

Pupil premium strategy statement (primary)

1. Summary information					
School	Broxbourne CE Primary				
Academic Year	2017-18	Total PP budget	£19,240	Date of most recent PP Review	30.10.17
Total number of pupils	242	Number of pupils eligible for PP	13	Date for next internal review of this strategy	31.3.18

2. Current attainment		
	<i>Pupils eligible for PP (your school) (good progress)</i>	<i>Pupils not eligible for PP (national average) (good progress)</i>
% achieving in ARE in reading, writing and maths	36%	94%
% making expected progress in reading	91% (64%)	98% (87%)
% making expected progress in writing	91% (55%)	98% (89%)
% making expected progress in maths	91% (82%)	99% (92%)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Dispositions for learning are not fully developed eg lack of motivation and engagement evident
B.	Special Educational Needs have been identified in 38% of pupils eligible for PP
C.	Low attainment on entry (46% of pupils eligible for PP)
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Low attendance (46% below expected 96% attendance). This reduces their school hours and causes them to fall behind on average.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Dispositions for learning to be tracked and measured using in-house criteria and pupil voice	Accelerated progress and behaviours for learning improve and are evident in classroom observation. Pupil engagement in class evident from work scrutiny.
B.	To be able to evidence progress for PPG/SEND using assessment tools and SMART targets in Individual Support Plans	Numerical steps of progress in PIRA/PUMA/GAPS assessment tools show progress has been made. ISP targets are achieved which demonstrate personalised learning
C.	Accelerated progress for all pupils eligible for PPG by additional personalised interventions	Good or very strong rate of progress for PP eligible children measured in

		teacher assessments termly.
D.	Increased attendance rates for pupils eligible for PPG	Reduce number of persistent absentees among pupils eligible for PPG to 10% or below. Overall PP attendance improves to 96% in line with 'other' children.

5. Planned expenditure					
Academic year	2017-18				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
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?
A Dispositions for learning to be tracked and measured using in-house criteria and pupil voice	Staff training on dispositions for learning. Assessment against dispositions and reporting to parents.	The EEF Toolkit suggests strategies to improve meta-cognition accelerate progress and attainment for low cost but high impact. This approach will be embedded across the whole school.	Staff meetings to devise assessment tool and reports to include teacher assessment of behaviours for learning.	Paul Miller Helen Melidoro	Termly tracking of children eligible for PPG Annual at end of cycle review
Total budgeted cost					£1000
ii. Targeted support					
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 To be able to evidence progress for PPG/SEND using assessment tools and SMART targets in Individual Support Plans	Use of HfL AM7 and SEND diagnostic tools	Dual aspects of SEND/PPG require specific diagnostic tools to illustrate progress made	Termly data submission involves use of appropriate assessment tools is conducted by INCo	Helen Melidoro	Termly tracking of children eligible for PPG Annual at end of cycle review
C Accelerated progress for all pupils eligible for PPG by additional personalised interventions	1:1 mentoring and needs driven interventions planned on half termly basis	The EEF Toolkit suggests that 1:1 personalised strategies accelerate progress and attainment for medium/high cost but have high impact.	Half termly intervention programme devised in collaboration with class teachers and INCo based upon needs of pupil. Lexia reading programme purchased for 3 years in first instance. Mathletics purchased and utilised by pupils eligible for PPG.	Helen Melidoro	Termly tracking of children eligible for PPG Annual at end of cycle review
D Increased attendance rates for pupils eligible for PPG	1:1 mentoring for all children eligible for PPG to improve their behaviours for learning through engaging with parents	National Foundation for Educational Research (NFER) identifies addressing attendance as a key step in improving attainment. Attendance directly correlates with progress and effectively life chances.	At least one cycle of 6 weeks 1:1 mentoring with trained TA Training of TA in mentoring and parent engagement	Paul Miller Helen Melidoro	Termly tracking of children eligible for PPG Annual at end of cycle review.

Total budgeted cost					£20,000
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?
Participation in school residential trips in Y5/6	50% contribution by School of overall cost of trip	Opportunities for outside educational experiences should be available to all children and the cost should not be prohibitive for children eligible for PPG. These opportunities increase self-esteem and aspirations as evidenced by behaviours for learning assessment.	All Y5/6 children eligible for PPG to be offered 50% contribution to residential trip.	Paul Miller	March 2018
Music tuition for KS2 pupils	Full contribution for Music tuition for KS2 pupils	Opportunities for creative educational experiences should be available to all children and the cost should not be prohibitive for children eligible for PPG. These opportunities increase self-esteem and aspirations as evidenced by behaviours for learning assessment.	All KS2 children offered music tuition (x30 minutes) Half termly reports from peripatetic teachers to INCo.	INCo	March 2018
Total budgeted cost					£5800 (£1000 residential and £4800 music)

6. Review of expenditure

This is a review of the previous year, so the outcomes and success criteria will be different to above.

Previous Academic Year

Show whether the success criteria were met. Additional evidence of impact can also be referred to, including attainment data, progress data, and case studies.

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Lessons learned may be about impact or implementation. For approaches which did not meet their success criteria, it is important to assess whether you will continue allocating funding and if so, why.

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
 Our full strategy document can be found online at: www.aschool.sch.uk