

Briar Hill Primary School Pupil Premium Plan 2017 – 2018

Pupil Premium Profile	
Academic Year 2017 – 2018	Pupil Premium Budget: £110,880
Total number of pupils: 360	Total number of pupil eligible for pupil premium:

After a careful review of the planned spend and impact from academic year 2016-2017, the following actions have taken place:

- Pupil Premium policy has been created, outlining clear procedures for staff and how we involve parents and children.
- Lines of accountability are clear and cohesive.
- Pupil Premium Champions have been identified and empowered to lead the closing of the academic gap between disadvantaged and non-disadvantaged children.
- Planned spend for academic year 2017-2018 is directly related to the academic and personal development of disadvantaged children.
- The action plan of expenditure is clear and has tightly monitored milestones that are evaluated termly and reviewed for impact and next steps

Briar Hill Primary School spend on Pupil Premium is £110,880

- Key Priority 1: Quality of teaching for all
- Key Priority 2: Improving Attendance
- Key Priority 3: Wellbeing
- Key Priority 4: Aspirations and Enrichment

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Pupil Premium Planning Outline 2017 – 18

The Pupil Premium is an amount of money allocated by the government to schools for:

- Children of statutory school age from low income families who are known to be eligible for free school meals (FSM), including ever 6
- Children who have been looked after continuously for more than six months
- Children whose parents are currently working in the armed forces

The DFE offer the following guidance of how Pupil premium is to be spent:

‘In most cases the Pupil Premium is allocated to schools and is clearly identifiable. **It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility...** (Schools) will be held accountable for how they have used additional funding to support pupils from low income families.’

The purpose of the information in this document outlines the proposal for how Pupil Premium will be spent in 2017/18.

Early Years pupil premium

This is additional funding for early years setting to improve the education for disadvantaged 3 and 4 year olds. In 2017/18 each child receiving pupil premium will be funded £302.10 for the full 570 hours stated funded provision.

At Briar Hill Primary:

- We ensure that teaching and learning opportunities meet the needs of all of the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

School Contacts:

Pupil Premium Champion: Katie Dalziel

Pupil Premium QA: Jane Cooksley

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Intended Outcome	Action and rationale	Cost	Impact (reviewed termly)	Review date	Lessons Learnt
<i>Key priority 1: Quality of Teaching for All</i>					
Phonics data increase to above 80%	1:1 Tuition from a lead RWI practitioner in school to work specifically with key marginal children in KS1	10,000	Phonics screening check data will increase to +80%.	December 2017	Last year's data dipped due to 1:1 tuition being unavailable. 1:1 tuition will enable key marginal children to make progress at a faster rate. Data to be reviewed half termly and 1:1 tuition to given accordingly.
Children who are working below age-related expectations in reading within Year 5 and 6 will receive daily phonic intervention	Implement Fresh Start Intervention for UKS2 children who require phonic intervention The children will be have targeted support to raise their attainment in reading	4,000	Attainment in reading will improve for children working below age-related expectations and the gap between DIS and Non- DIS will narrow so that it is more broadly in line with national data. Monitoring: Otrack data – in year progress PPMs Pupil Interviews Observations of interventions	December 2017	Attainment data for current year 5 and 6 was flagged as a concern. Children did not receive targeted support in addressing gaps in their reading which prevented them from making accelerated progress.

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			SEND impact termly evaluation		
The identified children in LKS2 will have made at least expected progress in line with their individual flight paths	<p>1:1 Tuition for identified pupils based on precision data analysis in LKS2</p> <p>Teacher to provide support on a 1:1 basis to support with the development of vulnerable area.</p> <p>Children with a vulnerability in one or more subjects will not be on track for combined at the end of the year</p>	6,000	<p>Ongoing learning walks and observations.</p> <p>Otrack data – in year progress PPMs</p> <p>Pupil Interviews</p> <p>Observations of interventions</p> <p>SEND impact termly evaluation</p> <p>Milestones:</p> <p>X3 Formal observations with HT and AHT will indicate that 100% support staff are improving the outcomes for children within lessons to support in closing the gap between PP and non-PP children.</p>		<p>Attainment data for current year 5 and 6 was flagged as a concern. Children did not receive targeted support in addressing gaps in their reading which prevented them from making accelerated progress.</p> <p>Children will receive timely and accurate intervention based on detailed analysis of the data and potential barriers to learning.</p>
<p>The identified children in UKS2 will have made at least expected progress in line with their individual flight paths.</p> <p>The gap between PP and non-PP</p>	<p>1:1 Tuition from a qualified teacher using PiXL resources for identified pupils based on precision data analysis in UKS2</p> <p>Teacher to provide support on a 1:1 basis to support with the development of vulnerable area.</p>	£4,600	<p>Monitoring:</p> <p>Ongoing learning walks and observations.</p> <p>Otrack data – in year progress PPMs</p> <p>Pupil Interviews</p> <p>Observations of interventions</p> <p>SEND impact termly evaluation</p> <p>Milestones:</p>	December 2017	<p>Precise data analysis combined with PiXL resources had a positive impact on the end of Key Stage 2 data in 2017.</p> <p>Children will receive timely and</p>

