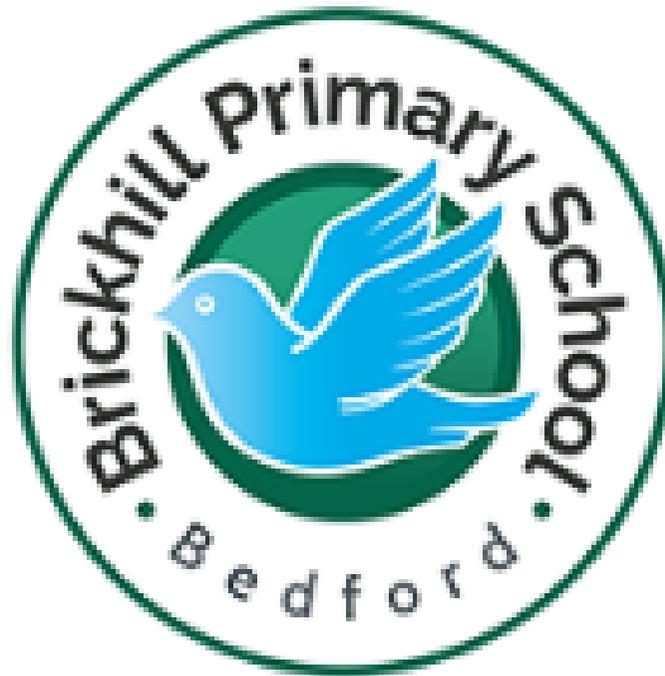


Brickhill Primary School
Pupil Premium Strategy Statement of Impact 2018 – 2019
And
Action Plan 2019 - 2020



Brickhill Primary School Pupil Premium Strategy Statement of Impact

1. Summary information					
School	BRICKHILL PRIMARY				
Academic Year	2018-2019	Total PP budget	£83,160	Date of most recent PP Review	2018
Total number of pupils	328	Number of pupils eligible for PP	63 (19%)	Date for next internal review of this strategy	2019

2. Current attainment						
EYFS 2019		<i>Cohort 22 Children</i>	<i>National figures 2018)</i>	<i>PP Pupils meeting expected</i>	<i>National Figures Pupils not eligible for PP (2018)</i>	<i>Gap PP and National Non-PP</i>
GLD		83%	72%	50%	74%	24%
Reading		86%	77%	75%	79%	4%
Writing		86%	74%	75%	76%	1%
Numbers		86%	80%	75%	82%	7%
Shape, Space and Measure		81%	82%	50%	84%	34%
KS1 Phonics 2019		<i>Cohort</i>	<i>National figures</i>	<i>PP Pupils meeting expected</i>	<i>National Figures Pupils not eligible for PP</i>	<i>Gap PP and National Non-PP</i>
% reaching threshold Year 1		82%	82%	100%	83%	+7%
% reaching threshold Year 2		91%	92%	89%	92%	3%
KS1 2019		<i>Cohort 60 Children</i>	<i>National figures</i>	<i>PP Pupils meeting expected</i>	<i>National Figures Pupils not eligible for PP (2018)</i>	<i>Gap PP and National Non-PP</i>
% making progress in reading, writing and maths		60%	65%	27%		
% making progress in reading		73%	75%	56%	78%	22%
% making progress in writing		60%	70%	33%	73%	40%
% making progress in maths		71%	76%	44%	79%	35%

KS2 2019	<i>Cohort 44 Children</i>	<i>National figures</i>	<i>PP Pupils meeting expected</i>	<i>National Figures Pupils eligible for PP</i>	<i>Gap PP and National PP</i>
% making progress in reading, writing and Maths	60%	65%	27%	51%	24%
% making progress in reading	73%	71%	46%	62%	16%
% making progress in writing	65%	78%	36%	68%	32%
% making progress in Maths	77%	79%	55%	67%	12%

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)

- | | |
|-----------|---|
| A. | Poor literacy and maths skills – gaps between PP pupils and non-PP in core subjects |
| B. | Poor phonic skills in PP pupils which lead to lack of attainment in reading |
| C. | Poor oral language/ breadth of vocabulary skills in PP pupils |

