

Pupil Premium at Broadway Infant School



STRATEGY: APPROACH FOR RAISING ATTAINMENT OF PUPIL PREMIUM PUPILS

Broadway school have taken their strategy from research (Sutton Trust, Education Endowment Trust etc.) and experience with success within school and other schools in the local.

As a school there is prime focus on diminishing the difference in attainment between Pupil Premium (PP) pupils and all pupils and non -pupil premium pupils not only compared with Broadway pupils but with non -pupil premium children nationally. This is an objective in the School Development Plan. (2016 -2019). In order to diminish the differences between disadvantaged children and others we will ensure that:

- A high profile is given to disadvantaged pupils
- All staff are accountable for the progress of disadvantaged pupils

The progress and attainment of all pupils at Broadway Infants is carefully tracked and analysed from a rich field of data in order to draw conclusions and develop action plans. Each Class teacher meets with School Leaders three times a year to discuss all their pupils and examine the best way forward for each individual.

All interventions will be tailored to the needs of the child with some exceptions for provision listed below:

All pupils entitled to Free School Meals (FSM) will be able to order a free basic school uniform per academic year consisting of two tee-shirts, one sweatshirt and one book bag. School will have spare Broadway coats for FSM to wear at break-time and lunchtime, who are without warm, waterproof coats. These coats will remain in school. All Pupil Premium children can attend Breakfast club free however they still need to book in the normal way and are subject to the same restriction of numbers as other users.

The total number of pupil premium children (including 2 service children) is 15 which represent 8% of the school population.

Total pupil premium funding for academic year 2017-18 £19680



A caring school promoting excellence through curiosity, confidence, creativity and cooperation.

| Best Practice Indicator | School Evidence | Expected Impact |
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| School culture and ethos | | |
| Attainment for all pupils | <p>Barrier: Low aspirations for PP children</p> <p>School response: Ambitious targets for PP to match national non PP pupils. Identification of High Ability (HA) PP children. Teachers know their PP children and have high expectations – observed in monitoring.</p> <p>Approx. cost: £600</p> | Diminished differences in attainment. |
| Focus on high quality teaching | <p>Barrier: PP children not accessing quality first teaching</p> <p>School response: Children will be taught whenever possible by a qualified teacher or teaching assistant (TA) trained on specific interventions. Extra reading sessions with reading assistant. INSET Training for teachers to ensure quality first teaching: greater depth readers, writers and maths</p> <p>Approx. cost: £3000</p> | Improvement in teaching and learning evidenced in books/ work, data, observations for ALL PUPILS. |
| Evidence based interventions | <p>Barrier: repeated application of ineffective interventions</p> <p>School response: Use of EEF toolbox to inform selection of interventions. Structured interventions using assessment system to identify gaps and planning for them.</p> <p>Approx. cost: £4000</p> | School has a toolbox of tried and tested interventions/ provision/ approaches which are appropriately applied according to need. |
| Frequent monitoring of progress of disadvantaged pupils | <p>Barrier: Lack of knowledge and understanding of PP population’s progress and attainment in comparison with non PP children.</p> <p>School response: Pupil progress meetings 3x a year (November, February, April) in addition to PM mid-year reviews and 3 x a year pupil premium reports for governors (December, April, June) .</p> <p>Approx. cost: £400</p> | All staff and governors are aware of the PP data and can make informed judgements and put plans in place to improve outcomes. |
| Meticulous monitoring of interventions for effectiveness | <p>Barrier: Insufficient data on effectiveness of current and historic provision</p> <p>School response: Use of provision map match costs with effectiveness. The effectiveness of an intervention is monitored in two ways- progress through the intervention against specific SMART targets and general academic attainment and progress.</p> <p>Approx. cost: £300</p> | Ineffective interventions are quickly identified and replaced. |