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children will be closing towards moving national.	Children with a vulnerability in one or more subjects will not be on track for end of Key Stage.		X3 Formal observations with HT and AHT will indicate that 100% support staff are improving the outcomes for children within lessons to support in closing the gap between PP and non-PP children.		accurate intervention based on detailed analysis of the data and potential barriers to learning.
6x part funded support staff salaries in school are supported by Pupil Premium funding. The expectation is that they will support PP children for approximately 20% of the time they are in class.	Support staff to deliver timely and accurate inventions. 2x Teaching assistants to deliver 1:1 and small group interventions	£23800	Monitoring: Ongoing learning walks and observations. Otrack data – in year progress PPMs Pupil Interviews Observations of interventions SEND impact termly evaluation Milestones: Sept 17 – TAs deployed by Jill Fox to work with specific children with attainment targets Termly: groups reviewed and new targets set.	December 2017 April 2018	Interventions will be overseen by the strategic lead for interventions to ensure that intervention are timetabled, are reviewed and rigorously monitored. This is to avoid wasting time with ineffective interventions which are not improving the data.
Improved oral language skills in EYFS	Embed ‘Talk Partners’ Additional qualified teacher to support pupils both through intensive daily vocabulary	£0	Monitoring: Ongoing learning walks and observations. Otrack data – in year progress PPMs	December 2017	2x members of staff were trained in school and improvements in attainment and

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	session for new starters and 'Talk Partners'.		Pupil Interviews Observations of interventions Milestones: Sept 17 –Resume the intervention with the identified pupils		progress data. This intervention must now be embedded.
Effective strategies used in the classroom to support the identified children and raise their attainment rapidly.	Educational Psychologist To work with identified children and provide assessments which will outline strategies to support and use in the classroom.	£4,000	Monitoring: Feedback from the Ed Psych Otrack data – in year progress PPMs Pupil Interviews Observations of interventions SEND impact termly evaluation Milestones: Sept 17 – Identify children Ongoing: Make referrals	December 2017	The educational psychologist was able to provide suggestions to improve teaching practice to support individual children. The Ed Psych to continue to support and provide advice for supporting identified children.
Improved oral language skills in EYFS Improved proportion of PP children are achieving ARE and have a higher attainment.	Embed 'Talking for Success' 'Talking for Success' to be used to develop oracy in EYFS	£0	Monitoring: HT, AHT, KD and SLT to provide training for all staff. Learning walks and observations. Otrack data – in year progress PPMs Pupil Interviews Observations of interventions SEND impact termly evaluation Milestones: Dec 17: Train 3 members of staff and implement 'Talking	December 2017	Last year Talking for Success proved to be a successful intervention with a positive impact on attainment for EYFS children however the impact could have been greater if the intervention ran from the beginning of the year and was regularly

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			for Success' to develop oracy in EYFS		<p>timetabled and rigorously monitored.</p> <p>Talking for success needs to be implemented from September onwards, with regular timetabled slots and consistent staff. This will maximise the impact. Jill Fox, the strategic lead, will rigorously monitor this.</p>
Increase in attainment for disadvantaged children and other vulnerable groups.	<p>Improve Year 6 results including PP and HAPPG</p> <p>1:4 provision for targeted subjects as appropriate for the pupils. Bespoke timetables to be created by the UKS2 phase lead. Interventions based on gap analysis using PiXL with the aim to close the gaps.</p>	£0	<p>Monitoring: HT, AHT, KD and SLT to provide training for all staff.</p> <p>Improvements to be evidenced in: Provision Map PPMs Otrack Curriculum targets Pupil Interviews Observations of interventions SEND impact termly evaluation</p> <p>Milestones:</p>		<p>Last academic year saw a positive result for PP children, we now need to focus on HAPPG children achieving GDS through early intervention and extension during interventions.</p>

