <p>Quality 1<sup>st</sup> teaching - Improve outcomes for all pupils by setting higher expectations. Staff to visit schools similar to Braeburn in terms of disadvantaged with GLD above floor standard.</p> <p>Rapid reorganisation of EYFS provision to facilitate focus allowing the curriculum to develop with emphasis on Speech and language development, Reading, Writing and Mathematics with taught basic skill central to the approach.</p>	<p>EEF EYFS toolkit – communication and language strategies identified as high impact and low cost - +6 months progress.</p> <p>Early starting age – high impact for high cost - +6 months progress. This option to be explored in terms of current Nursery provision.</p> <p>EEF EYFS toolkit - Early Literacy approaches – moderate impact for low cost - +4 months progress.</p> <p>EEF EYFS toolkit – Early Numeracy approaches – high impact for very low cost - +6 months progress</p>	<p>Speech link project for identified pupils.</p> <p>Language rich environment.</p> <p>Daily story and rhyme session for all children.</p> <p>Daily focussed phonic session with 1:1 tutoring to support.</p> <p>Maths no Problem training for EYFS staff to ensure that it is embedded across the curriculum.</p> <p>Daily Maths sessions</p>	GR/ MW/ ABC	<p>8/1/17 – EYFS Maths no Problem training</p> <p>12/1/18 – Visit to Selby CP school</p> <p>18/1/18 – Visit to Windmill Music Federation</p>
<b>To improve opportunities linked to maths FLUENCY. (E)</b>	Mastery approach to Mathematics	EEF toolkit -mastery approach – moderate impact for low cost.	Mathematics Action plan – regular meetings with the Mathematics Leader.	Mathematics Subject Leader / Teaching & Learning Leader	<b>Data collections points:</b> Dec 2017

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	<p>Maths fluency materials and resources to be used. – <b>Spend 6</b></p> <p>Implementation of <b>Nrich</b> problem based activities in EYFS.</p> <p>Employment of a ATA to deliver lunch / after <b>school club</b> for identified children at risk of U/A – <b>Spend 1</b></p>	<p>Analysis from the maths Leader – see Maths Action plan.</p> <p>PP Attainment Data: End of Key Stage 2:</p> <p>–14 % of FSMEVER6/CLA pupils achieving ‘The Expected Standard or higher’ in Y6 maths Tests (2017)</p> <p>Many children have few opportunities to practice and refine their skills at home.</p> <p>FFT Aspire analysis – pupils identified as at risk of underachievement.</p>	<p>ATA to use percentage of time delivering Maths Fluency skills to identified group of Pupil premium children.</p>		<p>March 2018</p> <p>May 2018</p> <p><b>Regular meetings</b> with mathematics Subject Leader</p> <p><b>Timetabled pupil voice</b> opportunities to be conducted by Phase Leaders to feedback to the SLT</p>
<p><b>To significantly raise reading achievement across the school.</b></p> <p>(D1 and D)</p>	<p><b>Quality 1<sup>st</sup> teaching</b> – all children requiring Phonic input receive 30min per day differentiated teaching. Disadvantaged pupils receive additional booster support using RWI and RWI Fresh start approaches.</p>	<p><b>Raising reading achievement</b> across school is a key priority.</p> <p><b>Key Stage 1 outcomes</b> identify a significant gap between disadvantaged and non- disadvantaged pupils -34%</p>	<p><b>Timetabling</b> –Ensure required reading elements are identified and that staff have the necessary resources to delivery high quality reading sessions.</p>	<p><b>English Leader / Teaching &amp; Learning Leader</b></p> <p><b>Phase Leaders</b> – to monitor timetabling.</p>	<p><b>Data collections points:</b></p> <p><b>Dec 2017</b></p> <p>March 2018</p> <p>May 2018</p>

