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| Summary Information | | | | | |
| School | St Briavels Primary School | | | | |
| Academic Year | 2017/2018 | Total PP Budget | £23,600 | Date of most recent PP review | 4.7.18 |
| Total number of pupils | 135 | Number of pupils eligible for PP | 19 (money for 17) | Date of next internal review of this strategy | 7.2019 |

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| Breakdown | Funding |
| Ever 6 pupils 17 pupils @£1320 | £22,400 |
| Post looked after (PP+) 2 @£1900 | £3,800 |
| Total | £26,200 |

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| %at expected ARE in reading, writing and maths | **KS1 Disadvantaged**  **(2 Children)** | **KS1 non disadvantaged** | **National disadvantaged** | **National non disadvantaged** | **St.Briavels to National Gap** | **KS2 disadvantages**  **(5 Children)** | **KS2 non disadvantaged** | **National disadvantaged** | **National non-disadvantaged** | **St. Briavels Gap to National average** |
| ARE Reading | 50% | 82% | 63% | 79% | +13% | 75% | 90% | 80% | 80% | -5% |
| ARE writing | 50% | 69% | 54% | 72% | +4% | 75% | 80% | 83% | 73% | -8% |
| ARE maths | 50% | 69% | 62% | 79% | +12% | 100% | 95% | 81% | 71% | +19% |
| KS1 | | | | | | KS2 | | | | | |

**EYFS**

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|  | St Briavels disadvantaged (1) | St Briavels non disadvantaged (18) |
| Overall good development of learning | 0% | 80% |
| Average point score | 23 | 28.8 |
| Early Learning goals achieved | |  |
| Reading | 0% | 75% |
| Writing | 0% | 75% |
| Number | 0% | 80% |
| Shape space measure | 100% | 90% |

**Phonics Test**

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|  | 2018 St.Briavels disadvantaged | 2018 St Briavels non disadvantaged | 2018 national disadvantaged | 2018 national non disadvantaged | Difference between school disadvantaged and national disadvantaged |
| Year 1 ( 3 children) | 67% | 90% | 85% | 85% | -18% |
| Year 2 (0 children) |  | 100% |  |  |  |

