

Pupil Premium Strategy Web Statement.

1. Summary information					
School	Brocklewood Primary School				
Academic Year	2015-16	Total PP budget	£426,360	Date of most recent PP Review	N/A
Total number of pupils	504	Number of pupils eligible for PP	258	Date for next PP Strategy Review	Spring 2017

2. Current attainment						
	<i>Pupils eligible for PP (your school)</i>			<i>National average for all pupils</i>		
% achieving Good Level of Development	57%			66% (2015)		
% achieving pass mark at Year 1 phonics (32)	78%			81%		
% achieving secure or above in reading, writing & maths (or equivalent) KS1	R: 59%	W: 46%	M: 63%	R: 74%	W: 65%	M: 73%
% achieving secure or above in reading, writing & maths (or equivalent) KS2	20%			53%		
Progress measure: KS1 to KS2: reading	-2.2			tbc		
Progress measure: KS1 to KS2: writing	0.7			tbc		
Progress measure: KS1 to KS2: maths	0.4			tbc		

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Poor communication skills on entry.
B.	A number of children with significant needs.
C.	Attainment in reading is poor.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Low attendance and poor punctuality.
E.	A number of children with significant difficulties at home requiring multiagency support.

4. Outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	Pupils' communication, reading and writing skills will improve so a greater % of pupils achieve GLD on leaving F2.	<ul style="list-style-type: none"> GLD outcome improves from 65% The difference between PP and non-PP National pupils will diminish.
B.	Those pupils with significant learning, behavioural and emotional needs will be effectively supported to enable them to make progress so they reach their potential.	<ul style="list-style-type: none"> All pupils' emotional needs are supported to enable them to access mainstream education. All pupils are making progress.
C.	Improve attainment in reading across the school and diminishing the difference for PP children by the end of KS2.	<ul style="list-style-type: none"> KS2 reading outcome improves from 28% to closer to National Average in 2017. The difference between PP and non-PP National pupils will diminish.
D.	Attendance will improve so it is closer to the national level of 96%	<ul style="list-style-type: none"> Attendance will improve from 93.7% to 95% by 2017. Attendance will improve to 95% to 96% by 2018.

5. Planned expenditure	
Academic year	2016-17

A. Pupils' communication, reading and writing skills will improve so a greater % of pupils achieve GLD on leaving F2.					
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?
GLD outcome improves from 65%	Additional TA in F2	Small group intervention has a bigger impact on diminishing the difference in attainment.	EYFS Lead to monitor provision regularly.	SO	Half termly.
The difference between PP and non-PP National pupils will diminish.	Free book bag for PP chn,	Not having a book bag is a barrier to effective reading between home and school.	Class teacher to monitor and provide book bag as necessary.	SO	Weekly.
	PP chn are heard to read more often than non-PP	Being heard to read regularly is one of the biggest indicators of future academic success.	KS Leaders to monitor consistency of provision.	SO	Half termly.
Total budgeted cost					£ 21, 563.50

B. Those pupils with significant learning, behavioural and emotional needs will be effectively supported to enable them to make progress so they reach their potential.

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?
All pupils' emotional needs are supported to enable them to access mainstream education.	Full time school based counsellor	In order to help their pupils succeed, schools have a role to play in supporting them to be resilient and mentally healthy. (DfE March 2016)	JR to provide regular reports to the Head Teacher.	JR HT	Termly
	3 x Safeguarding Officers	42 cases open to CP or CIN last academic year. 24 CP referrals made last academic year. 28 CAFs opened last academic year.	Continued monitoring by HT.	AB TB JW	Daily monitoring. Formal meetings half termly.
	2 x Behaviour Mentors	During academic year 2015-16, there were 421 handling incidents and 216 non-handling incidents. This number diminished over the academic year.	Monitoring of data. Monitored by SENCO.	LC RMc LH	Weekly
	Forest School Programme	Research has shown that Forest School boosts confidence, self-esteem, communication, motivation and physical skills.	Forest School Lead to target PP chn and follow national plan.	JG	Half termly
	Curriculum Enrichment Activities	Pupils have limited life-experience and need their learning set in context.	All enrichment is linked to current topic and is rooted in learning.	SW	Termly
All pupils are making progress.	Additional Needs Classes. 7 x TAs	Smaller class sizes with additional TA support provides a bespoke learning environment for pupils with significant difficulties.	ANC are subject to whole school monitoring system.	HT SO	Half termly Pupil Progress. Ongoing monitoring of T&L.
Total budgeted cost					£318, 246

