Broughton in Furness CE Primary School - Pupil premium strategy statement 2016-17

1. Summary information					
School	Broughton in Furness CE Primary School				
Academic Year	2016/17	**Total PP budget**	£14,520	**Date of most recent PP Review**	Jan 17
Total number of pupils	67	**Number of pupils eligible for PP**	11	**Date for next internal review of this strategy**	Apr 17

2. Current attainment 2015/16 Key Stage 2		
Year 6 PP = 3 children 1 boy/2 girls	*Pupils eligible for PP (your school)*	*Pupils not eligible for PP (national average)*
% achieving Expected Standard or above in reading, writing & maths equivalent)	0% (3 chn-2girls/1 boy)	*79%*
% making progress in line or above those of similar prior attainment in reading	7% (1 girl)	71%
% making progress in line or above those of similar prior attainment in Writing	14% (2 girls)	71%
% making progress in line with those of similar prior attainment in Maths	0% (3 chn-2girls/1 boy)	43%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers *(issues to be addressed in school, such as poor oral language skills)*	
A.	Behaviour issues for a small grp of Yr. 2/3 children (2 eligible for PP) are having a detrimental effect on their academic progress and that of their Class (Yr. 2/3)
B.	Teaching quality for Yr. 2/3 chn has not previously been consistently good and has had a disproportionate impact on disadvantaged learners and their class.
C.	Oral language skills in Reception have not been sufficiently supported previously (Better early language is a key indicator to later academic success).
D.	Successful tracking needed of children's learning through EYFS, starting with knowing their prior experience in pre-school.
E.	To identify the characteristics of learners who are underachieving in Mathematics (including 3 PP 15/16 Yr.6/ 2 PP chn current Yr.3).
External barriers *(issues which also require action outside school, such as low attendance rates)*	
G.	To have a deep understanding of children and their families (especially PP) to ensure staff team and parents are engaged and empowered to support learning.

4. Desired outcomes *(Desired outcomes and how they will be*		**Success criteria**
A.	Behaviour issues in Yr.2/3 addressed.	Fewer behaviour incidents recorded for these children/Class more settled. Chn are far more settled and attitude to learning greatly improved.
B.	Teaching and learning opportunities -Yr. 2/3 are high quality in all lessons.	Academic progress is evident in books/assessments. See progress C&S minutes.

C.	Improve oral language skills in Reception and Yr.1 (including PP chn).	Pupils in Yr. 1 make rapid progress by end of year so that all chn in Class 1 meet ARE. Enhanced outdoor provision due for installation Feb 2017. Lots of opportunities for speaking and listening. Chn generally far more confident when interacting and speaking with adults. 1 PP boy in Year 1-Speech and language intervention in place.
D.	Baseline established and accurate rates of progress recorded.	Tracking is robust and indicates good rates of progress against ELGs. Most chn now making rapid progress against a reset baseline-Upon entry only 25% assessed at 30-50 secure and 12.5% at 40-60 emerging. LA moderation visit confirms systems robust and evidence based. Prediction for year end 75% to achieve GLD.
E.	Higher rates of progress across school in Mathematics (incl. PP).	Chn making as much progress in Maths as those of similar prior ability. School has adopted the new Hub maths teaching ethos using methods based upon a Singapore model. Initial assessments are positive-further review at end of next term.

5. Planned expenditure

Academic year	**2016/17**

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?**
Behaviour issues in Yr.2/3 addressed.	Dojo initiated Sept 2016 (parents involved). Golden time. Golden tickets.	Behaviour is barrier to learning. Good behaviour will result in better progress for all but in particular disadvantaged children.	INSET training. Peer observations. Fewer incidences of inappropriate	LW	Half termly through tracking data, books, Lesson obs.

