

NORTHWOOD BROOM ACADEMY, PUPIL PREMIUM, 2017-2018

Reviewed July 2018 (Unvalidated Data)

1. Summary information

Academic Year	2017-2018	Total PLAN budget	£77,960	Date of Plan review	December 2018
Total number of pupils	222	Number of pupils eligible if appropriate	66 (30%)	Date for next internal review of this plan	December 2019

1. End of Year Y2 attainment 2017-2018

	PP	NON PP
% achieving ARE (Age-Related Expectations) or above in reading, writing & maths (or equivalent)	54.5%	66.6%
% achieving ARE (Age-Related Expectations) or above in reading	60.6%	80%
% achieving ARE (Age-Related Expectations) or above in writing	54.5%	71.3%
% achieving ARE (Age-Related Expectations) or above in maths	69.7%	88.4%
%achieving ARE (Age Related Expectations) or above in phonics Year 1 children		
%achieving ARE (Age Related Expectations) or above in phonics Year 2 children		

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

In-school barriers <i>(issues to be addressed in school)</i>	
A.	Pupils eligible for PP are often not emotionally and physically ready to learn
B.	Teaching and Learning is not consistently good
C.	Gap increases through school life
D.	Communication and language skills on entry to school are lower for pupils who are eligible for PP
E.	Key skills (reading, writing, maths) on entry to school are lower for pupils who are eligible for PP
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
F.	Parental engagement with education/school links (educational ability, value of education)
G.	Attendance and punctuality
H.	Deprivation/Parental access to resources to support pupils learning experiences
I.	Transient community
D.	Communication and language skills on entry to school are lower for pupils who are eligible for PP
E.	Key skills (reading, writing, maths) on entry to school are lower for pupils who are eligible for PP

Plan BUDGET £77,960

Academic Year 2017-2018

1. Quality of Teaching for all

INTENDED OUTCOMES	ACTIONS	COST	ESTIMATED IMPACT	LESSONS LEARNED
<p>100% pupils make good or better progress from their individual starting points and each cohort attains in line with or above national.</p>	<ul style="list-style-type: none"> Assessment for learning is used robustly to identify gaps in learning which enables teachers to accurately plan next steps. Ensure pupil premium children are known and championed by a named member of staff. Identify TA training gaps in knowledge skills and understanding and implement a robust CPD plan. 	<p>CTs Contribution towards PDBW lead salary 25% - £12,668</p> <p>KS lead Inclusion lead TSA salaries - 50% - £48,819</p> <p>PDBW/HSLW (salary – 50% - £10,124)</p>	<ul style="list-style-type: none"> 100% pupils make good or better progress from individual starting point (TLA, PDBW plan Inclusion) <p>Mostly met, pleasing data</p> <ul style="list-style-type: none"> The vast majority of Pupil Premium Children that are BARE/WBARE make substantial progress in all year groups (consideration for N and SEND pupils) <p>In reading and maths the gap is closing.</p>	<p>With new staff this took a while to embed therefore impact was good but remains a priority moving forwards.</p> <p>Best impact was with ARE children. More focus is needed on challenging more able pupil premium children to enable them to achieve greater depth.</p> <p>More focus is needed on closing the gap in writing and phonics.</p>