C. Improve attainment in reading across the school and diminishing the difference for PP children by the end of KS2.					
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?
KS2 reading outcome improves from 28% to closer to National Average in 2017.	1:2 reading intervention every morning for 45 minutes.	Small group intervention has a bigger impact on diminishing the difference in attainment.	T&L Lead will plan and implement intervention programme. PPC will monitor quality of intervention and impact.	MB & LE SD RJ	Christmas 2016 and half termly thereafter.
The difference between PP and non-PP National pupils will diminish.	1:2 reading intervention every morning for 45 minutes.	Small group intervention has a bigger impact on diminishing the difference in attainment.	T&L Lead will plan and implement intervention programme. PPC will monitor quality of intervention and impact.	MB & LE SD RJ	Christmas 2016 and half termly thereafter.
	Reading Recovery Teacher & ECAR approach.	International research has proven that this approach is a highly effective intervention.	Literacy Leader will monitor delivery and impact. External RR Lead Teacher to observe delivery for quality assurance.	NF JJ Lead RR Teacher	Christmas 2016 and half termly thereafter.
	Reading Allowed programme	Evidence from previous academic year showed a positive impact.	DHT will monitor quality of provision and impact.	NF SS/JB SO	Christmas 2016 and half termly thereafter.
Total budgeted cost					£34, 263

D. Attendance will improve so it is closer to the national level of 96%					
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?
Attendance will improve from 93.7% to 95% by 2017.	3 x Walking Bus to target poor attenders. 6 x staff.	Trialled in previous years and attendance for targeted pupil improved.	Regular attendance reviews of targeted pupils.	DF	4 weekly.
	Free places for PP children at Breakfast Club. 5 x staff.	Trialled in previous years and attendance for targeted pupil improved.	Regular attendance reviews of targeted pupils.	LF	Half Termly.
	Full time attendance officer.	Attendance is poor with high level of PA.	Weekly home visit log checks. Half termly reviews with HT.	DF KF HT	Half termly.
	Family Support Worker (0.5 attendance support).	Many barriers for families to support attendance identified.	Weekly meetings with Attendance Officer to ensure correct and most effective deployment.	AMH DF	Half termly.
	External consultant to support Attendance Officer.	Attendance is poor with high level of PA. Focuses on impact of role and how to move forward.	Reports submitted to HT following visits.	RL DF HT	Termly.
Total budgeted cost					£56,150

6. Review of expenditure	
Previous Academic Year	2015-16

A. To improve rates of attendance so they are closer to the national average.				
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
Attendance will improve to 94.5% 2016.	Full time Attendance Officer	Attendance rates improved from XX to 93.7% for the academic year.	Need to continue but develop the provision further do it is targeted at the right pupils- increase the number of home visits, increase walking bus provision.	21882.00
	Support from Transform Attendance Officer (0.2 per week)	Attendance rates improved from XX to 93.7% for the academic year.	No measurable impact seen- redirect funding spent on this to increasing walking bus and breakfast club provision	3840.00

i. Targeted academic 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
Improve reading ages and attainment from Y1-6	1:1 reading before school for PP pupils below ARE	All pupils in receipt of early morning daily reading improved their reading age.	Continue provision and ensure it is outside of learning time and finishes before the start of the school day.	835.00/TA
Improve Y1 and 2 phonics outcomes and ensure Y3 pupils who haven't passed the phonic screen in Y1 and 2	Additional TA to provide intervention in Y 1and 2 phonics. Additional teacher part time teacher to teach Y3 phonic intervention.	% of pupils passing the Y1 phonics screen increased from 59% to 78%. 17 of 30 Y3 pupils passed phonic screen	Continue intervention in Y1 and 2 in addition to daily lessons but use the class teachers and TAs to ensure correct pitch and application across the curriculum. Reading Recovery teacher to support Y3 phonic intervention in 2016-17	21,016.00
Improve KS2 maths and reading outcomes	1:1 tuition for Y6 pupils after school 1 hour an week	Change of assessment expectations led to a decrease in % of pupils achieving expected level at the end of KS2.	Tuition needs to start early in Autumn term and focus on reading exclusively.	557.00
	Additional TA in Y6 class to support whole class teaching and interventions	Change of assessment expectations led to a decrease in % of pupils achieving expected level at the end of KS2.	Change of staffing to a more experienced KS2 intervention TA.	21,016.00
	Reading Allowed	All pupils mentored increased their reading age.	Continue. Change of Lead.	1002.00
All pupils are making progress.	Additional Needs Classes	Pupils made progress at their own level.	Remove KS1 provision. Continue with KS2 provision with change of staff in LKS2 class.	

ii. Other approaches- pastoral and emotional 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
All pupils' emotional needs are supported to enable them to access mainstream education.	Full time school based counsellor	Pupils in receipt of counselling made progress across the curriculum	Continue	29999.00
	3 x Safeguarding Officers	Pupils and families in need of support were identified early and support put in place (24 CP referrals made)	Continue	92129.00
	2 x Behaviour Mentors	Behaviour incidents reduced over academic year	Continue- review behaviour policy	50843.00
	Forest School Programme	Pupils attending Forest school show improvements in their Learning Behaviours.	Continue, change lead provider from teacher to TA	750.00
	Curriculum Enrichment Activities	Pupils' writing and topic work following visits show greater subject knowledge	Tighten evaluation process, use Evolve for evaluation.	36,000.00
	Family Support Worker	Families in need of support accessed early help.	Continue but with a greater focus on attendance.	23294.00
	Commando Joe	Limited impact seen.	Discontinue.	3500.00
	Sports Mentors supporting disengaged boys in class.	Mentored boys engaged fully in learning.	Continue for UKS2 boys. ¾ of JB salary as other ¼ is funded by Sports grant.	14075.00 30259.00

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.