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| **2. Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | | | |
|  | Mental health issues, low self esteem | | | | |
| B | Quality first inclusive teaching for all year groups | | | | |
| C | Limited peer relationships | | | | |
|  | External Barriers | | | | |
| D | Lack of stable family environment | | | | |
| E | Lack of enriching opportunites due to financial restraints | | | | |
| 3. Desired Outcomes | | | | | |
|  | Desired outcomes and how they will be measured | | Success criteria | | |
| A  (Mental health issues, low self esteem) | Pupil premium children, including those who are more able will show increased self-esteem and will have a more positive self-image. They will be able to interact more effectively in a range of situations and therefore show sustained progress. | | Through increased self-esteem and self-worth pp children will make as much progress as other children in all area across each key stage. | | |
| What evidence is there to show that PP children make as much progress as other children in all areas across the key stage? | | | | | |
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| B  (Quality first inclusive teaching) | Teaching across the school will be good or better in all year groups  Priority actions for PP children including immediate feedback for improvement. Dedicated PP feedback with teacher weekly. | | PP children make expected or better than expected progress. | | |
| What evidence is there to show that PP children will make expected or better than expected progress? | | | | | |
| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | | Number of PP children | 3 | 2 | 4 | 1 | 3 | 5 | | Maths | 100% | 50% | 75% expected  25% above expected | 100% | 33% | 80% | | Reading | 33% | 50% | 100% | 100% | 33% expected  33% above expected | 80% | | Writing | 100% | 50% | 100% | 100% | 67% | 60% expected  20% above expected | | | | | | |
| C  (Limited peer relationships) | | More secure peer relationships | | Fewer behaviour incidents reported for these children | |
| What evidence is there to show that there are fewer reported behaviour incidents for PP children? | | | | | |
| For all the pupils with limited peer relationships for whom a behavior diaries were regularly kept we saw the number of behavioural incidents reduce from several incidents a week to occasional incidents a term over the academic year. | | | | | |
| D  (Lack of stable family environment) | | Families feel able to approach school with concerns and school provides or signposts to relevant support | | Families access FSW support | |
| What evidence is there that families feel able to approach school for relevant help and support? | | | | | |
| Out of 4 families who accessed FSW support:  50%of pp families have had ongoing support since December 2015.  25% of PP families have accessed support since March 2017.  25% of PP families have accessed support since Feb 2018.  50% of our PP children who were supported by our FSW on leaving school made better than expected progress. With support from the FSW these children were able to overcome previous barriers to learning eg. poor concentration levels, behavioural difficulties and were able to achieve their highest potential in line with their peers.  For 25% of our PP families who accessed support from our FSW we have seen an improvement in attendance over this academic year, moving from below average attendance to average attendance.  Positive outcomes when getting difficult families to engage. Children keen on seeing FSW on a regular basis.  In meeting the FSW to talk through anxieties about changes in their home life 50% of our PP children who regularly accessed FSW were able to make expected progress during periods of upheaval in their lives.  This table shows the progress of the 4 PP children who accessed FSW support   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | Child A | | Child B | | Child C | | Child D | | |  | Sum 2017 | Sum 2018 | Sum 2017 | Sum 2018 | Sum 2017 | Sum 2018 | Sum 2017 | Sum 2018 | | Maths | WTS | WTS | BLW | WTS | BLW | ARE | BLW | ARE | | Reading | ARE | ARE | BLW | WTS | BLW | ARE | BLW | ARE | | Writing | WTS | ARE | BLW | WTS | BLW | WTS | BLW | ARE | | | | | | |
| E  Lack of enriching opportunites due to financial restraints | | To enable PP children to access enriching opportunities | | | All PP children have equal access to a wide variety of opportunities |
| What evidence is there that PP children have equal access to a wide variety of enriching opportunities? | | | | | |
| See PP spending spreadsheet for exact amount of expenditure per child for music lessons, trips, PGL, breakfast club, after school club and summer sports club. | | | | | |

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| 1. **Review of Expenditure** | | | |
| Action | Impact | Cost | Future Actions |
| TEC Group | Through entering the Malvern garden show PP children were given the opportunity to design and build the school garden, front the stand at Malvern and talk to visitors. Parents have reported that confidence levels have risen through this project.  Through attending TEC group we have seen improvements in pupils’ behaviours and an ability to take on increased leader ship role. | Teacher +TA 1 afternoon per week  £7678.22 | To move all PP targets onto Boxall profile to begin to use Sept 2018 |
| Music Lessons | Lessons paid for 3 children  Music teachers report of increased coordination, concentration, enthusiasm and perseverance.  2 out of the 3 children have ADHD and drums has helped to improve their concentration and given them a creative outlet for their energy. | 3 children  £404 | Continue to offer tuition  and look at offering lessons to other PP children |
| Trips | Three PP children were able to attend the yr3/4 residential trip. Taking part with all their peers in this important experience allowed them to participate fully in team work activities and the ‘residential experience’.  All PP children were able to access school trips along side peers allowing them to fully participate in learning outside the classroom and follow up work based on trips.  All PP children were able to participate in school swimming lessons with their peers.  Some PP children were offered spaces on a holiday clubs in order to extend their experiences. | £1760 | Offer to all PP families |
| Meals | Concentration levels in the afternoons due to the benefit of a hot meal | £800 | Continue to offer to families where appropriate |
| Breakfast Club | Concentration levels during the school day.  Support with attendance being in on time  Small group social interaction  Supporting families to maintain children’s routine during difficult periods. | £600 | Continue to offer where appropriate |
| TA Intervention | All PP children were offered TA intervention in order to help close gaps or extend learning. | £7204 | Best use of funding for best impact |
| CPD | See A and B in desired outcomes | £2850 | Target relevant training programme to PP children as well as peers |
| FSW | See D in desired outcomes | £1751 | Continue to provide as needed |

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|  | Cost | Percentage of Budget |
| Enrichment | £2164 | 9% |
| Nurture Groups | £10829 | 46% |
| Targeted Support | £10054 | 43% |