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

- | | |
|-----------|---|
| D. | Lack of parental engagement to support learning and provide high aspirations for attainment |
| E. | PP absences lower than non-PP pupils |

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Aim to reduce the gap between PP and non-PP pupils in Reading, Writing and Maths	Reduce the gap between PP meeting expected and National average non-PP in Reading, Writing and Maths.
B.	Increase the PP progress in Phonics	Pass the Phonics screening test by end of KS1.
C.	Improve speaking skills and develop a wider breadth of vocabulary in order to improve writing	Each Year Group will have a trip or curriculum enrichment activity every term to allow for more writing opportunities.
D.	Improve parental engagement and raise aspirations of PP pupils	Increase parental engagement in school life through topics, assemblies, parent consultations and AFA style meetings.
E.	Improve attendance for PP pupils	Attendance figures for PP to move closer to the school expectation of 97%

5. Review of expenditure				
Academic Year		2018 - 2019		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Aim to reduce the gap between PP and non-PP pupils in Reading, Writing and Maths.	Daily TA support for all core subjects. Lexia Core5 intervention programme	The gap at the end of Early years has reduced from the previous year. PP children did as well as Non- PP children in Year 1 phonics KS1 and KS2 data show that the gap between PP & non-PP is still a focus.	More individualised interventions and TA support is needed. Lexia continued as positive impact seen, however timetable needs to be reviewed to ensure maximum consistency and effectiveness	£44,300
Improve speaking skills and develop a wider breadth of vocabulary in order to improve writing	SEND intervention (e.g. speech therapy) 1 to 1 support and small group work. Introduction of Cornerstones topics to enhance language and writing opportunities.	Writing will continue to be a school priority next year as both KS1 and KS2 teacher assessments are below national standard. However the gap between PP and Non-PP is consistent with national.	Progression through year groups in writing needs to be reviewed and targets set for PP children based on their individual barriers to learning.	
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Increase the PP pupils achieving a Pass at the phonic test by end of KS1	Small group work intervention using HLTA and non-teaching time of Assistant head to provide targeted phonic intervention.	PP children did as well as Non- PP children in Year 1 phonics	Ensure year on year consistency both with groupings and structure of sessions.	£12,260
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>Improve parental engagement and raise aspirations of PP pupils</p>	<p>Pastoral TA to support emotional well-being and behaviour in school.</p> <p>Pastoral TA to liaise with PP parents to increase parental support.</p> <p>Curriculum enrichment activities to provide new experiences in order to raise aspirations of PP children.</p> <p>Trips and clubs to provide further new experiences.</p>	<p>Children are happy and keen to be in school. They are aware of whom they can turn to if needed and are comfortable to discuss their problems.</p> <p>Some parents have liaised well with the pastoral TA and trusting and good relationships have been formed.</p> <p>Curriculum enrichment, trips and clubs have given all pupils experiences that they may not have had. PP children have benefited from practical learning/activities. Showing success in areas that are not always academic. i.e art and design, sports etc. Raising self-confidence and esteem. Giving children higher aspirations</p>	<p>Pastoral TA is an essential resource with in the school however, further resources and training would improve this even further. Wellbeing needs of Pastoral TA must also be supported.</p> <p>Continue to support parents</p> <p>Continue to support trips and cost of enrichment activities. However, more individualised trips or programmes should be introduced.</p>	
<p>Improve attendance for PP pupils</p>	<p>Weekly attendance cup in assembly.</p> <p>Meetings with parents that have low attendance.</p> <p>Daily follow up phone calls if absent.</p>	<p>Whole school attendance 96.85% PP attendance 95.35% National attendance 2018 95.7%</p>	<p>Close monitoring and quick responses to absence needs to continue.</p> <p>Continue to build Relationships with families and pupils ensuring the children are happy and want to come to school</p>	<p>£20,000</p>
Total Cost				£76,000

