

Brockenhurst CE (VC) Primary (2017-2018)

Pupil Premium Statement 2016-17 Outcomes/Review of expenditure & 2017-18 Planned expenditure

2016-17 funding was £28,111 for 26 pupils

Strategy	How funding was spent – Action and cost	Estimated Impact	Lessons Learnt
Closing the gap in literacy attainment	SEN intervention teaching assistant – 13 hours Literacy interventions – spelling, phonics and reading catch up	Children in core groups based on spelling needs tracked on spelling patterns with percentages and certificates of achievement	Develop the measurable impact in class Vernon spelling tests as baseline where measure can be made Measure against common exception words – percentage increase against the baseline Phonics assessment sheets with pre and post tests and measure – precision teaching from gaps Reading age as a key measure (PP/SEND)
Social and Emotional Learning (1)	ELSA to work with our most vulnerable pupils 1:1 and small group situation to support them in engaging with their learning and building their self-esteem – 1 day a week	Boxhall profile at beginning and end – Teacher engaged in assessment with tracking records kept to show impact and adjustment	Maintain Boxhall as a measure and ELSA accreditation Look towards a short term measurable model that allows teachers to measure and aid impact (SMART) 1-5 scale
Lunch Club	Supervised lunch time club which is an organised time of enrichment activities run on the principles of ELSA/Thrive. Flow activities enable children to become immersed and lose sense of self and time and build informal support network – 4 times a week	Reduction in loss of golden time from playground incidents Increased ELSA time for those within the club Friendships within class and across year groups building Afternoon learning more secure with no disruption due to problem solving and playtime incidents	Maintain process and develop area further Enhance activities and provision
Quiet Lunch (Social Development)	Opportunity for a very quiet lunch with adults to facilitate social interaction between peers and to help build friendships – daily	Calm focused eating with a reduction in stress and incidents Lower arousal Cross year friendships and interaction	Maintain and allow bring a friend if space
Teaching Assistants	1 hour of additional TA time in Y4 and Y2 – ELSA/Reading – 1 afternoon a week	Reading age increase of....	/
Assessment	Whole school approach to ensuring high quality and prompt feedback to ensure children can identify what they are doing well and what they need to improve upon	Fix It 5 – Adjustment in marking policy to ensure cycle of learning with next steps Children to take responsibility for learning and consolidate next steps	Zap the Gap – in class and end of session targeted questions with review and overlearning to minimise the gap
Parental Engagement	A range of workshops specifically designed to help support parents with their child's	Sessions successfully ran and additional parents came in to support readers and	Develop support workshops to aid parents with learning needs

	learning at home – Reading workshop E Safety and Safeguarding (well-being) workshop	engage with whole school	
Thrive Training	Thrive Training for staff to be able to assess the emotional and social development of all children followed by targeted support and development through whole class circle time/Thrive and ELSA sessions	Measure of social and emotional needs of each cohort and show progress Identifies groups of need to be addressed in circle time or specific needs to be addressed by ELSA	January assessments to ensure full teacher knowledge of class
Social and Emotional Learning (2)	Teaching Assistant to deliver Thrive style activities 2 afternoons a week	ASD children with targeted support and time Relationships established with greater engagement in learning Measuring state and need – scales of emotion (social)	Develop greater impact via lunch model and specific activities and groupings

Current Attainment - Summer 2017	% of pupils eligible for PP (Brockenhurst CE)	% of pupils NOT eligible for PP (Brockenhurst CE)
EYFS		
% of pupils achieving GLD	100	72.7
KS1		
% of pupils achieving expected in Reading, Writing and Maths	25	77
% of pupils making expected progress in Reading	50	87
% of pupils making expected progress in Writing	25	77
% of pupils making expected progress in Maths	50	83
KS2		
% of pupils achieving expected in Reading, Writing and Maths	67	71
% of pupils making expected progress in Reading	67	71
% of pupils making expected progress in Writing	67	82
% of pupils making expected progress in Maths	67	86
% of pupils achieving GDS in Reading, Writing and Maths	0	14
Average Scaled Score in Reading	102	104.7
Average Scaled Score in Mathematics	102	104.6

