

# BCPS Pupil Premium Strategy Statement 2017-18

1. Summary information					
School	Braunstone Community Primary School				
Academic Year	2017/18	Total PP budget	£302,280	Date of most recent PP Review	Oct 2016
Total number of pupils	449	Number of pupils eligible for PP	239 (53.23%)	Date for next internal review of this strategy	March 2018

2. Current attainment (2016-17)				
	<i>Pupils eligible for PP</i>	<i>NA (PP pupils)</i>	<i>Pupils <u>not</u> eligible for PP</i>	<i>NA (all pupils)</i>
% achieving in reading, writing and maths	30%	67%	44%	61%
% achieving in reading	40%	77%	53%	72%
% achieving in writing	55%	81%	64%	76%
% achieving in maths	53%	80%	64%	75%
progress in reading	-2.85	+0.33	-2.12	---
progress in writing	-0.29	+0.18	-1.06	---
progress in maths	-0.83	+0.28	-1.01	---

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Low level of oral language skills on entry to Nursery and Reception which impacts on all outcomes
B.	Poor attendance and high PA especially for PP pupils
C.	High number of CP cases (currently 20) of which 14 (70%) are PP pupils
D.	Low parental engagement to support pupils with their learning
E.	Behaviour issues for a small group of pupils especially in Years 4,5 and 6 (mostly eligible for PP) are having detrimental effect on their academic progress and that of their peers. This is causing a higher than national exclusion figure

# BCPS Pupil Premium Strategy Statement 2017-18

External barriers		
<b>F.</b>	Attendance rates for PP pupils is 93% (below that for all children at 94%)	
<b>G.</b>	Social care involvement is extremely high. This impacts on pupil's ability to focus and show resilience towards their learning	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve oral language skills for PP pupils in Nursery and Reception classes so that the gap diminishes between PP pupils and all pupils.	The majority of PP pupils in the Nursery and Reception classes make rapid progress in CLL by the end of the year so that a greater number of PP pupils meet age related expectations.
<b>B.</b>	Increase the number of PP pupils achieving ARE in Reading across all key stages.	Reading progress and attainment improves compared to 2017 Reception, Year 2 and Year 6 outcomes by at least 10%. Gap in reading diminishes for PP pupil compared to all pupils by at least 5%
<b>C.</b>	Higher number of pupils make expected and better progress from Year 2 to the end of Year 6.	The progress and attainment gap diminishes for PP pupils by July 2018.  Progress from prior key stage to current year is tracked to ensure PP pupils make expected (or better) progress by the end of Year 6
<b>D.</b>	Higher rates of progress across KS2 for high attaining PP pupils compared to 2017.	PP Pupils identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing. Measured in Years 3, 4, 5 and 6 by teacher assessments and successful moderation practices established across the multi-academy trust (MAT) and through local authority and Development Group 7.
<b>E.</b>	The curriculum is further improved and enhanced through enrichment opportunities and events.	Increased percentage of all pupils, especially PP pupils are engaged in their learning
<b>F.</b>	Behavioural incidents for PP pupils are addressed and reduced compared to 2016-17.	Fewer behaviour incidents are recorded for PP and 'all' pupils.
<b>G.</b>	Increased attendance rates for PP pupils.	Reduce the number of persistent absentees among PP pupils to 10% or below. Overall PP attendance improves by at least 3% compared to the whole school target for 'all' pupils.

# BCPS Pupil Premium Strategy Statement 2017-18

5. Planned expenditure					
Academic year	2017/18				
i. Quality of teaching for all, targeted support & 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?
A. Improve oral language skills for PP pupils in Nursery and Reception classes so that the gap diminishes between PP pupils and all pupils.	<p>Training to see what oracy rich environment looks like before embedding</p> <p>Review of curriculum to focus on more oracy skills across all areas</p> <p>SALT and Language Acquisition lead support the EYFS teachers and support staff to embed effective strategies to develop CLL across the curriculum.</p>	At BCPS, pupils' entry level data (including school data and NFER baseline) shows that all children (including PP) are significantly below ARE. By addressing the issue of poor language acquisition skills, improvements will be evident across the curriculum as children will be able to speak, think, reason and explain their responses more fluently.	<p>Course/visits will be selected using evidence of effectiveness and impact.</p> <p>Whole school INSET days/staff meetings to deliver training around language acquisition.</p> <p>EAL Language Acquisition lead, English strategic lead and the SALT to work together to support EYFS staff in implementing focused language interventions and strategies to improve whole class teaching.</p> <p>Curriculum is reviewed to ensure there are quality speaking and listening activities/strategies to improve CLL outcomes</p>	Language Acquisition Lead/English Lead	<p>Easter 2018</p> <p>November 2017</p> <p>Termly</p>

