**Pupil premium strategy statement 2018 - 2019**

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| 1. Summary information | | | | | | | | | | | | |
| **School** | | Blacklow Brow School | | | | | | | | | | |
| **Academic year** | | 2018 - 19 | Total PP Budget | £36,950 | | | Date of most recent PP review | | | | N/A TBC | |
| **Total number of pupils** | | 224 | Number of pupils eligible for PP | 24 | | | Date of next internal review of this strategy | | | | April 2019 | |
| 1. Summary of the PPG | | | | | | | | | | | | |
| Pupil Premium funding was introduced by the Government to help support disadvantaged pupils (defined initially by their eligibility for Free School Meals at any time in the last six years). The funding aims to enable schools to take the most effective actions to improve outcomes for disadvantaged pupils and eliminate the gap in performance between pupils from backgrounds with different levels of wealth.  Blacklow Brow School is allocated an amount each April by the Education and Skills Funding Agency (ESFA), depending on the number of disadvantaged pupils’ on-roll as at the January census. It is then for the school to decide how this money is best spent to have the maximum impact on overall pupil achievement and experience.  We recognise that disadvantaged pupils are not a homogeneous group. One size-fits-all interventions are not the most cost effective. Our pupils are influenced by their interaction with a range of people both in the school and the community, and in different settings (parents, canteen staff, receptionists, wider community, services, etc.). Gathering different stakeholders’ views also supports with building a picture of the context of our pupils.  Our work in relation to Pupil Premium is reviewed regularly to ensure it is having the intended impact in raising standards. Key leaders across the school meet regularly to discuss our database of bespoke provision, of provision for all disadvantaged pupils in general and the impact of the provision. We respond rapidly and make adjustments if particular strategies are not working as well as expected. The review and monitoring is also carried out through parental and pupil forums/surveys, work sampling, data captures and lesson drop in observations. The information gathered from this monitoring is collated centrally for the Head of School and Assistant Head to access. Key headlines based on findings are reported at whole school staff meetings.   |  |  | | --- | --- | | **Pupil Premium Grant Breakdown 2018/2019** | | | Pupil Premium Grant Income | £39,960 | | Educational materials | -£14,096 | | Other Educational Services | -£2,280 | | Other Educational Services | -£2,246 | | Staffing | -£18,338 | | | | | | | | | | | | | |
| 1. Current Attainment KS2 December 2018 | | | | | | | | | | | | |
|  | | | | | | | | Pupils eligible for PP | | Pupils not eligible for PP | | National Average for all pupils 2018 |
| % achieving in reading, writing and maths | | | | | | | | 31% | | 46% | | 64% |
| % achieving in reading | | | | | | | | 56.3% | | 66.3% | | 75% |
| % achieving in writing | | | | | | | | 37.5% | | 46.4% | | 78% |
| % achieving in maths | | | | | | | | 56.3% | | 57.7% | | 75% |
| % achieving in GPS | | | | | | | | 37.5% | | 55.7% | | 77% |
| % achieving in Science | | | | | | | | 87.5% | | 81.4% | |  |
| % making progress in reading | | | | | | | |  | |  | |  |
| % making progress in writing | | | | | | | |  | |  | |  |
| % making progress maths | | | | | | | |  | |  | |  |
| Current Attainment KS1 December 2018 | | | | | | | | | | | | |
|  | | | | | | | | Pupils eligible for PP | | Pupils not eligible for PP | | National Average for all pupils 2018 |
| % achieving in reading, writing and maths | | | | | | | | 0% | | 34% | | 65% |
| % achieving in reading | | | | | | | | 100% | | 75% | | 75% |
| % achieving in writing | | | | | | | | 100% | | 76.8% | | 70% |
| % achieving in maths | | | | | | | | 0% | | 40% | | 76% |
| 1. Barriers to future attainment (for pupils eligible for PPG) | | | | | | | | | | | | |
| In-school barriers (such as poor oral language skills) | | | | | | | | | | | | |
| A | Some PP children with poor wellbeing and involvement. | | | | | | | | | | | |
| B | Achievement in mathematics in all year groups including EYFS | | | | | | | | | | | |
| C | High percentage of PP with SEN needs | | | | | | | | | | | |
| D | Communication and language skills | | | | | | | | | | | |
| External barriers (including issues which also require action outside the school such as low attendance rates) | | | | | | | | | | | | |
| D | Emotional barriers (resilience, low self-esteem) | | | | | | | | | | | |
| E | Complex family circumstances | | | | | | | | | | | |
| F | Pupil attendance and punctuality, although generally good is weaker for PP children | | | | | | | | | | | |
| G | Financial limitations for some of our PP children. Limited access to educational experiences, books, resources and opportunities, homework support etc. | | | | | | | | | | | |
| 1. Desired outcomes (specific outcomes and how they will be measured) | | | | | | Success criteria | | | | | | |
| A | Higher rates of progress through KS1and KS2 for pupils eligible for PP. | | | | | Pupils eligible for PP make as much progress as Non-PP pupils across Ks1 and KS2. Measured in KS1 and KS2 end of KS assessments (SATS) and in Y1, Y3, Y4, and Y5 by teacher assessments and successful moderation. | | | | | | |
| B | PP children to achieve expected standards in reading, writing and mathematics. | | | | | % of PP children achieving the expected standard in R/W/M is in line with children nationally.  % of PP children achieving equivalent reading, comprehension and spelling ages is proportionate to Non-PP children. | | | | | | |
