

New Brancepeth Primary School

Pupil Premium Spending Strategy Document

Allocated funds 2017/18: £47,520

For the financial year 2017-18 New Brancepeth Primary School has been allocated £47,520 Pupil Premium funding. Primary schools receive £1,320 for each child registered as eligible for free school meals at any point in the last 6 years. Primary Schools receive £1,300 for Children who are Looked After.

Summary of the barriers to learning:

Deprivation - The school serves a community which reflects social and economic challenges. 43% of children eligible for free school meals (ever 6), which is double the national average of 24%. The school's deprivation indicator is 0.2, which is line with the national average of 0.2.

Social Care needs – A number of families have been supported historically or currently being supported by Social Care. Parents need support from school to help them to address their needs and to support their children's learning.

Behavioural, Mental and Social health and wellbeing needs - Many of our children and families have challenges with routines and managing emotions.

Diversity – 2% speak English as an additional language. Some of the children need targeted support in order to catch-up with their peers in terms of language and oracy.

Start Points – Assessment on entry to the foundation stage, show many children have poorly developed communication skills, little or no speech, poor personal, social and emotional development. Attainment on entry is below developmental milestones for the majority of children. In 2017 baseline to Nursery 71% of children coming in below or very below typical development for their age particularly in language and communication and understanding the world.

Mobility - the school has very high mobility because we are a small school this can have a significant impact on individual cohorts.

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Area for Development, Barrier & Proposed impact	Strategy What is the evidence and rationale for choices?	Cost	How will we ensure this is implemented well? (Monitoring)	Impact Autumn Term	Impact Spring Term	Impact Summer Term
1. To continue to close the attainment gap between disadvantaged children in school and those nationally by ensuring class sizes represent the needs of the children and effective support is in place to provide targeted interventions	<p>Class sizes reflect the needs of children within cohorts and percentage of FSM children within these. Teacher support is evident through single cohort sizes on a morning to clearly target English and maths. Teaching Assistant support is identified to allow the provision of targeted interventions in terms of 1:1/small group reading, HFW together with a range of social skills and physical interventions.</p> <p>Any child not hitting ARE expectations will work with a TA daily on 1:1 reading support and this will be monitored by the English and Maths leads.</p> <p>Additional 0.3 UPS Teacher time to support Y4 cohort (identified from tracking)</p>	<p>£ 23,336 (additional teaching assistants 0.5 KS1 and KS2)</p> <p>£11,589</p> <p>£1,000</p>	<p>Review of interventions will take place to show that TA's are intervening positively and impacting on pupil outcomes through pupil progress meetings.</p> <p>Book monitoring will show positive impact of single cohort classes and progress will improve across all cohorts.</p> <p>SLT to monitor the impact on attainment and progress of additional 0.3 Year 4 teaching to address underperformance</p> <p>TA's to keep accurate records of 1:1/group interventions and SLT to monitor the impact of these regularly.</p> <p>Maths lead to monitor quality of maths interventions and provide support and development for TA's</p>			<p>Attainment and progress measures are now accurate. Data shows limited impact of teaching assistants further training is planned to support teachers and teaching assistants to further develop their role using EEF guidance.</p> <p>Lesson observations show teaching assistants are not always deployed effectively.</p> <p>Additional 0.3 teaching role failed to impact on outcomes for the year 4 cohort and provision for this cohort is to be</p>

