



1. Summary information					
School	Bradley Green Primary Academy				
Academic Year	2017-18	Total PP budget	£97,680	Date of most recent PP Review	
Total number of pupils	211	Number of pupils eligible for PP	74	Date for next internal review of this strategy	July 18

2. Current achievement			
End of KS2 pupils	Pupils eligible for PP (your school)		Pupils not eligible for PP (national average)
% achieving ARE +/- GD in reading	86% ARE	13% GD	77% (77%)
% achieving ARE +/- GD in writing	86% ARE	25% GD	77% (81%)
% achieving ARE +/- GD in maths	86% ARE	33% GD	85% (80%)
% achieving ARE+/- GD in reading, writing & maths combined	86% ARE	13% GD	69% (67%)
Progress score for reading	-0.27		0.3
Progress score for writing	2.46		0.2
Progress score for maths	3.04		0.3

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Gap between attainment of PP and non-PP, particularly in target year groups (2/6)
B.	Greater depth PP in all subjects across the school
C.	Raise PP attainment in maths, particularly at end KS2
External barriers	
D.	Low attendance of PP children, including a high % of persistent absentees

Desired outcomes (*Desired outcomes and how they will be measured*)

A.	Internal and external data will show gap narrowing between PP and non-PP based on end yr data
B.	Internal and external data will show PP GD numbers increasing for each yr group.
C.	Overall PP attendance % will increase to close to national expectations

5. Review of expenditure

Previous Academic Year	2017-18
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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
PP pupils' attainment catches up with non PP pupils.	Dedicated, high quality TA support for each class.	Timetables are now more secure so that Teachers can plan appropriate support or interventions for pupils in receipt of the PPG.	When teachers have a regular TA in their classroom then they can plan more highly differentiated lessons that enable children to catch up. This approach will be continued.	£84,158.00
	Implementation of a new tracking system and GAPS analysis.	SIMS was introduced in October 2017 which has significantly improved the ability of the Academy to track gaps in pupils' attainment.	SIMS will continue to be used and will enable us to further target pupils who are able to reach ARE.	
	Forensic analysis of data through rigorous pupil progress meetings.	Pupil progress meetings focus on individual pupils and groups who may not meet ARE in RWM so that these gaps will be filled as soon as possible.	A greater use of group attainment snapshots in SIMS and the use of NFER summative assessment and interventions will enable Bradley Green teachers and leaders to analyse.	

Gaps in KS2 are identified and addressed effectively.	Half termly Pupil Progress tracking and gaps analysis.	KS2 results in July 2018 showed a significant increase from the previous year. Pupil premium results have improved, however, there is still a significant gap between disadvantaged and non-disadvantaged pupils in other year groups.	Pupil progress meetings and monitoring will continue to focus on disadvantaged pupils. Increased use of SIMS and NFER will enable this work to be increasingly effective.	
Internal and external data will show that levels of Pupil Premium Pupils with an <i>Understanding at Greater Depth</i> is increasing.	Task design will enable all pupils to develop their understanding with greater depth.	Internal and External data show that the numbers of pupils, in receipt of the pupil premium grant, achieving an understanding with greater depth is increasing in SpAG and Maths, levels of improvement are slower in Reading and Writing.	2018-19 plans prioritise support for more pupils in receipt of the pupils premium grant to achieve higher levels of understanding with greater depth. This will be a whole school priority.	
Gap between attainment of PP and non-PP, particularly in target year groups (2/6)	Tutor trust 1:2 small group teaching and TA booster groups for maths pre-SATs	Pupils in receipt of PPG more likely to achieve the expected in their reading, maths and SPAG SATs	TA boosters and same day intervention has more of an impact than Tutor Trust coming in and delivering one off weekly interventions as they don't know the children as well as our staff	
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

<p>All children, in particular those in receipt of the PPG, will be monitored for and supported with Emotional or Mental Health challenges.</p>	<ul style="list-style-type: none"> - Hot shots - Worry Box - Whole school PSHE curriculum - Increased support for parents. 	<p>The learning mentor and health mentor work closely with the SENCO to support a far wider group of pupils who are facing Emotional or Mental Health challenges.</p> <p>Early identification and support</p>	<p>Poor emotional or mental health can have a significantly negative impact on vulnerable pupils' ability to learn and fulfil their potential.</p>	<p>£9,171.37</p>
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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>PP attendance and punctuality is in line with all pupils.</p> <p>More pupils in receipt of PPG attend after school clubs and take part in residential</p>	<p>Daily and weekly monitoring of attendance by learning mentor</p> <p>Timely and tailored support for families who struggle with attendance or punctuality.</p> <p>Part or full payment for Y5/6 residential</p>	<p>Weekly designated time for the learning mentor to analyse and respond to poor attendance</p> <p>In 2017-18 average attendance for disadvantaged pupils has increased from 91.81% to 94.47%</p> <p>Persistent absence for pupils in receipt of the PPG has risen due to a number of families living outside the local authority. This is now not the case as they have all been allocated school closer to home.</p> <p>Pupils who would normally experience overnight stays have the same opportunities as other pupils</p>	<p>The focus on attendance and punctuality for pupils in receipt of the pupil premium grant and those with SEND will continue to be a focus in 2018-19 to close the gap between groups of pupils and ensure that all PPG pupils can benefit from their education fully.</p>	<p>£3,031.91</p>

6. Additional detail

- A comprehensive range of extra-curricular clubs, run by teachers and teaching assistants, so that all pupils premium (and other) pupils have access to extra-curricular provision at lunchtime and after school which improves well-being and confidence which then translates into the classroom.
- Increasingly, when vacancies arrive, Teaching Assistants are being employed to cover lunchtime duties which enables a more joined-up approach to behaviour and safeguarding throughout the day so that children's concerns or concerning behaviours do not go un noticed.