

1. Summary Information					
School	St Briavels Primary School				
Academic Year	2016/2017	Total PP Budget	£27400	Date of most recent PP review	
Total number of pupils	135	Number of pupils eligible for PP	21 (16%) Funding for 19	Date of next internal review of this strategy	

Breakdown	Funding
Ever 6 pupils 15 pupils @£1320	£19800
Post looked after (PP+) 4 @£1900	£7600
Total	£27400

%at expected ARE in reading, writing and maths (will features at end of year)	KS1 Disadvantaged (4 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	75%	50%	63%	79%	+12%	80%	93%	60%	77%	+20%
ARE writing	75%	29%	54%	72%	+20%	80%	66%	66%	81%	-1%
ARE maths	75%	64%	62%	79%	+13%	40%	73%	63%	80%	-23%
KS1						KS2				

### EYFS

	St Briavels disadvantaged (3)	St Briavels non disadvantaged (18)
Overall good development of learning	0%	78%
Average point score	4.7	5.0
Early Learning goals achieved		
Reading	67%	94%
Writing	0%	82%
Number	67%	89%
Shape space measure	67%	94%

### Phonics Test

	2017 St.Briavels disadvantaged	2017 St Briavels non disadvantaged	2017 national disadvantaged	2017 national non disadvantaged	Difference between school disadvantaged and national disadvantaged
Year 1 ( 0 children)	0	90%	70%	84%	N/A
Year 2 (1 children)	100%	100%			

### **2. Barriers to future attainment (for pupils eligible for PP, including high ability)**

A.	Emotional needs including attachment issues. Some of our pupils in receipt of pupil premium funding have complex needs resulting from emotional and attachment related difficulties. Others may lack confidence and struggle with peer relationships.
B	Social and communication skills. Many of our pupils in receipt of pupil premium funding find it difficult to take turns, play with peers in a less structured environment and communicate effectively with both adults and peers.
C	Physical and health needs. A number of our children in receipt of pupil premium have difficulties with gross and fine motor control.
D	Behavioural issues within class and at less structured times.
E	Specific and individual learning needs

External Barriers				
F	Disadvantaged children's families are sometimes unable to afford/access the additional enriching opportunities and experiences offered by the school (residential and day trips) or other agencies.			
3. Desired Outcomes				
	Desired outcomes and how they will be measured	Success criteria		
A	Pupil premium children, including those more able pupils will increase their engagement with their learning through developing trusting relationships with staff.	PP children will be encouraged to take responsibility for their own learning through reflection on strengths and needs. They will make as much progress as 'other' pupils in reading writing and maths across each key stage.		
What evidence is there to show that PP children have increased their engagement with learning through trusting relationships with staff?				
FSW- teacher liaison with FSW to fully understand children's emotional needs. TEC groups - evidence in TEC Targets of engagement with learning outdoors eg. find area of field, take on small group leadership, devise experiments, increasing attention span, confidence to speak out within the group. My Plans - better than expected progress from low KS 1 starting points Pupils now coming into school confidently after a term of intervention by TA in meeting and greeting pupils lacking confidence in leaving parents.				
	Through increased self-esteem, improved listening skills and a greater use of expressive language pupils will be able to interact more effectively in a range of situations and therefore show sustained progress.	Pupils within EYFS will make as much progress in PSED and CL as 'other' children. Pupils in KS1 And KS2 will make as much progress in reading writing and maths as 'other' children.		
What evidence is there to show that pupil's progress is in line with that of non-disadvantaged pupils across the school?				
	Disadvantaged pupils	Non-Disadvantaged	Disadvantaged with SEN	Disadvantaged without SEN
	Reading	6	5.9	5.5
	Writing	5.9	5.7	7.3
	Maths	6.4	6.1	7
C	Improved gross and fine motor skills will ensure that pupils can work more effectively and efficiently especially with written work.		Improved handwriting will ensure that children can record their ideas more efficiently and will therefore make as much progress in reading writing and maths as 'other' children.	

What evidence is there to show that children have an efficient and effective handwriting style?		
TA records from Fizzy programme and class teacher comments on improved handwriting styles		
D	Pupils, who exhibit challenging behaviour, will be able to access the taught curriculum without disruption to themselves or others.	Fewer behaviour incidents reported for those children, reflected in increased progress as a result of engagement with learning
What evidence is there of the impact of intensive behaviour support for individual disadvantaged children?		
Fewer behaviour incidences reported for pupils over the year, less need for removal from class room activities and better integration in whole class tasks.		
E	Support for children's individual learning needs will be addressed	Gaps in learning will be identified and support packages implemented to address these additional needs. Specific and sustained progress will be made in relation to these identified areas.
What evidence is there that quality first teaching, in class and intervention groups, is resulting in sufficient progress for disadvantaged children?		
See progress charts.		

3. Review of Expenditure			
Action	Impact	Cost	Future Actions
TEC Group	Individual targets set by Teacher	Teacher +TA 1 afternoon per week	Purchase Boxall profile
Music Lesson	<p>Lessons paid for 5 children</p> <p>Music teachers report of increased concentration, perseverance, confidence and commitment, as well as improvement in skills.</p> <p>Pupils all took part in whole school performance.</p> <p>1 pupil who was yr 6 is carrying on lessons in secondary school</p>	5 children	Continue to offer tuition and look at offering lessons to other PP children

Trips/Residential	<p>The Residential trip for yr 5 and 6 was an excellent bonding experience for the children who would in September, be in a new class together. and are a fairly young/ immature group. This experience enabled us to work together on skills needed, in order to prepare them for the increased level of independence which has been expected of them in Y6 ready for their transition to secondary school. The impact on their ability to now work independently and in groups with growing self-confidence and self-esteem has been noticed in this their final year at St Briavels.</p>	<p>8 Year5/6 residential Panto 16 children Gwent Wildlife Trip 4 children</p>	<p>Offer to selected families due to financial constraints</p>
Meals	<p>Concentration levels in the afternoons due to the benefit of a hot meal</p>	<p>2 children</p>	<p>Continue to offer to families where appropriate</p>
Breakfast Club	<p>Concentration levels during the school day. Support with attendance being in</p>	<p>1 child</p>	<p>Continue to offer where appropriate</p>

	on time Small group social interaction		
TA Intervention	In depth knowledge of needs of PP children eg, social, emotional, behavioural, academic interventions as required.	Weekly intervention	Best use of funding for best impact
Cool Milk	Equal access to mid-morning milk for all.	6 children	Continue to provide as needed.

	Cost	Percentage of Budget
Enrichment	£3917	14.6%
Nurture Groups	£7725.90	28.8%
Targeted Support	£15191.76	56.6%