Teaching and learning opportunities in Yr. 2/3 are high quality in all lessons.	Mastery Curriculum. Staff development through “Maths No problem.” All classes to trial from Autumn 2 and analyse increase in progress. Extra G/R & comprehension.	Middle and low attaining children do not have secure Language or skills needed to deepen their learning.	Learning Walks. Staff training. S/L time to work with colleagues.	JL/LW RK	Half termly through tracking data, books, Lesson obs.
Improve oral language skills in Reception and Yr.1 (including PP chn).	Increase on Outdoor learning opportunities.	Very low Reception baseline identified. Teacher judgement through class observation of children.	Home visits. Parental visits/meetings. HLTA targeting development of Oral	RK	Half termly through tracking data (Tapestry). Lesson obs/ Learning walks.
Baseline established and accurate rates of progress recorded.	Nursery Data analysed/moderated. Secure, evidence based Baseline established. Nursery to use Tapestry-data can be exported to	Analysis of previous baseline data (YR. 1). No GLD achieved 2015/16. Inconsistency between entry data from Nursery and School. Correct baseline needed to ensure progress can be measured accurately.	Regular observations (Tapestry). Moderation with Nursery Staff.	RK	Half termly through tracking data (Tapestry). Lesson obs/ Learning walks.
Higher rates of progress across school in Maths-(incl.PP).	New assessment in line with depth of learning.	Middle and low attaining children do not have skills needed to deepen learning.	Learning Walks/ Staff training. S/L time with	JL	Half termly through tracking data, books, Lesson obs.
				Total budgeted cost	

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?**
Behaviour issues in Yr.2/3 addressed.	STA/ T to support PP children.	To ensure chn stay focused and on task.	Monitor behaviour regularly. Identify raised attainment. Liaise with parents via Dojo.	LW and all staff	Half termly through tracking data, books, Lesson obs.
Teaching and learning in opportunities in Yr. 2/3 are high quality in	STA to support small grps (incl. PP) on key skills.	Provide extra support to accelerate progress for PP chn.	Timetable support daily on planning. Progress reviews. Tracking Data.	All staff	Half termly through tracking data, books, Lesson obs.
Improve oral language skills in Reception and Yr.1 (incl. PP chn).	HLTA/T support.	Very low Reception baseline identified. Teacher judgement through class observation of children.	Monitor via Tapestry observations. Key worker time.	RK	Half termly through tracking data, books, Lesson obs.
Baseline established and accurate rates of progress recorded.	Data analysis identifies chn and support needed.	Inconsistencies between Nursery and school baseline data.	S/L progress meetings. Parental meetings.	RK and SMT	Half termly through tracking data, books, Lesson obs.

Higher rates of progress across school in Mathematics (incl. PP).	Purchase high quality Mastery textbooks/resources as needed (*Maths no problem resources* - match funded?). Scheme of work training-same day intervention.	Data analysis by SMT identifying inconsistencies throughout school.	Learning walks. Books. Tracking meetings.	JL and SMT	Half termly through tracking data, books, Lesson obs.
				Total budgeted cost	

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?**
All disadvantaged children (pp) make at least as much progress as those of similar prior ability.	All PP children have an IPP in place with specific targets.	Not all PP children are making at least as much progress as those of similar prior ability.	Robust tracking in place and highlighted on planning.	SMT	Ongoing and half termly through assessment and tracking meetings with SENC and SMT.
Behaviour issues in Yr.2/3 addressed.	All staff aware of need to address behaviour issues if seen. Link to Dojo and school values.	This needs to be a consistent whole school approach.	Improvements seen in all areas.	All staff	Half Termly.
Teaching and learning opportunities are high quality in all lessons.	All staff trained and aware of needs of class.	This needs to be a consistent whole school approach.	Books. Learning Walks. Tracking Data.	All relevant staff	Half termly.
Improve oral language skills in Reception and Yr.1 (including PP chn).	All staff aware of key areas and initiate opportunities for speaking and listening.	This needs to be a consistent whole school approach.	Increased confidence in speaking seen within Reception children.	All staff	Ongoing.
Baseline established and accurate rates of progress recorded.	SMT aware of current attainment and key skills needed to accelerate progress.	This needs to be a consistent whole school approach.	S/L Progress meetings. Learning Walks. Tracking Data.	SMT	Half termly.
Higher rates of progress across school in Mathematics (incl. PP).	SMT aware of current attainment and key skills needed to accelerate progress.	This needs to be a consistent whole school approach.	S/L Progress meetings. Learning Walks. Tracking Data.	SMT	Half Termly.
				Total budgeted cost	**14, 520**