

# Pupil Premium Strategy Statement (Broom Valley Community School)

1. Summary information					
<b>School</b>	Broom Valley Community School				
<b>Academic Year</b>	2017-18	<b>Total PP budget</b>	£174,240	<b>Date of most recent PP Review</b>	
<b>Total number of pupils</b>	456	<b>Number of pupils eligible for PP</b>	128	<b>Date for next internal review of this strategy</b>	November '17

2. Current achievement (2016/17)				
	Progress		Attainment at Expected	
	PP	Pupils not eligible nationally	PP	Pupils not eligible nationally
<b>reading, writing and maths</b>			52%	67%
<b>reading</b>	+0.31	+0.33		
<b>writing</b>	+1.84	+0.17		
<b>maths</b>	+3.04	+0.28		

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b>	
<b>A.</b>	A high percentage of pupils start school with communication skills below that which are typical.
<b>B.</b>	The percentage of pupils achieving expected standards in reading, writing and mathematics are lower than non PP nationally at KS1 and KS2.
<b>C.</b>	Pupil mobility, particularly in KS2, is high and the majority of new arrivers have little or no English.
<b>External barriers</b>	
<b>D.</b>	Some parents are unable to read with their pupils or support home learning.
<b>E.</b>	Some children do not have access to a wide range of experiences beyond their locality.

<b>F.</b>	Attendance amongst PP learners in KS2 is lower than that of non PP learners.
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#### 4. Desired outcomes

	<i>Desired outcomes</i>	<i>Success criteria</i>
<b>A.</b>	Improve communication (speaking and listening skills) of pupils.	Pupils will make rapid and sustained progress in relation to their starting points. The percentage of pupils reaching a GLD development will increase so that they are within 5% of the national average.
<b>B.</b>	Improve the reading, writing and mathematics skills of pupils.	The percentage of pupils achieving the expected standard in reading, maths and writing, in all years, will increase. Attainment in reading and writing for pupils eligible for pupil premium will increase so that the floor standards for reading, writing and maths are met. The percentage of pupils passing the phonics screening check reflects the national average.
<b>C.</b>	Improved induction practices for all new arrivers.	Swift identification of gaps/strengths identified leading to accelerated progress towards end of year outcomes.
<b>D.</b>	Improve parental involvement in children's learning.	Improved pupil outcomes for targeted pupils.
<b>E.</b>	Provide access to enrichment activities.	Pupils have greater understanding of different contexts.
<b>F.</b>	Improve attendance and punctuality.	Increase attendance so that pupils are able to access every opportunity to make good and better progress.

5. Planned expenditure					
Academic year	2017/18				
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 ?
B Improve the reading, writing and mathematics skills of pupils.	<p>Weekly professional development meetings for teachers, HLTAs, PEWs and L3 support staff focus on school priorities.</p> <p>Staff provided with bespoke professional development.</p> <p>Coaching triads are used to develop reflective practice.</p>	<p>Access to high quality professional development, for all practitioners, is an effective way to improve pupil outcomes, particularly when embedded within an ethos that encourages reflective practice.</p> <p>The Developing Excellence Plan (DEP), and all the professional development associated with it, is based on based on research from the EEF Toolkit. We have chosen to base our improvement work on evidence based pedagogy designed to secure long term improvements in the quality of teaching and learning.</p> <p>To embed the school improvement priorities access is given to high quality professional development underpinned by self-evaluation.</p>	<p>Research Champion to ensure that the school is kept abreast of research and that it is reflected in the professional development opportunities in school.</p> <p>Whole school development calendar clearly identifies professional development and inter-session learning.</p> <p>IRIS is used by practitioners to reflect on their learning.</p> <p>Half termly pupil progress meetings will focus on pupils eligible for the pupil progress meetings.</p>	<p>CH</p> <p>HT supported by Senior Leadership Team</p> <p>JT, DH and KP</p>	Termly MER reports to governors.
	<p>To develop mastery mathematics across school.</p> <p>To develop reading comprehension strategies.</p>	Both maths mastery and reading comprehension are identified by the EEF as having high impact on pupil outcomes.	Inclusion Team meet fortnightly to review the progress of pupils eligible for PP. Moderation of pupil learning, monitoring of lessons/learning walks and pupil voice.	Kr, JNS, CH, JT	Termly MER reports to governors.
<b>Total budgeted cost</b>					Main school budget

<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>
<p><b>A</b> Improve communication (speaking and listening skills) of pupils.</p> <p><b>B</b> Improve the reading (including phonics) writing and mathematics skills of pupils.</p>	<p>Pupil Engagement Worker deployed to Y5 and Y6 to enable pre-teaching opportunities to diminish differences in advance of lessons.</p>	<p>Pre-teaching, as part of the teaching cycle, provides additional opportunities for children to consolidate their understanding. It also enables misconceptions to be addressed and understanding deepened. It is built on the principle of mastery which is highlighted in the EEF as an effective strategy.</p>	<p>Ensure that the sessions are timetabled and that the PEW is given time to contribute to planning and prepare for lessons.</p> <p>The impact will be measured in half termly progress meetings and monitored as part of the school's monitoring and review cycle.</p>	<p>KR</p>	<p>Half-termly pupil progress meetings.</p>
	<p>Deploy six L3 Learning Support Assistants to support teachers in delivering pre-teaching opportunities.</p>	<p>Pre-teaching, as part of the teaching cycle, provides additional opportunities for children to consolidate their understanding. It also enables misconceptions to be addressed and understanding deepened. It is built on the principle of mastery which is highlighted in the EEF as an effective strategy.</p>	<p>Ensure that the times are timetabled and that Learning Support Assistants are given time to contribute to planning and prepare for lessons.</p> <p>The impact will be measured in half termly progress meetings and monitored as part of the school's monitoring and review cycle.</p>	<p>JNS and AH</p>	<p>Half-termly pupil progress meetings.</p>
	<p>Deploy an HLTA (0.5) in Y6 to enable pre-teaching and specific diminishing the difference group activities.</p>	<p>Pre-teaching, as part of the teaching cycle, provides additional opportunities for children to consolidate their understanding. It also enables misconceptions to be addressed and understanding deepened. It is built on the principle of mastery which is highlighted in the EEF as an effective strategy.</p>	<p>Ensure that the sessions are timetabled and that Learning Support Assistants are given time to contribute to planning and prepare for lessons.</p> <p>The impact will be measured in half termly progress meetings and monitored as part of the school's monitoring and review cycle.</p>	<p>JT</p>	<p>Half-termly pupil progress meetings.</p>

