

## Pupil Premium Strategy (April 2017-18)

1. Summary information					
School	Madley Brook School				
Academic Year	2016/17	Total PP budget	£49,840 (April 2016)	Date of most recent PP Review	April 2017
Total number of pupils	338	Number of pupils eligible for PP	29	Date for next internal review of this strategy	April 2018

2. Current attainment				
End of KS 2 Summer 2016	School		National	
	<i>Pupils eligible for PPG</i>	<i>All Pupils</i>	<i>PPG National 2016</i>	<i>All pupils National 2016</i>
% achieving expected standard in reading, writing and maths	29%	64%	59%	53%
% achieving expected standard in reading	71%	77%	53%	66%
% achieving expected standard in writing	71%	84%	64%	74%
% making expected standard in maths	43%	70%	57%	70%
End of KS1 Summer 2016				
% achieving expected standard in reading	100%	82%	78%	74%
% achieving expected standard in writing	50%	67%	70%	65%
% making expected standard in maths	100%	73%	77%	73%
Year 1 Phonics Test 2016				
% reaching the expected standard	33%	75%	70%	81%

<b>EYFS Good Level of Development 2016</b>				
<b>% of pupils achieving GLD</b>	<b>100%</b>	<b>61%</b>	52% (2015)	69%

### 3. Barriers to future attainment (for pupils eligible for PP, including high ability)

#### In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

<b>A.</b>	Almost a quarter of pupils eligible for PPG are also on the SEN register
<b>B.</b>	Some children eligible for PPG have reduced literacy experiences which impacts on Y1 phonics scores
<b>C.</b>	Some lower ability children eligible for PPG are not making the accelerated progress they need to close the gap

#### External barriers (*issues which also require action outside school, such as low attendance rates*)

<b>D.</b>	Almost a third of pupils eligible for PPG are affected by social, emotional, mental health and / or family issues
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### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<ul style="list-style-type: none"> <li>Higher rates of progress across KS1 and KS 2 for pupils eligible for PPG who have lower starting points.</li> </ul>	Pupils eligible for PPG to make the same progress as non PPG pupils in each Key Stage
<b>B.</b>	<ul style="list-style-type: none"> <li>Higher attainment in maths in KS 1 and KS 2 for pupils eligible for PPG</li> </ul>	Standards in maths at the end of KS2 will be in line with those for reading and writing which will increase the overall percentage of pupils achieving the expected standards in reading writing and maths together Standards in maths at the end of KS1 will increase so they are at least in line with the National Average.
<b>C.</b>	<ul style="list-style-type: none"> <li>Progress for more able children eligible for PPG will be in line with attainment for all pupils at the end of each Key Stage</li> </ul>	The gap between disadvantaged and non disadvantaged children achieving the higher levels will decrease
<b>D.</b>	<ul style="list-style-type: none"> <li>Increase in the number of pupils eligible for PPG passing the Year 1 phonics test.</li> </ul>	The gap between disadvantaged and non disadvantaged children will decrease by at least 40%.

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?
Higher number of PPG children achieve the Y1 phonics pass mark	Increased focus on phonics from EYFS through to Year 1	Whole class teaching of phonics rather than breaking into ability groups in Year R. 'Keep up' rather than 'catch up' rationale. In Y1 experience and expert teaching targeted at most vulnerable groups at risk of underachieving.	Refresher training for EYFS staff in phonics teaching. Ensure TAs are well trained to support phonics. Phonics workshops for parents. Phonic reading cards to accompany home readers, regular volunteers to target individual pupils on a daily basis. Weekly sound and songs introduced in Nursery from March	EYFS and English leads	Termly pupil progress meetings and data point entries
Accelerated progress for lower attaining pupils	High quality first teaching targeting specific pupils for specific questioning in all lessons. Ensuring that time to respond to feedback is used well Teacher always being aware of the gap they need to close	Under confident children or children with lower starting points will often choose not to answer questions in front of the class Involving them in conversations by targeting questions directly to them, or giving them strategies to answer, e.g Teacher: what is double 6 - response: don't know – teacher: the answer is 12, can you explain how I got that? Or, what would you say of you did know?	Regular meeting with teachers to discuss strategies (team meetings, staff meetings), pupil progress meetings, learning walks and SLT drop ins	Headteacher	Termly pupil progress meetings and data point entries
More children to achieve the higher levels in maths	CPD into what greater depth maths looks like, all teachers involved in learning walks and book scrutinies, research into strategies for greater depth	Some children find problem solving and open ended investigative work quite challenging, attainment in arithmetic is higher in the school than problem solving: children with lower starting points because of lower language acquisition, higher ability children because they panic when there is no right or wrong answer. Changing mind sets is a priority	CPD from maths team into greater depth, staff meeting time to share good practice, regular analysis of books and planning by maths leads, partnership project for maths leads working with other schools, moderation of books Y2 and Y6 with partner schools.	Maths leads	Termly pupil progress meetings and data point entries
<b>Total budgeted cost</b>					£12,500
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?
Attainment and progress for more able children eligible for PPG will be in line with attainment for all pupils at the end of each Key Stage	Targeted small group work, greater focus on pre teaching and over teaching for targeted pupils, Teacher focus groups	EEF research shows the impact of quality first teaching and that intervention is effective when delivered in a well-structured way. All children access the same learning in the daily maths lesson and additional support is given in the form of pre teaching to allow all children fair access to the main lesson	Organise timetable to that staff delivering provision have sufficient planning and delivery time Impact of intervention is regularly reviewed in team meetings and pupil progress meetings.	Maths leads	In termly pupil progress meetings
Improved standards in phonics	Talk Boost in EYFS Targeted small group work for children in Year 1 and Year 3,4 Precision teaching of phonics for specific children Fresh Start for pupils in Years 5 and 6	Additional teaching and learning opportunities from teachers and teaching assistants complement quality first teaching in a time-limited structured programme	Assessment before and after intervention to analyse impact Work scrutinies to determine application across the curriculum	English lead	Before and after intervention programme Termly pupil progress meetings

**Total budgeted cost** £31,500

### 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?
Support for children with emotional and mental health issues	Nurture groups TAC meetings initiated by school Social services Child in Need and Child Protection Support	Research demonstrates that children make good progress in school when they are supported by an effective family network providing good quality parenting Children who do not feel safe and settled in a nurturing environment are known to make less progress and attain less well than their peers.	Home school link worker will work closely with families and will coordinate nurture groups across the school.	Head Home School Link Worker	Termly meetings with head, Senco and HSLW
Support for families for children to attend after school clubs	Free after school clubs for children in receipt of PPG	Support for children to take part in out of school activities can improve life experiences	All children are offered clubs. Parents of pupil in receipt of PPG are written to individually to offer clubs free of charge	Headteacher	Termly through the club spreadsheet

**Total budgeted cost** £7,500

