



# Brigstock Latham's CE Primary School

## PUPIL PREMIUM STRATEGY STATEMENT

### 1. Summary Information

<b>School</b>	Brigstock Latham's CE Primary School				
<b>Academic Year</b>	2016/17	<b>Total PP Budget</b>	£5860	<b>Date of most recent PP Review</b>	March 17
<b>Total number of pupils</b>	110	<b>Number of pupils eligible for PP</b>	4	<b>Date for next internal review of this strategy</b>	July 17

### 2. Current Attainment

	<i>Pupils eligible for PP (4)</i>	<i>Pupils not eligible for PP (11)</i>
<b>KS2 % achieving EXS or above in reading, writing and maths</b>	50%	100%
<b>KS2 Reading progress score</b>	Awaiting ASP	2.9
<b>KS2 Writing progress score</b>	Awaiting ASP	0.7
<b>KS2 Maths progress score</b>	Awaiting ASP	0.9

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

#### In-school barriers *(issues to be addressed in school)*

<b>A</b>	MA/HA PP children's attainment in writing and maths needs to increase so it is in line with peers
<b>B</b>	PP children's progress is at a lower rate than their peers
<b>C</b>	Low uptake of PP funding from parents

#### External barriers *(issues which also require action outside of school)*

<b>D</b>	Pupil well-being – low self-esteem, lack of experience, lack of social interaction in different settings
<b>E</b>	Promoting parental involvement in learning

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success Criteria</i>
<b>A</b>	MA/HA PP children's attainment in writing and maths needs to increase so it is in line with peers	<p>Whole school PP Provision map will be produced to track the needs of the pupils</p> <p>Class teachers review and edit PP provision map termly to ensure all pupils eligible for PP make rapid progress by the end of the year</p> <p>Monitoring of the PP provision map to be carried out termly to ensure that the interventions are robust and having a positive impact on the children's progress 3 x a year to track progress</p> <p>HLTA to support identified individual disadvantaged pupils through 1:1 intervention</p> <p>HLTA to support disadvantaged pupils in groups to support closing the gap</p> <p>Increase accountability of staff to ensure all disadvantaged children receiving QFT and additional support where necessary</p>
<b>B</b>	PP children's progress is at a lower rate than their peers	<p>Raise awareness of disadvantaged pupils needs</p> <p>Purchase relevant resources to support disadvantaged children's learning</p> <p>Support access to in school clubs to support social/emotional needs of disadvantaged pupils</p> <p>SMT to support staff to identify children through PPM process 3 x a year</p> <p>Increase expertise of HLTA to support disadvantaged children</p> <p>Expand skills of lunchtime supervisors</p>
<b>C</b>	Low uptake of PP funding from parents	<p>Raise awareness of the funding and it's availability through the school weekly newsletter, school website &amp; social media</p> <p>Raise awareness of what the PP funding can be used for including resources to support learning experience, uniform, clubs, music lessons &amp; school trips</p> <p>Introduce a voucher card system that has money accounted to it</p>

5. Planned expenditure				
Academic year	2017-18			
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?	When will you review implementation?
MA/HA PP children's attainment in writing and maths needs to increase	<p>Produce a PP provision map to track the interventions for disadvantaged group</p> <p>Utilise Nurture space to support social/emotional</p>	<p>We needed to identify all PP children's specific needs in order to implement interventions to support their learning journey.</p> <p>We want to track the interventions closely to ensure that they are all receiving the relevant</p>	<p>Termly monitoring to take place including:</p> <p>Termly monitoring of provision maps</p> <p>Data analysis 3 x a year</p> <p>Observations of intervention groups</p> <p>Monitoring of TA working records 3 x a year</p> <p>Open nurture space for lunchtime club to support</p>	<b>January 2018</b>

so it is in line with peers  PP children's progress is at a lower rate than their peers	needs of PP children Deploy HLTA to support identified disadvantaged pupils 1:1 CPD of SENCo	provision that their needs require. EEF suggests that small group/1:1 tuition has moderate impact for moderate cost We want to track the emotional and social needs of ALL PP children to ensure their needs are met We want to provide specific support for disadvantaged pupils through 1:1 work Staff awareness around supporting disadvantaged pupils needs updating	social interaction and giving children quiet time where necessary HLTA to work 1:1 with identified disadvantaged pupils Deployment of staff to meet needs of disadvantaged pupils across the school	
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**ii. Other approaches**

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?
Low uptake of PP funding from parents	Introduce voucher system to advertise PP funding Increase parental information about PP funding Increase awareness through the use of school newsletter, website, social media, PFA	Some parents were unaware of PP funding and the criteria for application  Low numbers led us to believe that there was more eligibility amongst our families	Check PP numbers in school 3 x a year  Parent questionnaires about PP to gain understanding	<b>January 2018</b>

**6. Review of expenditure**

<b>Previous Academic Year</b>	2016-2017			
<b>i. Quality of teaching for all</b>				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Improve KS results for PP pupils	Timetable specific intervention support in year 6 to close the gap.	50% of the PP cohort improved their results when assessed. Cohort had a high KS1 result so progress is minimal but attainment high.	Fluency between KS1 and KS2 when moderating and ensuring results are a secure reflection of the children. Implement interventions sooner, ensure monitoring is rigorous.	100% of HLTA pay to provide a timetable structure of interventions.
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Narrow gaps between PP and their peers	Small targeted group work, fluid so that sessions are child centred.	50% of the PP children exceeded the national expectation. 50% did not meet all 3 but did reach expectation in 2 out of 3.	This approach proved effective and progress and attainment were high. The fluidity of the grouping allowed specific needs to be addressed.	50% TA pay scale 12 50% TA pay scale 18
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
A strong school ethos which supports pupils emotional wellbeing	Interventions to support emotional well-being and pastoral opportunities.	All the PP children accessed well-being support either in groups or 1:1	Continue with this support, next academic year HLTA to run a specific session once a week aimed at well-being and social development.	

## 7. Additional detail

Other pupil premium related spends:

1. Provision of school uniform
2. Fully funded school trips
3. Music Tuition
4. HLTA to run an intervention timetable
5. Lunch time club