| C | Emotional barriers don’t stand in the way of PP children accessing the curriculum. Children have increased levels of resilience and management of own behaviour. | | | | | Pupil eligible for PP make as much progress and Non-PP pupils. | | | | | | |
| D | Activities/equipment/opportunities for PP children are subsidised to support families. | | | | | PP pupils can access the same activities/equipment/opportunities as Non-PP children as part of school and the extended school provision. | | | | | | |
| 1. Planned expenditure | | | | | | | | | | | | |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and whole school strategies. | | | | | | | | | | | | |
| 1. Quality of teaching for all | | | | | | | | | | | | |
| Desired outcome | | Chosen Action/approach | What is the evidence and rationale for this choice? | | Staff lead | | | | How will you ensure it is implemented well? | | When will you review the implementation? | |
| Higher rates of progress through KS1 and KS2 for pupils eligible for PP | | TA/Teacher ratio (1:15)  Maths mastery  Reciprocal read  Reading Eggs  Mathletics  Times tables Rock Stars | Structured support for children e.g. phonics, reciprocal read, maths mastery within the classroom. | | H. Worrall  (T&L lead and Maths lead)  SLT (assessment) | | | | Lesson observations  Learning walks  Drop ins  Book scrutiny  Termly data  Pupil progress meetings | | Termly outcomes of monitoring cycle and pupil progress meetings. | |
| PP children achieve expected standards in reading, writing and mathematics. | | Maths mastery  Reciprocal read  Reading Eggs  Mathletics  Times tables Rock Stars | As above | | H. Worrall  (T&L lead and Maths lead)  SLT (assessment | | | | Lesson observations  Learning walks  Drop ins  Book scrutiny  Termly data  Pupil progress meetings | | Termly outcomes of monitoring cycle and pupil progress meetings. | |
| PP children are punctual and their attendance records are in line with national. | | First day calling  Attendance officer present for all lates.  SLA attendance | Targeted systematic approach across the school.  Tracking system and analysis of data to identify target groups and fsmilies. | | AM Ferrigan (ABI lead)  Attendance SLA | | | | SIMS  Attendance and punctuality reports  Tracking system | |  | |
| Emotional barriers don’t stand in the way of PP children accessing the curriculum. Children have increased levels of resilience and can manage their own behaviour. | | Behaviour system  Forest School  Wellbeing  through Yoga | Systematic and consistency in approach across the curriculum and school.  Children and staff have a clear understanding of expectations.  Develop pupils’ emotional resilience. | | AM Ferrigan (ABI lead)  Jen Hoe (Yoga and wellbeing instructor) | | | | SIMS  Drop-ins  Learning walks  Behaviour logs  Pupil progress data | | Termly | |
| Staff have a good understanding of family circumstances and this does not impact on PP children accessing the curriculum or attendance at school. Children are supported in school and make progress in line with Non-PP children, | | Attendance SLA  CPOMS | Specific families are targeted for support and liaise with a central point of contact (ABI lead). Key person is responsible for engaging target families.  A central system is held so staff are kept up to date with developments and alerted about key issues. | | K Traverse (DSL)  AM Ferrigan (ABI lead) | | | | SIMS  Attendance and punctuality reports  O’Track  Family meetings  Drop-ins  Learning walks  Behaviour logs  Pupil progress data | | Termly | |
| Parents are fully involved in their child/ren’s school and education. | | Parents evenings, workshops, events, meetings. | Parents are invited regularly to take part in curriculum activities. To increase engagement with the school and improve understanding of the curriculum. | | M Ferrigan  (ABI lead) | | | | % attendance records  Parent engagement | | Termly | |
| 1. Targeted support | | | | | | | | | | | | |
| Desired outcome | | Chosen Action/approach | What is the evidence and rationale for this choice? | | Staff lead | | | | How will you ensure it is implemented well? | | When will you review the implementation? | |
| Higher rates of progress through KS1 and KS2 for pupils eligible for PP. | | TA/Teacher ratio (1:15)  Maths mastery  Reciprocal read  Reading Eggs  Mathletics  Times tables Rock Stars  Basic skills | To address gaps in learning. | | H. Worrall  (T&L lead and Maths lead)  SLT (assessment) | | | | Drop-ins  Learning walks  Termly pupil data  Pupil exit data | | Termly | |
| PP children achieve expected standards in reading, writing and mathematics. | | As above | As above | | As above | | | | As above | | As above | |
| 1. Other approaches | | | | | | | | | | | | |
| Desired outcome | | Chosen Action/approach | What is the evidence and rationale for this choice? | | Staff lead | | | | How will you ensure it is implemented well? | | When will you review the implementation? | |
| Increased confidence in children to be able to articulate their thoughts and improve communication | | Chatty Therapy | A number of our PP children display the bullets below.   * Attention and listening * Understanding language and following instructions * Poor vocabulary * Limited spoken language or poor grammar * Poor speech sound development * Stammering * Selective mutism * Social and communication difficulties | | AMF | | | | Assessment data from OTrack.  Assessment data from chatty Therapy  Drop-ins  Pupil voice | | After the spring term. | |