	<p>Implement <b>PP reading project</b> (see below)</p> <p><b>Reciprocal Reading</b> approach to be used daily 30 mins daily to develop inference and comprehension skills.</p> <p><b>POWER OF READING</b> programme to be used resources to introduce. CLPE developed programme to engage and challenge children raising expectation and enjoyment. – <b>Spend 7</b></p> <p><b>Daily Reading club</b> – identified disadvantaged children to be actively encouraged to attend.</p> <p><b>Test technique booster</b> group led by ATA (Y6 / Y2)</p> <p><b>Timetabled school testing</b> regime to inform teacher assessment.</p> <p><b>Daily reading</b> for enjoyment sessions timetabled within all classes.</p>	<p><b>Key Stage 2 outcomes</b> identifies 0% gap between disadvantaged and non-disadvantaged, however the whole school gap with National standards is significant -31%.</p> <p><b>Test resilience</b> needs to be developed with disadvantaged pupils through booster groups working collaboratively through test style questions. – Spend 8 / 9</p> <p><b>YARC</b> – Comprehension information to inform needs</p> <p>EEF – Reading comprehension strategies – Moderate impact for low cost - + 5 months progress.</p>	<p><b>Reciprocal Reading</b> refresher training Sept 2017 for all staff.</p> <p><b>Coaching and mentoring</b> linked to Reciprocal Reading – English subject Leader.</p> <p><b>SLT book scrutiny</b> reading jotters / reading records.</p> <p><b>Data from reading test</b> opportunities with standardised scores to monitor progress and identify gaps quickly.</p> <p><b>Class information sheets</b> identify disadvantaged pupils for staff contained in yellow folders with progress information to support planning – these are updated after each data input.</p>		<p><b>Regular meetings</b> with English / Pupil Premium Leader</p> <p><b>Timetabled pupil voice</b> opportunities to be conducted by Phase Leaders to feedback to the SLT</p>
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	<p>All class to prioritise <b>1:1</b> reading opportunities for disadvantaged pupils.</p> <p><b>Breakfast club ATA</b> to facilitate 1:1 reading for identified disadvantaged children – <b>Spend 1</b></p> <p><b>Better Reading Support</b> partners Intervention x2 TAs</p>				
<p><b>To create an attractive environment offering of literature that will appeal to some of our vulnerable groups, especially reluctant readers and foster a love of reading.</b></p> <p><b>To provide a range of books more closely linked to the interests of the children and topics taught – magazines / e books - 2.8</b></p>	<p>Teacher to develop link with <b>school council</b>, allowing for the purchase of chosen books - to expose children to a wide range of text types. – <b>Spend 10 / 11</b></p> <p><b>“Love Reading”</b> project to engage families in reading to their children. Disadvantaged families to be invited to participate with their children – <b>Spend 12 / 15</b></p>	<p><b>Pupil voice</b> – Key Stage 2 Survey (National Literacy Trust) 26% of Pupil Premium boys responded to “How much do you enjoy reading?” not at all. They stated that they wanted more time to reading, books with more pictures and magazines of interest.</p> <p>Children wanted <b>adults to read</b> to them more.</p> <p><b>Spend 12 / 13</b></p> <p>Reading record information indicates limited <b>parental</b></p>	<p>Designated <b>Reading Champion</b> (Teaching assistant to focus on reading)</p> <p>Instigate a <b>National Geographic Kids</b> subscription for all PP children linked to engaging texts. – <b>Spend 11</b></p> <p><b>Purchase tablets</b> for children to access reading. <b>Spend 14</b></p> <p>Provide all PP children with a <b>reading pack</b> linked to their reading age and level.</p>	<p><b>Literacy Leader / NYCC English SIA</b></p>	<p><b>Data collections points:</b></p> <p><b>Dec 2017</b></p> <p>March 2018</p> <p>May 2018</p> <p>Half termly pupil voice.</p>



	Regular – “ <b>Stay and Read</b> ” / “Book & Bun” sessions to invite families to enjoy reading with their children. <b>Spend 12</b>	<b>involvement</b> in terms of hearing children read at home – <b>Spend 15</b>  EEF toolkit – moderate impact for moderate cost. + 3 months progress	<b>Reading records</b> demonstrate that FSMEver6 children are reading the range and number of texts in line with non-vulnerable groups.  <b>Daily story club</b> – led by designated reading teaching assistant.		
<b>Total budget:</b>					£49,930

<b>ii) Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>Improve the attendance of identified PP children</b>	Employment of <b>2 Inclusion Officers</b> Increasingly robust use of statutory penalties. <b>Spend 16</b>  Improve attendance and punctuality for all pupils through aligning procedures with Pindar around fining.	<b>Attendance figures</b> indicate differential between disadvantaged and non-disadvantaged pupils.  Figures indicated late a larger number of	Attendance of PP children improves to be in line with <b>National expectation.</b>	Head teacher  VCU team	Half termly attendance reviews  Monthly attendance figures to be

