



PUPIL PREMIUM STRATEGY STATEMENT 2018 - 2019

Pupil Premium Strategy Statement 2018 – 2019



Headteacher:	Jon Stevens				
PPR:	This is plan the school will be providing, reporting on and evaluating at the end of the Summer Term 2019.				
Date:	Autumn 2018				
1. Summary information					
School	Bromley Hills Primary School				
Academic Year	2018/19	Total PP budget allocation	£107,650	Date of most recent PP Review	July 2018
Total number of pupils	305	Number of pupils eligible for PP	57	Date for next PP Strategy Review	Autumn 2019

2. Current attainment 2018 KS2 SAT data		
See Pupil Premium Report for more detail on current attainment and gaps.	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected or above whole school RWM	75%	70%
% achieving expected or more in reading	75%	80%
% achieving expected or more in writing	75%	83%
% achieving expected or more in maths	88%	81%

3. Barriers to future attainment (for pupils eligible for PP)

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

A.	Reading – Key Stage1 results have improved since 2016 however still remain below national benchmarks and therefore this remains a priority.
B.	Phonics – the number of PP children achieving the required standards in Yr1 phonics in 2018 was 67% vs national average of 85%. This impacts the children's progress in reading, developing an early gap in their attainment, which can then be difficult to address in KS2.
C.	Continue to improve access to good first quality teaching for all. Average progress for disadvantaged pupils in KS2 has significantly improved from -2.97 (2017) to -0.17 (2018) in reading and -1.13 to -0.04 in writing and 0.02 to 0.14 in maths. However, these progress scores remain below the national benchmark and therefore remain a priority. More able children – KS2 SATS 2018, shows the % of PP children reaching greater depth standard is significantly below national figures (R 13% vs 33%, W 0% vs 24%, M 13% vs 28%).
D.	SEND – a number of children have identified issues that present a significant barrier to accessing the curriculum.
E.	Social emotional issues and behaviour – for a small number of cases across the school the % of PP children with SEHM/Behaviour issues across individual year groups presents an additional barrier to learning.

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

F.	Attendance – The gap between FSM and others has narrowed since 2017 but still remains and therefore effects progress for these children, thus it remains a priority.
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4. Outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	Children have improved reading and comprehension skills allowing them to access the wider curriculum and make accelerated progress in KS1.	<p>The PP gap in ARE closes within each year groups across school and the percentage of PP children attaining ARE in Reading increases.</p> <p>The gap between the reading age and the chronological age closes.</p>
B.	The outcomes for PP children in phonics raises at the end of Year 1, allowing them to develop reading skills in Y2 and KS2 at an appropriate rate. Children not attaining the required level of phonics at the end of Year 1 are at a higher risk of falling behind in Reading across KS2 and not meeting the required standard as a result of time spend in Year 2 catching up.	Phonics gap between PP and Non-PP nationally narrows (currently 21%).
C.	<p>Children who are on track to reach the expected standard in KS2 is increasing.</p> <p>Children achieving greater depth standard at end KS2 increases to closer national others.</p> <p>Progress across KS2 is accelerating to raise KS2 attainment in future years.</p>	<p>KS2 PP children at EXS+ shows an increase from entry data (gap to national expectations is closing).</p> <p>Current in year attainment gaps are as follows: Year 3 (R 21%, W 22%, M 30%), Year 4 (R 35%, W 30%, M 19%), Year 5 (R 42%, W 27%, M 38%), Year 6 (R 53%, W 41%, M 46%).</p>
D.	PP children have received speech and language intervention and reading intervention. Therefore, their reading ages have improved and they are able to access the curriculum fully.	The reading ages of those children in receipt of intervention increases quicker than chronological age and as a result the gap closes.
E.	Children with SEHM and / or behavioural issues are receiving appropriate support and the barrier is removed for these children.	PP children behaviour issues reduced.
F.	The attendance of pupil premium children improves to be closer to non-pupil premium children within school and closer to national figure (96.0%). Children not in school are not accessing the curriculum. Children are arriving and being collected on-time.	<p>Gap between PP and Non-PP attendance reduces from 16% absence gap.</p> <p>Attendance of PP children improves from 94% to above 95% to national figure (96%).</p>

5. Planned expenditure					
Academic year		2018-19			
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?
A	DH teaching (Summer) DH Professional dev £12,000	To allow smaller, more focused maths teaching for Year 6 PP pupils teaching better targeted to needs across groups resulting in increased progress and attainment.	Termly assessment data Pupil Progress meetings Monitoring (Lesson obs, books, environment)	JR	July 2019
B	Unqualified Teacher am £500 (Use of additional teaching to reduce class sizes for maths.)	To allow smaller, more focused maths teaching for PP pupils teaching better targeted to needs across all three groups resulting in increased progress.	Termly assessment data Pupil Progress meetings Monitoring (Lesson obs, books, environment)	JS	July 2019
C	M3 Class Teacher £20,650 UP3 Class Teacher £7,237	MP3 class teacher employed to allow for smaller class sizes in Year 5 and Year 6, where our greatest number of PP children are. UP3 teacher FSM support for maths and English.	Termly assessment data Pupil Progress meetings Monitoring (Lesson obs, books, environment)	JS	July 2019
5i - Total budgeted cost					£40,387

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?
A	L3 TA interventions £31,650 Proportion of HLTA and TA time to run small group quality reading and maths interventions.	Small group or 1:1 intervention will enable any misconceptions to be addressed, and identified gaps to be plugged.	Half-termly assessment data Pupil Progress meetings Pupil voice Monitoring (intervention obs., books) Intervention data and records	JS/JR	July 2019
A	L1 TA Support £11,550 HLTA/TAs to support quality first teaching in class in KS2	In order to support good first quality teaching in early KS2 to ensure that PP children are not falling behind. The number of children not on track increases as they progress through KS2 as compared to KS1.	Half-termly assessment data Pupil Progress meetings Pupil voice Monitoring (Lesson obs., books, environment) Intervention data and records	JS/JR	July 2019
	HLTA support disadvantaged £25,150	In upper KS2 there are a number of children whose main barrier to learning is poor reading and comprehension skills. Small group work to raise enjoyment of reading, amount of home reading taking place.	Pupil progress meetings Reading ages Home reading stage Monitoring of interventions Intervention records	JS/JR	July 2019
5ii - Total budgeted cost					£68,350
5i + 5ii- Overall budgeted cost					£108,737
Overall budget allocation					£107,650