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	<p>Booster classes for identified children in year 2 and year 6 to accelerate progress.</p> <p>Research has shown (John Hattie and Sutton Trust toolkit) that small group interventions are successful in prompting pupil progress.</p>		<p>English lead will monitor the quality of interventions in literacy and provide support and development for TA's</p> <p>Reading records show clear evidence of 1:1 reading in children's records and this impacts on improved pupil outcomes within reading ages/teacher assessments</p> <p>Planned booster classes happen and impact on improved outcomes for disadvantaged children.</p>		<p>reviewed in the next academic year.</p> <p>Booster classes ran and had a positive impact however KS1 and KS2 outcomes were significantly impacted upon by incoming mobility issues.</p>
<p>2. To improve attainment in reading so it is closer to national at the end of EYFS, KS1 and KS2</p>	<p>To purchase a new reading scheme that is up to date and progressive across school to improve engagement in reading and support teaching in guided reading</p> <p>Further CPD for all staff to enable them to develop new resources and support relevant children in relation to developing both word reading and comprehension.</p>	<p>Reading Scheme costs £5,000</p> <p>Additional CPD £1,000</p>	<p>Bug Club purchased and it's use evidenced in guided reading in all classes</p> <p>Staff are confident in delivering guided reading sessions</p> <p>The quality of guided reading sessions improves in all classrooms</p> <p>Attainment and progress in reading improve across all</p>		<p>Reading scheme has been purchased but due to lack of staff CPD has not impacted significantly on outcomes for children. Staff did access some CPD but this needs to be further developed next academic year to continue to improve outcomes.</p>

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	<p>To develop comprehension strategies for children through targeted 1:1 reading sessions with a clear focus on vocabulary development and understanding.</p> <p>Data shows reading has dipped over the last two years and school is poorly resourced with resources being outdated of low level interest to children. EEF Literacy Guidance 2017 suggests pupils need support to become confident and fluent readers and the direct teaching of comprehension is a key part of reading development.</p>		<p>cohorts in both word reading and comprehension strands.</p> <p>Attainment at the end of EYFS, KS1 and KS2 is closer to national</p>			
<p>3. To strengthen knowledge and understanding of basic skills in maths to enable children to apply these within the wider mathematics curriculum through a</p>	<p>To further develop a mastery approach to maths for children regardless of ability using White Rose Materials.</p> <p>Purchase adequate resources to allow concrete material to be used across school to support this approach.</p>	<p>Staff CPD time to develop knowledge of White Rose resources and new maths resources via the Great North Maths Hub to support concrete</p>	<p>Monitoring will show evidence of mastery teaching in children's books showing fluency, problem solving and reasoning and this will impact on improved outcomes for children in relation to application of basic skills in a range of contexts.</p>			<p>Staff accessed training via the great north maths hub and there is evidence of mastery across all books.</p> <p>Outcomes at KS1 were in line with national however they were below at</p>

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<p>mastery approach.</p>	<p>Maths lead to become involved with North East Maths Hub to support the development of this.</p> <p>EEF reports suggests On average, pupils in schools adopting Mathematics Mastery made more progress than similar pupils in schools that did not adopt the programme.</p>	<p>understanding £2,000</p>	<p>Maths lead to monitor and evaluate the impact of these materials and new resources.</p> <p>Maths lead will have a clear picture of mastery teaching in order to develop staff's understanding of this.</p>			<p>KS2 due to the impact of incoming mobility.</p>
<p>4. To support attendance and punctuality so that figures are above those of similar schools nationally</p>	<p>To continue to offer cut price breakfast club to children to ensure they are in school and ready to start their day promptly and appropriately</p> <p>Member of staff to target attendance daily when no phone call is received to notify school and monitor attendance weekly and ½ termly sending out appropriate letters in relation to children's levels of attendance and organising meetings with parents, producing action plans and updating referrals to one point as necessary.</p> <p>Gov.uk 2016 - Central to raising standards in</p>	<p>Costs relate to staffing (2 x staff due to numbers of children) and food £3,000</p> <p>Staffing costs to follow up attendance £2,000</p>	<p>Attendance will be above national data and continue to improve</p> <p>Persistent absence will be below national data</p>			<p>Attendance remains an issue due to the following:</p> <ol style="list-style-type: none"> 1. Holidays in term time 2. Persistent absence in relation to a number of pupils.

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	<p>education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated – pupils need to attend school regularly to benefit from their education.</p>					
		<p>Total planned spend in relation to disadvantage £48,925</p>				

This plan is based on current funding and current identified need in the cohort. This document and the impact of funding will be reviewed termly following pupil progress meetings.