

Broom Valley Community School: Evaluation of Pupil Premium Strategic Plan

Year: 2016/17

Key Priority: Pupil Premium – Kim Reaney (Inclusion Leader)

Actions Taken	Impact	Next steps
Teaching and Learning (Including Pupil Wellbeing)		
<ul style="list-style-type: none"> Inclusion Team established which meets fortnightly to review the welfare of 'targeted' pupil premium children 	<ol style="list-style-type: none"> A Team Around the Child approach is identified. Class teachers/LSAs and the Inclusion Team are all aware of the actions being put in place. 	<ol style="list-style-type: none"> Ensure concerns audits are completed by all staff to ensure a consistent approach across the school. Ensure Inclusion meetings are held regularly and staff are aware of the dates. Ensure next steps are highlighted for completion before the next inclusion meeting where appropriate. Appoint an additional Pupil Engagement Worker whose timetable reflects specific work to support pupil premium children in Y5 and Y6.
<ul style="list-style-type: none"> Pupil Engagement Worker appointed to coordinate the attendance strategy, supporting the inclusion leader in providing additional provision and develop parental involvement 	<ol style="list-style-type: none"> Attendance and punctuality is increased for children who attend the walking bus Current whole school attendance is 94.5% (95% without CME) There is an increase in attendance across the school. Most class attendance has improved as the children have moved up to the next 	<ol style="list-style-type: none"> Further develop the attendance strategy by introducing attendance week, attendance displays, further rewards to increase attendance to 96% to be discussed at appraisal with PEW Look at additional ways to further develop parental involvement

	<p style="text-align: center;">academic year group.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th colspan="7">Attendance 2015/16</th> </tr> <tr> <th></th> <th>Y1</th> <th>Y2</th> <th>Y3</th> <th>Y4</th> <th>Y5</th> <th>Y6</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>91.6%</td> <td>94.3%</td> <td>92.5%</td> <td>91.9%</td> <td>92.8%</td> <td>94.9%</td> </tr> <tr> <td>Not</td> <td>91.6%</td> <td>93.6%</td> <td>95.3%</td> <td>94.8%</td> <td>96.8%</td> <td>96.5%</td> </tr> <tr style="background-color: #cccccc;"> <th colspan="7">Attendance 2016/17</th> </tr> <tr> <td>PP</td> <td>93.3%</td> <td>94.5%</td> <td>92.3%</td> <td>93.3%</td> <td>93.9%</td> <td>94.1%</td> </tr> <tr> <td>Not</td> <td>92.1%</td> <td>94.3%</td> <td>94.4%</td> <td>95.1%</td> <td>95.3%</td> <td>96%</td> </tr> </tbody> </table>	Attendance 2015/16								Y1	Y2	Y3	Y4	Y5	Y6	PP	91.6%	94.3%	92.5%	91.9%	92.8%	94.9%	Not	91.6%	93.6%	95.3%	94.8%	96.8%	96.5%	Attendance 2016/17							PP	93.3%	94.5%	92.3%	93.3%	93.9%	94.1%	Not	92.1%	94.3%	94.4%	95.1%	95.3%	96%	
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<ul style="list-style-type: none"> Level 3 EAL Learning Support Assistant to support with attendance strategy and develop spoken language of children new to English. 	<ol style="list-style-type: none"> 1) Walking bus route for vulnerable children in place. 2) Home visit team are able to communicate with parents effectively due to the different languages spoken by the L3 EAL Support Assistant 3) School has a greater understanding of why children are absent 4) On some occasions, children arrive at school with the home visits team or alternatively are brought by parents. 5) Children new to English are supported in a new nurture type provision room and access 1:1 or 1:2 support on a weekly basis. 6) Workshops with parents completed in summer 2 breaking down barriers between home and school and encouraging family interaction and enjoyment. 	<ol style="list-style-type: none"> 1) Further develop the nurture type provision room – enhance the provision 2) Workshops with parents to continue throughout academic year 2017/8, as per appraisal targets for the Level 3 EAL Support Assistant. 3) Pupil Engagement Worker and EAL LSA to complete an attendance report for 2016/7 with reference to pupil premium children (Autumn 1 2017) 																																																	
<ul style="list-style-type: none"> Cued articulation introduced alongside letter and sounds approach for phonics 	<ol style="list-style-type: none"> 1) All teaching staff trained and using cued articulation and letters and sounds to teach phonics 2) Y1 phonics screening target for 2017 is 	<ol style="list-style-type: none"> 1) Training on phonics/cued articulation/early reading for new staff to be delivered by Susie Bourne (EYAH) 2) Observations of phonics to continue in F2, 																																																	

	<p>70% - a 2.8% increase from 2016 which was 67.2% (45/67). In 2016 57.1% (12/21) of PP children passed the phonics screening.</p> <p>3) In F2, at the end of summer term, 78% of children are accessing phase 3 phonics and are at ARE.</p> <p>4) In Y1 Mulberry at the end of summer term, 80% of children are working within phase 5 are at ARE. In Y1 Holly, 60% of children are working within phase 5 and are at ARE.</p> <p>5) In Y2 collaboratively, 70% of children are working within phonics phase 6 and are at ARE.</p>	<p>Y1 and Y2 by Susie Bourne, Jenni Newton-Smith (new AHT) and Amy Parry.</p>
<ul style="list-style-type: none"> Level 3 learning support assistant, Inclusion leader and EYAH trained in SALT programmes - Language Enrichment Activity Programme (LEAP), Narrative Improvement Programme (NIP) and Vocabulary Improvement Programme (VIP) 	<p>1) Some EAL children and also pupil premium are accessing the SALT interventions (VIP and NIP) but have not yet completed the programme. Assessments are completed at the beginning and the end. Therefore the impact is not measurable at this stage.</p>	<p>1) Ilona Critchley and Chloe Revill to complete further SALT training (14.11.17, 22.11.17, 29.11.17)</p> <p>2) SALT Programme - Language Enrichment Activity Programme (LEAP) to commence with F2 children (Autumn term 2017)</p> <p>3) Ilona Critchley (EAL Support Assistant) to continue to work with Chloe Revill (LSA) to support with VIP and NIP</p> <p>4) Measure the impact of interventions – FFT, VIP, NIP, LEAP – Identify if children are able to access the wider curriculum including better access to reading, phonics and English aspects of the curriculum.</p>