	FFT targeted reading intervention.	Targeted intervention, delivered by highly trained staff, can have a high impact on pupil progress. Advice was taken from SEND Consultant.	<p>Ensure sessions are timetabled. Pupil progress monitored by Inclusion Leader. Class teachers to meet with Learning Support staff delivering the intervention.</p> <p>Precise entry and exit criteria are obtained, carefully monitored, can accelerate reading outcomes.</p> <p>Those delivering will received further professional development.</p>	KR	At the end of each programme.
	Employ an additional teacher in KS1 to support the teaching of early reading, with a particular emphasis on phonics.	Targeted support with precise entry and exit criteria, carefully monitored, can accelerate reading outcomes. Advice was taken from SEND Consultant. The teacher employed worked for EMTAS in a neighbouring LA.	Observation of delivery and evidence from regular assessments. Groupings are responses to pupil outcomes.	SB	Half-termly screening check.
	Learning Support Assistants to deliver the specific one to one spoken language programmes LEAP (EYFS), VIP and NIP (KS1/2).	These programmes have been developed by speech therapists and were recommended by the SEND Consultant. They are designed to increase vocabulary. The on-entry profile using the Renfrew test shows that a high percentage of pupils have a limited range of vocabulary.	<p>Ensure sessions are timetabled. Observation of delivery and evidence from regular assessment.</p> <p>Time given for feedback to class teachers.</p>	KR	Screening checks dependent on the length of each programme.

C Improved induction practices for all new arrivers.	Deploy a L3 learning Support Assistant (Multi-Lingual including Czech, Slovakian and Roma)	Assess, wherever possible, new arrivers in their home language. (Induction Policy)	Time given for feedback to class teachers.  Monitoring of the provision, in class, for new arrivers.	KR	Half termly pupil progress meetings.
<b>Total budgeted cost</b>					£141,805
<b>iii. Other approaches</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 ?
D Improve parental involvement in their children's learning.	Introduce structured conversations for 'targeted' pupil premium pupils.	Evidence from AfA shows the impact of structured conversations on pupil outcomes.	Inclusion Leader to meet half termly with parents and respond to their feedback of the process.	KR	July 2018
	Introduce a series of parent workshops based on the strategies used in school to teach phonics, reading, writing and maths.	The EEF suggests that developing parental involvement can benefit pupils' social and emotional development as well as their son/daughter's academic progress.	SB to implement a programme of termly meetings in response to parental feedback, resulting from parent questionnaire and surveys.	SB	July 2018

<b>E</b> Provide enrichment opportunities.	Support the funding of visits/visitor including the continuation of residential visits for Y6 and Y2.	Pupils have equal opportunity to access visits beyond school hours.	Speak to parents/carers individually to provide them with the opportunity to ask questions and seek re-assurance.	CH/JT	July 2018
	Forest School provision to support SEMH and spoken language.	Evidence suggests that this approach has a positive impact on the SEMH of pupils.	Ensure that dedicated time is given to Forest School. Measure entry/exit (Boxall Profile) review if necessary.	SA	July 2018
	School Music Service for all Y3 pupils to learn an instrument.	Pupils have equal opportunity to access experiences that financial constraints may prevent them from doing ordinarily.	Pupil voice- How have they benefitted from learning an instrument?	KR	July 2018
	Introduce after school clubs.		Monitor the uptake of pupil premium learners. Pupil voice survey about the clubs on offer and what others, if any, they would like to see.	MS	Termly
<b>F</b> Improve attendance and punctuality.	Allocate a PEW to co-ordinate the attendance strategy. Meet with Early Help to support pupils who are persistently absent.	Multi-agency work strengthens the work of the school to support pupils so that they can focus on early help.	Meet with Early help attendance worker to ensure that all pupils are receiving appropriate support.	KR	Fortnightly inclusion meetings.
	Allocate a Pupil Engagement Worker to deliver pastoral support and to develop social and emotional programmes. (Lego Therapy and Theraplay)	Boxall profile and entry/exit evidence has shown the impact of these programmes.	Monitor the exit of pupils and then the pupils' attendance and progress in class.	KR	July 2018
	Continue to run an additional walking bus.  Continue to provide a Breakfast Club	Attendance and punctuality improved last year as a result of the additional bus.	Monitor numbers and attendance of pupils at fortnightly meetings. See feedback form parents/carers using the service.	KR	Termly review of attendance.

	<b>Total budgeted cost</b> £28, 935
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Contingency for pupils who may become eligible in year: £3,500