# BCPS Pupil Premium Strategy Statement 2017-18

<p>B. Increase the number of PP pupils achieving ARE in Reading across all key stages.</p>	<p>Develop early reading skills through a focused reading intervention in EYFS and KS1</p> <p>Continue to use KTC phonics and shared &amp; guided reading strategies</p> <p>Use Lexia (with 50 KS2 pupils daily)</p>	<p>2016-17 results show that pupils (especially PP) were underachieving in reading compared to national averages. The school will focus on developing reading from EYFS so that all pupils (especially PP pupils) develop a greater love and curiosity of reading and books support to develop their imagination. This will support in increasing the number of pupils achieving ARE across all year groups in Reading.</p>	<p>Deploy 2 Level 3 TAs to target individual pupils to develop early reading skills (through BRWP) in EYFS and KS1</p> <p>Reading Lead will work with Ann Smallberger to continue to develop phonics, shared and guided reading across the school</p> <p>Daily Lexia intervention from 8.30-9am</p>	<p>Reading Lead EYFS and KS1 teachers</p> <p>Reading Lead/ Ann Smallberger</p> <p>L3 TA</p>	
<p>C. Higher number of pupils make expected and better progress from Year 2 to the end of Year 6.</p>	<p>PPMs focus on individual pupils so that they are on track to make expect or better than expected progress from their starting points. Use grids provided on Target Tracker and from Angela Kirk (i.e. previous key stage to current)</p>	<p>Due to a 'legacy of underachievement' (Ofsted 2016) with lower expectations and a weaker teaching profile in the past, the school knows that there are pupils that still have significant gaps in their learning, especially in KS2. This has hindered overall progress and attainment in many year groups across the school.</p>	<p>Scheduled data drops and PPMs (termly) for all year group teachers with SLT.</p> <p>Identify pupils that are 'falling behind' and ensure appropriate support and intervention is in place to accelerate progress.</p> <p>Termly whole school monitoring to evaluate impact of interventions</p> <p>Use Provision Mapping to track impact of interventions</p>	<p>All teachers &amp; support staff</p> <p>SLT</p> <p>English &amp; maths Leads</p> <p>Inclusion Manager</p>	<p>Termly</p>
<p>D. Higher rates of progress across KS2 for high attaining PP pupils compared to 2017.</p>	<p>Additional third teachers in every year group to support higher attaining pupils with targeted T&amp;L to identify gaps in learning so progress is accelerated .</p>	<p>Whole school data and end of key stage data shows that higher attaining pupils are still not attaining greater depth in line with NA.</p>	<p>'Third' adults to target and support higher attaining pupils to accelerate their progress.</p> <p>More challenge to be evident in all lessons across the curriculum.</p>	<p>'Third' adults &amp; class teachers</p> <p>Phase Leaders</p> <p>DHT</p>	<p>Ongoing and reviewed termly through monitoring</p>

## BCPS Pupil Premium Strategy Statement 2017-18

<p>E. The curriculum is further improved and enhanced through enrichment opportunities and events.</p>	<p>Organise subsidised trips, pantomimes/theatre groups, enrichment activities across the school which support the curriculum</p> <p>Provide pupils with the opportunity to play the Ukulele during the academic year.</p> <p>France trip for 6 children Year 5</p>	<p>The school is aware that due to the high number of PP pupils and high levels of deprivation (IDACI;0.62), additional opportunities are not always available to all pupils and their parents. It is therefore vital that pupils are given a range of opportunities to enrich and extend their learning experiences. To broaden the horizons for some of our children, two teachers have set up a charity to allow pupils to experience a culture wider than their immediate locality.</p>	<p>Staff plan internal and external activities to support pupils to extend their learning as well as developing richer vocabulary.</p> <p>Pupils across Years 2-6 learn to play the Ukulele with the peripatetic music teacher for half termly blocks</p> <p>NC and JG raised the majority of the funds through their charity 'Broader View'</p> <p>Itinerary and risk assessments are completed in advance on the trip and approved.</p>	<p>DHT Curriculum leaders</p> <p>NC/JG/JM</p>	<p>Throughout the year linked to the curriculum</p> <p>May 2018</p>
<p>F. Behavioural incidents for PP pupils are addressed and reduced compared to 2016-17.</p>	<p>Revision and implementation of the school's Behaviour Policy</p> <p>CPOMS to be used more effectively to track trends in behaviour concerns.</p> <p>Continue to use a consistent approach to managing difficult and inappropriate behaviours in line with the school's policy using MAPA strategies.</p> <p>Provide MAPA training for additional staff during the year.</p> <p>Employment of an Inclusion Champion (with a focus on behaviour and</p>	<p>The school acknowledges that there is a higher than national exclusion rate. This is due to a few pupils (mainly PP) that are unable to display appropriate behaviours to keep them (and others) safe and support their learning.</p>	<p>Policy is reviewed and shared with all staff and pupils to ensure consistency so that everyone understands expectations</p> <p>Behaviour Lead to log all behaviour incidents and track trends on a weekly basis.</p> <p>Key staff attend MAPA training</p> <p>Recruitment process to advertise and recruit for Inclusion Champion with comprehensive induction to the role so a clear understanding of the</p>	<p>DHT/Behaviour Lead</p> <p>HT/Inclusion Manager</p>	<p>September 2017</p> <p>October 2017</p> <p>As and when required throughout the year</p> <p>January 2018</p>