2. Targeted Support

<p>ENSURE pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way.</p>	<ul style="list-style-type: none"> When carrying out drop ins, ensure PP pupils are targeted to discuss their learning Ensure that PP children attain in line with non-PP children in communication – track carefully using communication screen and early years profile and plan targeted interventions. Pupil Premium children to be represented on the School Council, ensuring pupils are confident and skilled in expressing their ideas and views. 		<p>On trackness increases Nuffield Communication screen. Reception PP - 50% ARE Baseline +3 =87.5%</p> <p>Progress made, but not all targeted children achieved ARE.</p>	<p>Ensure this continues to be a focused area next year and opportunities are planned into the provision to aid speaking and listening in the EYFS.</p>
<p>ENSURE high quality phonic lessons enable pupils to blend and segment words to a high standard to enable them to read at the age appropriate standard.</p>	<ul style="list-style-type: none"> Phonics interventions to be tracked very closely to ensure high quality and impact to ensure the PP children’s progress is accelerating to enable them to pass the phonic screening check. Good practise phonics lessons to be arranged for teachers to see. TLA lead to accompany the teachers and support them to plan and implement strategies to improve practice 		<p>PP pupils make strong progress.</p> <p>Outcomes are met for PP children and are in line with national expectations for year 1 and 2.</p> <p>Y1 Phonics data increased. Progress was good for the PP children but there is a gap in attainment between PP and Non PP in year 1. Gap closing in year 2.</p>	<p>More focused monitoring and gap analysis of needs of PP children in phonics. This will ensure gaps are identified and addressed leading to greater impact on outcomes.</p>
<h3>3. Other Approaches</h3>				
<p>Ensure a personal development, behaviour and welfare is a strength. (Attendance)</p>	<p>Attendance</p> <ul style="list-style-type: none"> Track Attendance and punctuality carefully of pupils eligible for PP and meetings with parents arranged if attendance falls below 96% Review attendance policy and ensure that the reward systems and motivations are in place to encourage Pupil Premium children to want to attend school and to be punctual. 		<ul style="list-style-type: none"> Attendance for pupils eligible for PP is improved. <p>End of year attendance for PP pupils improved, but is below school target.</p> <ul style="list-style-type: none"> Reduction in Pupil Premium persistently 	<p>Continue to make this a priority next year. Buy EWO service to help improve attendance including punctuality for 2018-2019.</p>

	<p>Home/school links</p> <ul style="list-style-type: none"> • Target and track all PP parents to attend parent’s evening. • 100% of PP children complete homework, children invited to attend homework club with parents for support. 		<p>late from 20 children to 10 children.</p> <p>Pupil Premium children persistently late reduced significantly.</p> <p>Successful attendance at parents evening.</p> <p>The child is valued and acknowledged by at least one member of staff (named effective child advocate)</p> <p>PP champions introduced last year so role not quite embedded yet, but positive impact being seen - increasing home reading and homework.</p>	<p>Continue to ensure all parents attend parents evening.</p> <p>Continue to use PP champions. Ensure new staff are aware of the role.</p> <p>Implement and support parents with new homework expectations moving forwards.</p> <p>Ensure face-to-face discussions take place to promote parent attendance at events in school e.g. watch me learn.</p>
<p>Evidence how the views of pupils and parents are listened to and directly used to impact on our school’s effectiveness.</p>	<ul style="list-style-type: none"> • HSLW to establish a parent forum ensuring Pupil Premium parents have a voice on the forum and help with the future development of the school and improved outcomes for all children. 		<p>Pupil premium parents feel their voice is valued and impacting on the development of the school and the experiences children receive. In turn impacting on pupil outcomes for children.</p>	<p>New HSLW in post and learning role. Parent forum only in early stages. Priority action needed for Autumn term to target more parents. This needs to be face to face on the school gate.</p> <p>Continue to engage parents through informal events such as stakeholder breakfast to gain viewpoints.</p>

			<p>Parent forum in early development stages and not established yet.</p>	
<p>EMBED, skilled, permanent and sustainable leadership and management structures.</p>	<ul style="list-style-type: none"> • AHT with specific 3 days non-teaching responsibilities for improving outcomes for PP children. • Recruit a HSLW as lead champion for Pupil Premium children in school • Arrange link governor visits, present and encourage rigorous challenge and evaluation against plans. • Pupil Induction – identification of PP. 	<p>Contribution towards HSLW salary £10,000</p>	<p>Leaders can demonstrate the impact of funding on outcomes and value for money from funding streams</p> <p>Some impact seen. Subject leaders are beginning to monitor provision in other curriculum areas.</p> <p>Positive impact seen - Teaching Assistants were deployed to work with groups of children. They use live marking during lessons and address misconceptions immediately which impacts on outcomes and helps to close the gap.</p>	<p>Further development work to coach and support subject leaders in becoming effective leaders who are able to identify next steps for their subject.</p> <p>Moving forwards next year children would benefit from further nurture provision, which further broaden PP children’s experiences i.e magic breakfast.</p>
<p>To develop outstanding early years provision</p>	<ul style="list-style-type: none"> • Engage in forest school activities to help Pupil Premium children develop team work, physical and social skills as well as educational skills. • 	<p>Contribution towards forest school training and staff salary for extracurricular club £2000</p>	<p>PP Children are highly motivated and very eager to join in. They consistently demonstrate curiosity, imagination and concentration.</p> <p>Positive impact seen, children are highly motivated and eager to learn.</p> <p>Staff are confident to deliver effective forest school activities following internal CPD.</p>	<p>Moving forwards 2 members of staff to receive external qualifications in forest school training.</p> <p>Develop an extra-curricular club for forest schools.</p>