6. Planned expenditure

Academic year

2019 – 2020

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	Cost
<p>Intensive Phonics Review and consistent and effective system in place</p> <p>Higher number of pupils achieving Phonics threshold at end of Year 1.</p> <p>Yr 2 pupils to show substantial improvement in phonics</p> <p>Higher number of pupils achieving expected and greater depth at end of KS1 and KS2</p> <p>Staff training in planning and delivering of phonics teaching</p> <p>Clear entrance and exit criteria for phonics intervention post KS1</p>	<p>Phonics Progression map and planning across EYFS and KS1</p> <p>Early identification to barriers to learning and strategies implemented.</p> <p>Staff Training</p> <p>Intervention Review and whole school intervention report including an impact tracker</p>	<p>External support and review from Inclusion Expert and Local Authority SLE identified this as a beneficial strategy in ensuring that all children make best possible progress.</p>	<p>Included in SLT monitoring cycle.</p> <p>Staff appraisal targets</p> <p>Internal data</p>	<p>SLT</p>	<p>£27,000</p>

<p>Improved writing attainment for all children including PP children</p>	<p>Long term planning and medium term planning developed to ensure coverage of National Curriculum, genres and writing for purpose</p> <p>Internal moderation of writing each half term to improve subject knowledge and strengthen assessment.</p> <p>External moderation links formed with similarly aspirational schools.</p> <p>Develop a suggested structure of teaching a literacy unit.</p> <p>Develop agreed set of high quality texts for each topic/unit of learning.</p>	<p>Analysis of school data.</p> <p>Internal monitoring of T & L</p> <p>OFSTED 2018</p>	<p>Main school Priority</p> <p>HT and DHT appraisal Targets</p> <p>Staff appraisal targets</p>	<p>DHT & SL</p>	<p>£8,000</p>
<p>Improvements in the EYFS indoor and outdoor areas: enhanced opportunities for vocabulary development</p>	<p>Ecers audit to identify gaps in provision for learning. With a focus on language development.</p> <p>DfE Base line assessment to identify areas of need.</p> <p>Targeted support for pupils with low level of skills on arrival to EYFS</p> <p>EYFS/KS1 working party</p>	<p>Analysis of school data.</p> <p>External review of provision</p> <p>Progression into year one</p>	<p>Drop ins by SLT.</p> <p>Continued links with other EYFS settings</p> <p>Appraisal target for EYFS lead and supporting staff.</p>	<p>DHT</p>	<p>£15,000</p>
Total budgeted cost					£50,000

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	Cost
Children are socially and emotionally ready to learn	360° pupil diagnostic to identify barriers to learning and personalised strategies/interventions put in place Support from Pastoral TA Intervention Review and whole school intervention report including an impact tracker	Analysis of school data. External support and review from Inclusion Expert and Local Authority SLE identified this as a beneficial strategy in ensuring that all children make best possible progress	Initial and end assessment using Boxall Profile review and similar soft data, against requirements or targets in individual plan	HT	£18,000
Improve KS1 results in Reading Writing and Maths	Small group intervention targeting Mastery and Greater Depth objectives in all subjects	KS1 data and PP Gap	Intervention impact Tracker	HT, DH and Year 2 teacher	£7,000
Enable all children to be able to access the curriculum	Provide financial support for children eligible for PP	Children unable to access due to lack of resources or correct uniform. Attendance data		SLT	£3,000
Total budgeted cost					£28,000
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	Cost
All children are able to take advantage of enriching activities offered	Financial support for residential trips, music, Performing Arts, sport and extra curricular activities	Data shows low number of PP participation External support and review from Inclusion Expert and Local Authority SLE identified this as a beneficial strategy in ensuring that all children make best possible progress	Monitor attendance and progress Intervention impact Tracker Provision Map	SLT	£4,500

Ability to concentrate and learning improved	Breakfast, milk and healthy snack provided where needs identified	Soft data shows a number of PP pupils coming to school without a breakfast or break time snack.	Intervention impact Tracker Provision Map	SLT	£660
				Total budgeted cost	£5,160
				Total PP spend	83,160

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
 Our full strategy document can be found online at: www.aschool.sch.uk