<ul style="list-style-type: none"> An additional L3 Learning Support Assistant in F2 to support the development of spoken language 	<ol style="list-style-type: none"> The target percentage for children expected to get GLD was 70%. 59.3% of children achieved this which is an increase of 19.3% from 2016 when it was 40%. 40% of pupil premium children achieved the GLD. 	<ol style="list-style-type: none"> RENFREW Screening - language and vocab screen to be completed for all children. SALT Programme - Language Enrichment Activity Programme (LEAP) to commence with F2 children (Autumn 1) by Gemma (LSA) Children to be identified for additional reading and writing interventions. Training for the role of the facilitator – extending vocab, questioning (Susie Bourne 20.09.17)
<ul style="list-style-type: none"> Two dedicated nurture learning spaces developed to develop spoken language. 	<ol style="list-style-type: none"> The KS2 nurture learning space has been developed and is used by the EAL Support Assistant to deliver the SALT interventions The KS2 nurture learning space is used to effectively to support children new to English – looking at basic spoken English and has basic provision to support needs The KS1 nurture learning space is used predominantly by children in KS1 who have EHC plans and children with complex needs who are working towards EHCP assessment. 	<ol style="list-style-type: none"> Measure the impact of the interventions when the 12 week programmes are completed. Further develop the provision within the room to support children's language skills. (summer 1) Further develop the KS1 Therapeutic Room – KR to spend time with Gemma Kerr (1:1 Learning Support Assistant) to identify additional resources and using the Boxall Profile to assess needs and look at planning. (date tbc)
<ul style="list-style-type: none"> Level 3 Learning Support Assistants allocated to support teachers in delivering pre-teaching opportunities to close the gap by addressing misconceptions. 	<ol style="list-style-type: none"> Some LSAs receive planning to deliver pre-teach activities. Feedback from staff is positive regarding how children's misconceptions are addressed (SEND 	<ol style="list-style-type: none"> Ensure a consistent approach across school for staff receiving planning Measure the impact throughout the year.

	review meetings including pupil premium children)	
<ul style="list-style-type: none"> HLTA deployed in Y6 to enable pre-teaching and specific closing the gap teaching 	<ol style="list-style-type: none"> 1) Some afternoons have been used to support children with vocabulary use and how to build it effectively into writing – children are more engaged and want to use a higher level vocab. This has improved attainment 2) Maths interventions and boosters have increased fluency and attainment is higher than the previous year's cohort. 	<ol style="list-style-type: none"> 1) Intervene and ensure boosters and interventions are identified earlier in the next academic year to continue to secure the progress and attainment that is emerging.
<ul style="list-style-type: none"> Walking bus extended – additional route identified (January 2017) 	<ol style="list-style-type: none"> 1) Attendance/punctuality has improved for the children accessing the walking bus – one particular child with persistent lateness every day for most of the Autumn Term has been increased to 100% of days in school on time. Attendance has also increased for this child. 	<ol style="list-style-type: none"> 1) Continue to identify children who would benefit from the walking bus and extend original walking bus or identify new route
<ul style="list-style-type: none"> Breakfast club is available for all children identified as pupil premium 	<ol style="list-style-type: none"> 1) Children continue to start their day eating breakfast and socialising with other children across the school. 2) Attendance and punctuality for the children who attend is improving. 	<ol style="list-style-type: none"> 1) Continue to run breakfast club 2) Analyse pupils identified as pp through inclusion meetings and attendance scrutiny to identify if additional children can attend breakfast club.
Parent/Carer Engagement		
<ul style="list-style-type: none"> Families provided with appropriate clothing for school 	<ol style="list-style-type: none"> 1) All children identified as pupil premium were provided with new school uniform from school in September 2016, ensuring every child was not disadvantaged from 	<ol style="list-style-type: none"> 1) Continue to provide new uniform each academic year and throughout the year as necessary

	their peers.	
<ul style="list-style-type: none"> Target pupils receive additional reading 	<ol style="list-style-type: none"> In some classes, children are receiving 1:1 reading. At present, this is not consistent enough across the school to show the impact (Monitored by CB & KR March 2017) 	<ol style="list-style-type: none"> Ensure there is a consistent approach across the school for children receiving additional reading. Further monitoring throughout the academic year.
Wider Outcomes/Opportunities		
<ul style="list-style-type: none"> Enrichment visits/visitors for children from F2-Y6 and Y6 residential 	<ol style="list-style-type: none"> Children are enthused and excited with learning - *feedback from children Children are not disadvantaged by accessing support beyond the school. 	<ol style="list-style-type: none"> Pupil exit polls to be completed at the end of summer 2 with questions relating to visits/visitors throughout the year – to be analysed after completion Continue to identify visits/visitors for academic year 2017/18
<ul style="list-style-type: none"> Forest School introduced to support the development of spoken language and SEMH for targeted pupils 	<ol style="list-style-type: none"> *See additional report showing the impact of Forest School provision on the children when back in class. Feedback received from Sarah Addis as Forest School leader and class teachers. 	<ol style="list-style-type: none"> Forest school to begin from September 2017 for three afternoons for KS1 and KS2 and run by both Pupil Engagement Workers.