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| <p>Engagement of parents in the education and progress of their child.</p> | <p>Barrier: lack of engagement by parents School response: Invite pupil premium parents in to share targets and ways they can support their child at home. Also an effective method for eliciting additional home information to help personalise learning in school. Buy in Parent support advisor to work with parents. Approx. cost: £2100</p> | <p>Children have better home support and progress more rapidly in school. Parents also have higher aspirations for their child and are aware of what is in place for their child in school.</p> |
| <p>School organisation</p> | | |
| <p>Deployment of the best staff - Quality first teaching</p> | <p>Barrier: children placed in interventions with teaching assistants (TAs) rather than a teacher potentially missing out on quality first teaching. School response: higher level teaching assistants (HLTAs) used to free up teachers to lead interventions. TAs to be trained on specific interventions- ELSA, mentoring Approx. cost: see high quality teaching above. ELSA training and costs. Mentoring course cost £1700</p> | <p>Children make more rapid progress because greater links are made and reinforced between their interventions and learning in class.</p> |
| <p>Membership of NASEN</p> | <p>Barrier: expertise in school limited to local information and experience due to lack of access to key research. School response: Pupil Premium Champion can ensure that staff are accessing up to date research to make informed choices about interventions. Approx. cost: £50</p> | <p>Staff and pupils make decisions regarding policy, interventions and provision based on up to date research.</p> |
| <p>Individual support</p> | | |
| <p>School uniform</p> | <p>Barrier: children from lower income families unable to afford uniform so children feel they do not fit in School response: (Only for current FSM children.) Children wearing correct uniform in the correct size/ appearance. School supply of warm/waterproof school coats Approx. cost: £ 500</p> | <p>To ensure that children fit in with their peers. Ease burden on family. Incentive for parents to apply for funding.</p> |

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| Breakfast club | <p>Barrier: Children not ready for school</p> <p>School response: Children are able to access the start of school day with their peers in a calm and safe environment Children have access to a balanced and nutritious breakfast to start their school day</p> <p>Approx. cost: £600</p> | <p>Children start the school day on time</p> <p>Children are ready to learn and able to access teaching and learning in line with their peers.</p> |
| Tailor made individualized approach to addressing barriers to learning | <p>Barrier: intervention/provision not effective for <u>all</u> PP children</p> <p>School response: Children receiving interventions that address their area of need rather than a best fit blanket approach – evidenced on provision maps</p> <p>Approx. cost: see high quality teaching above</p> <p>Plus Nesy £500</p> | <p>Children to make better progress. Difference is diminished.</p> |
| School trips | <p>Barrier: children from lower income families unable to afford to pay for school trips.</p> <p>School response: (Only for current FSM children.)</p> <p>School to cover costs of school trips</p> <p>Approx. cost £100</p> | <p>To ensure that children fit in with their peers.</p> <p>Ease burden on family.</p> <p>Incentive for parents to apply for funding.</p> |
| After school clubs | <p>Barrier: children from lower income families unable to afford to pay for after school clubs so children feel they do not fit in</p> <p>School response: (Only for current FSM children.)</p> <p>Approx. cost £100</p> | <p>To ensure that children fit in with their peers.</p> <p>Ease burden on family.</p> <p>Incentive for parents to apply for funding.</p> |
| EMTAS | <p>Barrier: children from ethnic minorities can feel 'different' or that their culture is not celebrated.</p> <p>School response: Buy into EMTAS to provide staff and pupils with resources and support</p> <p>Approx. cost £1440</p> | <p>Children from all ethnicities feel valued and therefore progress will be increased.</p> |
| Therapeutic Counselling | <p>Barrier: children from lower income families who have been subjected to trauma in their lives have gaps in their learning and decreased parental support at home.</p> <p>School response: Buy in therapeutic counselling service</p> <p>Approx. cost £1400</p> | <p>Children are able to express their feelings and more likely to make better progress.</p> |

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| <p>Speech and language</p> | <p>Barrier: Poor speech and language can delay children’s ability to read and write and affect their communication and socialisation in school. This in turn can cause them to reject school and lose focus in lessons.</p> <p>School response: School buy into SALT</p> <p>School response: Approx. cost £1100</p> | <p>Children are able to make clear links between sounds and letters. They can express themselves clearly without frustration and engage with learning.</p> |
| <p>PP champion training and release time</p> | <p>Barrier: lack of knowledge and expertise prevents children having the best interventions and support.</p> <p>School response: training for PP champion, cover for release time for PP champion to visit other schools and meet with other PP leads to share expertise and strategies, release time for PP champion to analyse and summarise data.</p> <p>Approx:£1000</p> | <p>Increased support for children and staff as PP champion is up to date with strategies and research that promote increased progress for disadvantaged children.</p> |