

# Broughton in Furness CE Primary School - Pupil premium strategy statement 2017-18

1. Summary information					
School	Broughton in Furness CE Primary School				
Academic Year	2017/18	Total PP budget	£14,520	Date of most recent PP Review	Sept 17
Total number of pupils	78	Number of pupils eligible for PP	8	Date for next internal review of this strategy	Jan 18

2. Current attainment 2016/17 end of Key Stage 2		
Year 6 = 3 children 2 boys/ 1girl - *** NO PUPIL PREMIUM ENTITLEMENT in this cohort.***	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving Expected Standard or above in reading, writing & maths equivalent)	0%	67% (2 chn 1B/1G)
% making progress in line or above those of similar prior attainment in reading	0%	100%
% making progress in line or above those of similar prior attainment in Writing	0%	67% (2 CHN 1B/1G)
% making progress in line with those of similar prior attainment in Maths	0%	67% (2 CHN 1B/1G)

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Large Class 1 due to 2017 Reception intake-smaller groupings needed to ensure Year 1 continue to make accelerated progress.
B.	Mixed KS1/2 in Class 2 and a larger class makes differentiation more challenging, maternity cover of class teacher- covered by NQT.
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 1 PP boy in Yr, 2/ 1 PP girl in Year 4)

<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
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 ( <i>Desired outcomes and how they will be</i> )		Success criteria
A.	Large Class 1 due to big Reception intake.	Class split to allow smaller groupings. Additional Class teacher on 0.5 to teach Maths and Literacy each morning. All children to make expected progress.

<b>B.</b>	Mixed KS1/2 in Class 2	Class split to allow smaller groupings. Additional Class teacher on 0.5 to teach Maths and Literacy each morning. NQT teaches Maths and English to Yr 3/4 group in mornings. All children to make expected progress.
<b>C.</b>	Improve oral language skills in Reception and Yr.1 (including PP chn).	Pupils in Reception and Yr. 1 make rapid progress by end of year so that all chn in Class 1 meet ARE.
<b>D.</b>	Baseline established and accurate rates of progress recorded.	Tracking is robust and indicates good rates of progress against ELGs. Children baseline established by teacher in first few weeks to ensure correct starting point.
<b>E.</b>	Higher rates of progress across school in Mathematics (incl. PP).	Chn making more progress in Maths as those of similar prior ability to enable them to "catch up."

<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2016/17</b>				
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					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

Class 1 split in mornings to facilitate smaller class size. Good progress will be achieved.	Additional 0.5 teacher employed so that the Year 1 can be taught in a KS1 group.	There was a very large Rec intake this year and that, along with a large Year 1 cohort resulted in a substantial group. As the baseline for last year's Rec was reset on entry, progress was also affected. Rapid progress now needed to enable the chn to reach ARE by end of year.	Lesson obs/ learning walks/tracking/ book scrutiny.	RK/SJ/GL	Half termly through tracking data, books, Lesson obs.
Class 2 split in mornings to facilitate a KS1 and 2 group for Maths and Literacy. Good progress will be achieved.	Additional 0.5 teacher employed so that the Year 2 can be taught in a KS1 group. And Yr 3 and 4 together.	The class teacher is on maternity leave and NQT covering leave. Class	Learning Walks. Staff training. S/L time to work with colleagues.	SJ/GL/JGK	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 ensure consistency of judgements.	Analysis of previous baseline data (YR. 1). Inconsistency between entry data from Nursery and School. Adjusted baseline needed to ensure progress can be measured accurately.	Regular observations (Tapestry). Moderation with Nursery Staff. LA Moderation.	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. Whole school X Tables Rock Stars-focus on basic skills of times tables.	Middle and low attaining children do not have skills needed to deepen learning. Times table knowledge is many children is still weak-whole school focus on improving both fluency in times tables and confidence in maths and problem solving.	Learning Walks/ Staff training. S/L time with colleagues.	JL	Half termly through tracking data, books, Lesson obs.
<b>Total budgeted cost</b>					0.5 teacher/support costs/ Subscription costs of Times Tables online.

## 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?
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Class 1 split in mornings to facilitate smaller class size. Good progress will be achieved.	0.5 teacher employed- small group of Year 1 and 2 chn taught mornings for Maths and Literacy.	To ensure chn stay focused and on task and curriculum is KS1 only. The children continue to need accelerated learning to bring them up to ARE.	Monitor progress regularly- Learning walks/lesson obs/Book scrutiny.	RK & JGK	Half termly through tracking data, books, Lesson obs.
Class 2 split in mornings to facilitate a KS1 and 2 group for Maths and Literacy. Good progress will be achieved.	0.5 teacher employed- small group of Year 1 and 2 chn taught mornings for Maths and Literacy.	To ensure chn stay focused and on task and curriculum is KS1 only. The children continue to need accelerated learning to bring them up to ARE.	Monitor progress regularly- Learning walks/lesson obs/Book scrutiny.	RK & JGK	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 ( <i>Maths no problem resources</i> - 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.
<b>Total budgeted cost</b>					0.5 teacher/support costs/ Subscription costs of Times Tables online.
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Class 1 split in mornings to facilitate smaller class size. Good progress will be achieved.	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 SENCO and SMT.

Class 2 split in mornings to facilitate a KS1 and 2 group for Maths and Literacy. Good progress will be achieved.	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 SENCO and SMT.
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. "Singing alarm " introduced-all chn sing as a group twice a day, every day to improve oral language skills.	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.
<b>Total budgeted cost</b>					<b>14, 520</b>