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	<p>For persistent lateness school staff to use Thrive assessments to tailor support at the start of the day to meet so that pupils who are reluctant to attend change their mind-set due to the start of the day activity.</p> <p>Regular <b>engagement</b> with families requiring support relating to attendance.</p> <p>Review of <b>reward system – Spend 17</b></p> <p>Purchase of <b>new reward system</b> resources.</p>	<p>identified disadvantaged children are <b>late</b> for school missing teaching.</p> <p>Thrive assessment information to inform planning and as an indicator of impact.</p>			<p>collated and reported.</p> <p>Thrive assessments.</p>
<p><b>Continue to implement targeted RWI teaching for all children requiring support with Phonics</b></p>	<p><b>Quality 1<sup>st</sup> teaching of Phonics</b> – all children requiring Phonic input receive 30min per day differentiated teaching. Disadvantaged pupils receive additional booster support using RWI and RWI Fresh start approaches. <b>Spend 3 /4 /5/24/24</b></p> <p><b>Employment of Assistant SENCo /Learning Mentor</b> to support with targeting groups and assessing the impact of RWI teaching. Also to assess reading ages and fluency scores for underachieving PP</p>	<p>EEF toolkit – Phonics moderate impact for low cost + 4 months progress.</p> <p>EEF toolkit – moderate impact for high cost - +5 months progress</p>	<p><b>Standardised Reading</b> scores data.</p> <p><b>Salford</b> Reading assessment information.</p> <p><b>YARC</b> testing materials</p> <p><b>Phonic progression data.</b></p>	<p><b>English Leader</b></p>	<p><b>Data collections points:</b></p> <p><b>Dec 2017</b></p> <p>March 2018</p> <p>May 2018</p> <p><b>Regular meetings</b> with English Subject Leader / Learning mentor</p>

	children throughout the school, allowing teachers to carefully target teaching and intervention. Also to coordinate and record interventions for vulnerable groups – <b>Spend 18</b>				
<b>To run small group interventions targeting vulnerable groups (PP) as identified through progress data and ‘in house’ tracking system</b>	<b>Targeting of ATAs to support daily booster / intervention groups</b> across school for those children identified as potential underachievers - <b>Spend 8 /15 / 26 / 35</b>	Intervention children receive support in key subject areas and this enhances progress in class. <b>Spend 35</b>  EEF – Moderate impact for moderate cost + 4 months progress	<b>Tracking and monitoring</b> illustrates 100% of underperforming FSMEver6 children receive additional support – Work with teaching staff monitoring <b>Spend 27</b>  Progress measures (in class) are stronger than those of non - vulnerable, chronological peer	DHT and head teacher	Measure to be taken at the start and end of the intervention to monitor progress.
<b>To provide in class support to address target areas of learning</b>  (B and F)	TA role to provide in class support to those FSMEVER6 children identified as underachieving / numbers of FSM/FSMEVER6 children are higher – <b>Spend 22 /23 /25/35</b>	<b>EEF Toolkit</b> suggests GTA support is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. Moderate impact for moderate	<b>TA Impact Tracker</b> demonstrates increased progress against key target areas for FSM/FSMEVER6 children vs NONFSM/FSMEVER6	<b>Class teachers</b>	<b>Data collections points:</b> <b>Dec 2017</b>  March 2018  May 2018

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		cost + 4 months progress			Pupil progress meetings.
<p><b>Improve outcomes for all pupils by setting higher expectations of what can be achieved in all year groups and ensure staff understand how to quickly accelerate progress</b></p> <p><b>Improve the quality of all class teachers so that they have high standards linked to performance management and are held to account for outcomes.</b></p>	<p>Provide cover for 3 weekly SLT monitoring meetings, held by SLT to monitor the progress of targeted PP children</p> <p>Involve and inform the parents of children at risk of under-achieving so as to support their learning.</p> <p>Identified targets within all teaching and support staff performance management ensuring accountability.</p> <p><b>Supply cover</b> to release teachers (3 weekly for 1hr) – <b>Spend 27</b></p> <p><b>ATA</b> (U/A Champion) employed to involve / inform / update parents of children at risk of under achievement. <b>Spend 28 / 29</b></p>	<p><b>Support available</b> for those FSMEver6 maintained.</p> <p><b>Intervention children</b> receive support in key subject areas and this enhances progress in class.</p>	<p><b>Tracking and monitoring</b> illustrates 100% of underperforming FSMEver6 children receive additional support.</p> <p><b>Progress measures</b> (in class) are stronger than those of non-disadvantaged chronological peers.</p>	<p><b>GR, MW,ABC</b></p>	<p><b>Data collections points:</b></p> <p><b>Dec 2017</b></p> <p>March 2018</p> <p>May 2018</p> <p>Pupil progress meetings.</p>