# BCPS Pupil Premium Strategy Statement 2017-18

	<p>supporting key vulnerable pupils)</p> <p>Use ELSA to support targeted pupils</p> <p>Behaviour for Learning mentor to support 'vulnerable' pupils to manage their behaviours to support their learning</p>		<p>context of pupils and their needs are discussed.</p> <p>Pupils are targeted so that they can be appropriately supported by the Inclusion Champion</p> <p>Inclusion Manager to identify 'vulnerable' pupils to be supported for SEMH needs</p> <p>Behaviour for Learning mentor supports pupils in upper KS2 to support their emotional, pastoral and learning needs</p>	<p>Inclusion Manager/ Inclusion Champion</p> <p>Inclusion Manager/ ELSA</p> <p>Inclusion Manager/ B4L mentor</p>	<p>From September 2017</p>
<p>G. Increased attendance rates for PP pupils.</p>	<p>School's Attendance Officer to work with the EWO fortnightly to identify pupils with attendance less than 90%.</p> <p>EWO, Attendance Officer and HT to meet with parents causing a concern.</p> <p>EWO to lead formal process for PA pupils.</p> <p>Attendance Officer and SLT to meet with parents of non-compulsory aged pupils to discuss the importance of good attendance from an early age</p> <p>Family Support Worker works with parents of pupils with attendance below 90%</p>	<p>The school has worked hard to improve attendance over time which has increased over the last few years. However, the rate of improvement has slowed in 2016-17 especially for PA (who are generally the school's PP pupils). Attendance is still below NA and PA is significantly higher than NA</p>	<p>Fortnightly meetings are scheduled across the year</p> <p>Letters are sent out to parents to attend meeting</p> <p>EWO follows LA procedures on pursuing poor attendance</p> <p>Attendance Officer to call parents on first day of absence calling telephone calls and texts</p> <p>Attendance Officer and HT schedule fortnightly meetings with parents of non-compulsory aged pupils</p> <p>Attendance Officer and Inclusion Manager meet with Family Support Worker to identify parents to contact and discuss strategies to support attendance.</p>	<p>Attendance Officer</p> <p>EWO</p> <p>HT</p> <p>Family Support Worker/ Inclusion Manager</p> <p>Attendance Officer</p>	<p>Fortnightly</p> <p>Daily</p> <p>Weekly</p> <p>Termly</p>

# BCPS Pupil Premium Strategy Statement 2017-18

	<p>Good attendance above 96% is rewarded in celebration assemblies.</p> <p>Continue to run a fully funded Breakfast Club daily.</p>		<p>Rewards and incentives are purchased and shared with pupils and parents</p> <p>Deploy appropriate staff to run and organise a daily Breakfast Club Provision from 8-8.30am</p> <p>Work in partnership with Greggs bakery to provide all bread and £1000 per term funding to sustain the Breakfast Club provision</p>	<p>SBM</p>	
<p><b>Costings:</b>          'Third' adults in Years 1-6: £231,631          Family Support Worker (3 days per week. Term time only): £14,500          SALT (1 day per week. Term time only): £14,000          Breakfast Club staffing: £16,337          Ukulele music sessions: £3420          Behaviour Champion; £14,784          Curriculum enrichment: £3000 including £800 France trip          Provision Mapping software: £561          Angela Kirk training (3 members of staff @ £180); £540          Lexia licence cost: £2500</p> <p><b>Additional funding from the school budget:</b>          Learning mentor; £22,205          ELSA; £18,763          MAPA training for 4 members of staff @ £85 x 4= £340          Attendance Rewards/incentives: £4000          2 x Level 3 TAs (BRWP): £44,982          LA EWO (1 day every fortnight. Term time only) £8200          Welfare Officer: £26,408</p>					<p><b>Total budgeted cost;</b>  £302,073</p>

# BCPS Pupil Premium Strategy Statement 2017-18

6. Review of expenditure				
Previous Academic Year		2017-18		
i. Quality of teaching for all, targeted support & 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
A. Improve oral language skills for PP pupils in Nursery and Reception classes so that the gap diminishes between PP pupils and all pupils.	<p>Training to see what oracy rich environment looks like before embedding</p> <p>Review of curriculum to focus on more oracy skills across all areas</p> <p>SALT and Language Acquisition lead support the EYFS teachers and support staff to embed effective strategies to develop CLL across the curriculum</p>			
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## BCPS Pupil Premium Strategy Statement 2017-18

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# BCPS Pupil Premium Strategy Statement 2017-18

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# BCPS Pupil Premium Strategy Statement 2017-18

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