Academic Year 2018-2019

Planned Expenditure 2018-2019

Plan Budget: £ 85,120

1. Quality of Teaching for All

Intended Outcomes	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead & Cost	When will you review implementation?
100% pupils make good or better progress from their individual starting points and each cohort attains in line with or above national.	<ul style="list-style-type: none"> • Identify and target Pupil Premium children to achieve AARE in Reading, Writing and Maths. • Monitor the attainment and progress of PP children to ensure a narrowing gap between PP and Non PP children. • Interventions to be planned using gap analysis where concerns arise with PP children. • Monitor the provision for PP children at ARE/GLD in physical and maths and ensure the gaps are planned for. • Develop personalised provision for children with identified needs to maximise progress. • Carry out pupil progress discussions to ensure value for money and provision impacts on progress and attainment of PP children. 	<p>EEF Teaching and Learning toolkit and mastery learning and feedback are effective in accelerating progress.</p> <p>Development point from data and SIP visit.</p>	<p>Gap closing between PP and Non PP children in Reading, Writing and Maths in all year groups.</p> <p>PP children achieve GLD in line with Non PP children in physical development and maths.</p>	<p>TLA & PDBW Lead</p> <p>Contribution towards salaries £14,000</p> <p>Contribution towards inclusion lead / support staff salaries £52,200</p>	<p>Plan monitored termly by link governors.</p> <p>Internal review processes AP/EP termly</p> <p>Appraisal reviews/Pupil Progress Meetings</p>

2. Targeted Support					
<p>ENSURE pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way.</p>	<ul style="list-style-type: none"> • Ensure PP children attain in line with Non PP children (communication EYFS screen and internal communication assessment). • Train staff to embed effective teaching of speaking and listening skills across the curriculum so that all pupils can take ESB (English Speaking Board) qualification; (focus on feedback to pupils) • PP Champions to ensure they support PP children with ESB assessment (ensuring they are equipped for the assessment). • Ensure that all PP children are proportionately represented on the school council. • Monitor the impact of EYFS intervention in communication (share cases with Victoria Bailey) • Celebrate the importance of speaking and listening through whole school events. 	<p>EEF Teaching and Learning Toolkit evidence that effective feedback to pupils accelerates pupil learning.</p> <p>To improve on existing processes to ensure consistent and accurate teaching and assessment.</p>	<p>CPD for staff to share expectations and best practise in the Autumn Term.</p> <p>Weekly drop ins to monitor PP progress within lessons with a specific focus on PP speaking and Listening.</p> <p>School council minutes to show PP pupil voice.</p>	<p>TLA & PDBW Lead</p> <p>English Lead</p> <p>Communication Champion</p> <p>School Council Lead</p> <p>Staff PP Champions</p> <p>Speech and Language therapist from opportunity funding area.</p>	<p>Weekly dropins</p> <p>Plan monitored termly by link governors.</p> <p>Internal review processes AP/EP termly</p> <p>Appraisal reviews/Pupil Progress Meetings</p>
<p>ENSURE high quality phonic lessons enable pupils to blend and segment words to a high standard to enable them to read at the age appropriate standard.</p>	<ul style="list-style-type: none"> • Ensure PP children are targeted in Phonics teaching. • CPD phonics for all staff to ensure Letter and Sounds phonics programme is implemented effectively which includes feedback to children. • Track PP children carefully on the trackers and carryout gap analysis after each assessment screen. 	<p>EEF Teaching and Learning Toolkit evidence that effective feedback to pupils accelerates pupil learning.</p> <p>Year 1 phonics school Data.</p>	<p>CPD for staff to share expectations and best practise in the Autumn Term.</p> <p>Gap analysis monitored against planning By T L & A lead and PDBW lead.</p> <p>Focused drop ins for phonics and guided reading.</p>	<p>TLA & PDBW Lead</p> <p>English Lead</p> <p>AP/EP</p>	<p>Weekly dropins</p> <p>Plan monitored termly by link governors.</p> <p>Internal review processes AP/EP termly</p>