<p><b>To provide additional 1:1 after school tuition for those children at risk of failing to make (as a minimum) the expected progress in Rd, Wr and Ma.) (E, F and B)</b></p>	<p>To employ a <b>one to one tuition</b> after school – <b>Spend 29</b></p>	<p><b>Additional learning opportunities</b> after school for those FSM/FSMEVER6 children will accelerate progress against Key Performance Indicators.</p> <p>Evidence from <b>EEF</b> research indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months’ progress.</p>	<p>Through internal tracking, progress for those children having received additional tuition demonstrates accelerated progress.</p> <p>The deputy head teacher is to organise pre and post assessments and focus support on key areas of the maths and reading curriculum based on effective QLA and discussion with class teacher</p>	<p><b>GR / MW/ ABC</b></p>	<p>July 2018</p> <p><b>Regular meetings</b> with staff involved.</p>
<p><b>Total budgeted cost:</b></p>					<p>£180,982</p>

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?
<p><b>To provide an academic focus to the start of the school day.</b></p> <ul style="list-style-type: none"> <li>To provide opportunity for homework support.</li> <li>To provide greater access to school resources to support learning for this target group.</li> <li>To offer breakfast facilities for those families that wish to utilise them. . (A1, A and B1)</li> </ul>	<p>Establishment of a targeted <b>Breakfast Club</b> as part of the ongoing one, Pupil Premium children to be targeted within this.</p> <p>Year 6 breakfast Club – January 2018 – <b>Spend 30</b></p>	<p>Additional and regular learning support will accelerate learning.</p> <p><b>Homework</b> support will ensure that homework activities are completed on time and to a high standard.</p> <p>EEF Headline news Nov 2016</p> <p>Breakfast clubs found to boost primary pupils’ reading writing and maths results.</p>	<p>Analysis of KPI tracking data will show accelerated progress based on targeted areas of learning.</p> <p>The <b>tracking of homework returns</b> by class teachers will demonstrate regular completion of homework to a high standard.</p> <p>Reading to an adult, children in the</p>	<p><b>GR / MW / ABC</b></p>	<p><b>Dec 2017</b></p>

		Looking at the progress measures of writing and English year 6 children who attended a breakfast club experienced around two months' progress compared to the other Year 6 children. These positive results would be unlikely to occur by chance.	breakfast club will be given the opportunity to read with an adult. Track reading record entries.		
<ul style="list-style-type: none"> <li><b>To support children developing relationships and promotion of good behaviour</b></li> </ul>	<ul style="list-style-type: none"> <li>Designated behaviour support officer – <b>spend 2</b></li> <li>Lower School daily Lunch club – <b>Spend 19</b></li> <li>Outdoor play equipment – <b>Spend 20/ 21 / 33</b></li> </ul>	Lunch clubs / outdoor play equipment / Play champions / Football coaching.			Impact on behaviour for Learning across the school – evidenced through learning walks.
<ul style="list-style-type: none"> <li><b>To develop early speech and language skills targeting pupils as soon as they enter Nursery.</b></li> </ul>	<p>Oral language interventions – EEF Moderate impact for low cost +5 months progress.</p> <p>TA with designated time to deliver speech and language programmes to identified children <b>Spend 31</b></p>	Speech link assessment information.	Regular speech link assessment progress information.	<b>Lead speech link teacher AS / KM / RB</b>	<b>Regular meetings</b> with staff involved.

	<b>Speech links project.</b>				
<ul style="list-style-type: none"> <li><b>To extend children's experience and promote aspiration.</b></li> </ul>	Subsidising school visits and experiences for identified pupils – <b>Spend 34</b>  TA to facilitate sports clubs and after school fixtures.  After school drama / Gymnastic clubs – <b>Spend 32</b>	EEF toolkit - +2 months progress.  Participation figures for pupil premium children accessing enrichment activities.	Figures for enrichment attendance.	<b>Deputy Head</b>	<b>Regular meetings</b> with staff involved.
<b>Total budgeted cost:</b>					£51,320