



# Enquire Learning Trust: Pupil Premium Strategy Statement – Academic Year 2018-19

1. Summary information					
School	Bradley Green Primary Academy				
Academic Year	2018-19	Total PP budget	£96,360	Date of most recent PP Review	July 2018
Total number of pupils	221	Number of pupils eligible for PP	73	Date for next internal review of this strategy	Feb 2019
2. Current achievement					
End of KS2 pupils (2017-18)			Pupils eligible for PP in your school		Pupils not eligible for PP
% achieving ARE +/- GD in reading			75% ARE	13% GD	80%
% achieving ARE +/- GD in writing			75% ARE	25% GD	83%
% achieving ARE +/- GD in maths			75% ARE	38% GD	81%
% achieving ARE+/- GD in reading, writing & maths combined			75% ARE	13% GD	70%
Progress score for reading			+0.52		0.33+
Progress score for writing			+2.92		0.17+
Progress score for maths			+3.79		0.28+
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.	The gap between attainment of PP and non-PP, particularly in key stage 1				
B.	The low number of pupils in receipt of PPG achieving greater depth in reading, writing and maths across the school.				
C.	Pupils in receipt of the PPG and with SEND are disproportionately represented in groups of children with SEMH				

<b>4. External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>		
<b>D.</b>	Low attendance of PP children, including a high % of persistent absentees	
<b>5. Desired outcomes</b> <i>(Desired outcomes and how they will be measured)</i>		<b>Success Criteria</b>
<b>A.</b>	Internal and external data will show gap narrowing between PP and non-PP in all subjects.	Attainment and progress increases, in particularly in key stage 1
<b>B.</b>	Internal and external data will show PP GD numbers increasing for each year group.	Higher percentage of pupils achieving the higher standard, in particularly in key stage 1  There is minimal difference between PP children and non PP children achieving GDS
<b>C.</b>	End KS1 results show improvement on previous years	Pupils are ready for the next stage of their education
<b>D.</b>	Overall PP attendance % will increase - close to national expectations and in line with non-PP pupils.	Children's attendance improves in line with non-PP children. Whole school deployment of CPOMS

## 6. Planned expenditure

Academic year

2018 - 19

### 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?
<p>*Internal and external data will show gap narrowing between PP and non-PP in all subjects.</p> <p>*Internal and external data will show PP GD numbers increasing for each yr group.</p> <p>*End KS1 results show improvement on previous years</p>	<p>Rigorous and accurate target setting and tracking</p> <p>Flexible grouping</p> <p>Consistently high expectations</p> <p>Year 1 teacher moved up with current year 2 cohort</p> <p>Targeted support of teaching assistants and learning mentor to deliver individualised support and learning programmes e.g. SALT)</p>	<p>For the last 2 years, there haven't been any pupils assessed at meeting the higher standard in key stage 1</p> <p>Fewer PP pupils achieve greater depth across the curriculum</p> <p>Greater proportion of pupils leave key stage 1 meeting the expected and higher standard</p>	<ul style="list-style-type: none"> <li>Forms part of the Academy improvement plan</li> <li>All teachers have linked targets from AIP in their performance management</li> <li>Subject leaders have dedicated release time to monitor books, pupil voice, teaching in their subject</li> <li>CPD and triangulation for classes to ensure quality first teaching meets the demands of the national curriculum</li> </ul>	VC/KH	Half termly through learning walks, book scrutiny, pupil progress meetings
<b>Total budgeted cost</b>					<b>£84,158</b>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Overall PP attendance % will increase - close to national expectations and in line with non-PP pupils.	Weekly analysis of attendance using SIMs  Work with Tameside EWO	Previous 2 year's attendance for PP is lower than national	<ul style="list-style-type: none"> <li>Dedicated weekly time for the learning mentor to analyse the attendance and contact parents</li> <li>Trips and residential for pupils in receipt of PPG are part or fully funded</li> <li>CPOMS training for all staff</li> </ul>	VM - Learning Mentor  VC - Principal	Half termly with the EWO and learning mentor  Regular CPOMS reviews
<b>Total budgeted cost</b>					<b>£2,827</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improved attendance and punctuality for PP pupils	School to fund trips and residential for PP pupils  School to help with uniform purchases	Pupils without uniform or no chance of paying for trips are often late and unsettled in school	<ul style="list-style-type: none"> <li>Learning mentor to establish good links with families</li> <li>Differentiated letters to families for support/help with payment</li> </ul>	VM - Learning Mentor  VC - Principal	Half termly with the EWO and learning mentor  Regular CPOMS reviews  Regular reviews with office manager to check on parent pay/sign up for trips
<b>Total budgeted cost</b>					<b>£9,171</b>