2017-2018 funding is £23,460 for 18 pupils

Desired outcome	Number Included	Action/approach	What is the rationale for choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children to make accelerated progress in Reading		<ul style="list-style-type: none"> Zap-the-Gap strategy Read words (Inclusion TA) Pre Teaching of class texts (T/TA) Assess reading ability Daily reading for children below ARE EYFS phonics evening 	Good readers access higher learning across the curriculum	<ul style="list-style-type: none"> English leader check: Phase assessment Progress Checking overview PM Benchmarking 3x termly Hodder standardised score and analysis against ARE (PiRA) Passport for below ARE pupils tracking progress at Year below 	English Leader Inclusion Manager	Assessment milestones Nov/Feb/March/June
Children to make accelerated progress in Writing		<ul style="list-style-type: none"> Zap-the-Gap strategy Targeted teaching Adult prompt to ensure on task Flexible grouping Targeted questioning Develop independence Scaffold learning Differentiated learning opportunities 	To allow access to wider learning through effective communication skills	<ul style="list-style-type: none"> English leader check Pupil Progress work scrutiny Passport for below ARE pupils tracking progress at Year below Review within lesson and first check within class assessment/marking 	English Leader Leadership Team	Assessment milestones Nov/Feb/March/June
Children to increase confidence in spelling through interventions on a weekly basis		<ul style="list-style-type: none"> 4 x 15-minute intense support on Nessy Reading and Spelling (Dyslexia) Starspell/ Fisher Family Trust/Read Words and Write Words – small group interventions with trained TA SOS class based spelling 	To allow audience access to communication/ideas	<ul style="list-style-type: none"> Develop the measurable impact in class Vernon spelling tests as baseline where measure can made Measure against common exception words – percentage increase against the baseline Phonics assessment sheets with pre and post tests and measure – precision teaching from gaps 	Intervention TA	Half Termly
Children to make accelerated progress in Maths		<ul style="list-style-type: none"> Zap-the-Gap strategy Numbers Sense in maths for pupils below ARE 3 x weekly– specific action intervention to close the gap Y3/4 (20 minute bursts) Teachers intervention to achieve Greater Depth 1:1 Mathletics support with Teacher weekly 	To be numerate and able to reason and think flexibly as an adult	<ul style="list-style-type: none"> Maths leader check Passport for below ARE pupils tracking progress at Year below Hodder score for below ARE (PUMA) HIAS maths lead supporting access to closing the gap training 2 Key staff trained as assessors and facilitators 	Maths Leader Inclusion Manager	Assessment milestones Nov/Feb/March/June
Children to have at least 95% attendance		<ul style="list-style-type: none"> Admissions officer monitoring: Tracking, meetings, support and letters issued in accordance with policy 	Pupils who attend school regularly make better progress	<ul style="list-style-type: none"> Governors and County checking Hampshire and Pyramid guidance on authorised attendance Attendance measured and reported 	Admin Office Head Teacher	Half Termly

		<ul style="list-style-type: none"> • Head Teacher to meet parents when children fall below 90% attendance • Call and collect absent children • Breakfast club to support • Certificates awarded annually for attendance 		<p>termly in HT report to governors</p> <ul style="list-style-type: none"> • Persistent absence challenged • Fines issued where criteria met 		
Children to be able to form relationships with their peers		<ul style="list-style-type: none"> • Supervised lunch time club which is an organised time of enrichment activities run on the principles of ELSA/Thrive. • Flow activities enable children to become immersed and lose sense of self and time and build informal support network – 4 times a week 	Previous years trial has shown a significant reduction in incidents and an increase in social awareness and routines for some of our most vulnerable pupils	<ul style="list-style-type: none"> • Reduction in loss of golden time from playground incidents • Increased ELSA time for those within the club • Friendships within class and across year groups building • Afternoon learning more secure with reduced disruption due to problem solving and playtime incidents 	ELSA HLTA Thrive TA Inclusion Manager	Half Termly
Children to become emotionally literate and resilience		<ul style="list-style-type: none"> • ELSA to work with our most vulnerable pupils 1:1 and small group situation to support them in engaging with their learning and building their self-esteem – 1 day a week • Making progress through self-regulation • TA ELSA training 	Identification of need in class Children with specific emotional impacts in their life supported through short term intervention to gain strategies to become resilient once more Reduced incidents in behaviour that is inappropriate Greater use of strategies to engage fully	<ul style="list-style-type: none"> • Boxhall profile at beginning and end – Teacher engaged in assessment with tracking records kept to show impact and adjustment 	ELSA HLTA Inclusion Manager	Half Termly
Children to be financial support in participating in educational experiences		<ul style="list-style-type: none"> • Class/school experiences subsidised 	Pupils eligible for Pupil Premium given a reduction towards experiences	<ul style="list-style-type: none"> • Tracking of financial support and allowance in budgeting experiences 	Administration Manager	Ongoing

Key:

ELSA – Emotional Literacy Support Assistant

HAM – Hampshire Assessment Model

ARE – Age Related Education

T – Teacher

TA – Teaching Assistant