			Book scrutinies.		Appraisal reviews/Pupil Progress Meetings
3. Other Approaches					
Pupils value their education and influence parents so that they rarely miss a day at school and attendance is at least 96%.	<ul style="list-style-type: none"> Monitor attendance and punctuality of all children (particularly of vulnerable groups). PP buddies to champion their named pupils and encourage good attendance and raise PP attendance percentage. Implement PP breakfast club. Buy EWO service to support HSLW to work with families to increase school attendance and punctuality. 	<p>EEF T and L toolkit shows that parental involvement accelerates learning.</p> <p>School monitoring of attendance shows PP attendance and punctuality is below national.</p>	<p>Weekly monitoring of attendance.</p> <p>Letters to parents re attendance and attendance clinics with HSLW and EWO.</p> <p>Weekly attendance prizes.</p> <p>Attendance week per half term which includes punctuality.</p>	<p>PDBW/HSLW/SAFO</p> <p>EWO £2,500</p> <p>Prize cost £220</p> <p>Contribution towards attendance weeks £1,000</p> <p>HSLW contribution to salary £12,000</p>	<p>Weekly</p> <p>Attendance analysis half termly</p> <p>Attendance monitored termly by link governors.</p>
<p>There is a consistent approach to the tracking and increased engagement of Pupil Premium parents and families.</p> <p>Consult with parents regularly and evidence how their views are listened to and inform strategic plans.</p>	<ul style="list-style-type: none"> Implement tracking system and develop strategies to engage PP families. Actively promote parental engagement at all school/MAT community based event (Flyers, text, website, 1 to 1 conversations, PP champions) Actively encourage parents to complete PP eligibility paperwork on induction and annually. Develop and implement a PP homework club. PP champions to ensure that parents of PP children attend transition and whole school events. Target PP parents to attend the parent forum. Survey PP parents at parents evening (settling in/transition, bullying, safety, communication) 	<p>EEF T and L toolkit shows that parental involvement accelerates learning.</p> <p>To improve on existing processes to ensure PP parents have a voice.</p>	<p>Class Teachers, TA's and HSLW to be proactive in communicating events with PP parents.</p> <p>Stakeholder events each term to take place.</p>	<p>HSLW, CT, TA, PDBW, Office</p>	<p>PDBW meeting fortnightly with PP on the agenda.</p>

	<ul style="list-style-type: none"> • Debate parent feedback at ELT/SLT level and respond to parent feedback. 				
<p>The school environment celebrates how special and unique our children are.</p>	<ul style="list-style-type: none"> • Implement and embed forest schools (provide training for 2 members of staff). • Target Pupil Premium children to attend extra-curricular clubs, personally invite them to the forest school club. • Plan a pupil premium enrichment trip. Provide pupil premium children with enrichment opportunities to increase their experience and impact on their outcomes e.g. library club, breakfast club, school council representation. • Develop cases studies for PP children. 	<p>Development point from data and SIP visit.</p> <p>To further improve outdoor teaching and learning within EYFS.</p>	<p>Magic Breakfast club for PP children.</p> <p>Weekly drop ins to monitor PP progress within lessons with a specific focus on PP outdoor learning.</p> <p>Data – physical development EYFS.</p> <p>Parent and pupil surveys reflect enjoyment.</p>	<p>PDBW, CT, TA, PP lead</p> <p>2 staff training £1,200</p> <p>£2,000 after school club staff salary</p>	<p>Drop ins and formal observation focused on outdoor learning.</p> <p>Plan monitored termly by link governors.</p>