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			5x KPI drops April 18 – focus children identified based on data. July 18 -- focus children identified based on data.		
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Intended Outcome	Action and rational	Cost	Impact (reviewed termly)	Review date	Lessons Learnt
Key priority 2: Improving Attendance					
<p>Improvements in punctuality and attendance. Attendance is at least in line with national. % absences for disadvantaged children will be below 4.5%</p> <p>Persistent absence reduced to well below national.</p>	<p>The Attendance Lead will support particular children and families on a 1:1 basis.</p> <p>The Attendance Lead will implement contracts for families who fall below the national expectation. The EES to be used where necessary to support particular families.</p> <p>The Attendance Lead will also implement weekly and termly awards to raise the profile of attendance within the school.</p>	<p>£4,500</p>	<p>Monitoring: HT, AHT will review the attendance figures with the Attendance Lead. Progress to be monitored by SLT during leadership meetings.</p> <p>Milestones: Ongoing: Support children and families on a 1:1 basis</p> <p>Ongoing: Hold meetings with families with parents at risk of falling below the national expectations for attendance.</p> <p>Ongoing: Implement contracts for families who fall behind national expectations.</p>	<p>December 2017</p>	<p>The attendance lead will monitor attendance and actively offer support to families whose attendance is persistently drops below the national average.</p>

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			Dec 17 - Implement class attendance of the week award and end of term 100% award for children.		
100% of children identified, who attend breakfast club, will have an improved attendance record.	<p>Provide places at breakfast club</p> <p>Launch the ‘Breakfast club’ in September to provide a nutritious breakfast and ensure a settled and productive start to the school day for those children who are entitled to Pupil Premium as well as for those who are not entitled but considered vulnerable.</p>	£1,000	<p>Monitoring:</p> <p>Attendance Lead to monitor the attendance register daily to identify cause concern/vulnerable children.</p> <p>Attendance lead to monitor attendance of those children invited to breakfast club.</p> <p>Attendance Lead to monitor and support families with persistent absences and lates.</p> <p>Milestones:</p> <p>Ongoing – Attendance lead to review attendance register and invite any children whose attendance has dropped below national.</p>	Ongoing	<p>Breakfast club has had a positive impact on attendance.</p> <p>The attendance lead will monitor attendance and actively offer places at Breakfast Club to families whose attendance is persistently drops below the national average.</p>
100% of children identified, who attend after school club, will have an improved attendance record.	<p>Fund places available for after school club</p>	£1,000	<p>Monitoring:</p> <p>Attendance Lead to monitor the attendance register daily to identify cause concern/vulnerable children.</p> <p>Milestones:</p>	Ongoing	

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			Ongoing – Attendance lead to review attendance register and invite any children whose attendance has dropped below national.		
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Intended Outcome	Action and rational	Cost	Impact (reviewed termly)	Review date	Lessons Learnt
<i>Key priority 3: Wellbeing</i>					
100% of the children supported will make expected progress based on their individual flight path.	<p>Implement Individual support delivered by external providers e.g. play therapy</p> <p>Allocate money to assure the services of multi-agency workers (E.P, Target Autism, Speech Therapy etc) to support vulnerable groups.</p>	£1000	<p>Monitoring: SENCo to monitor the progress of those children receiving support from multi-agency workers.</p> <p>Milestones: Sept 17 - SENCo to identify children who require intervention from multi – agency workers.</p> <p>Termly- In pupil progress meetings the Strategic Lead for SENd will review the progress of the children receiving multi-agency support and make any adaptations as necessary.</p> <p>Ongoing- SENCo will refer</p>	December 2017	Outcomes to be reported in PPMs to monitor impact more rigorously.

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			children who may be in need of multi-agency support.		
Termly - At least 90% of pupils will express a positive experience on the playground.	<p>Access for children to break-time and lunch-time success centre in Rainbow Room for structure adult directed play opportunities</p> <p>Engage vulnerable groups during lunchtimes with the support of pastoral staff so they can have a productive, successful and sociable lunch time and return to class ready to learn.</p>	£500	<p>Monitoring: SLT and PP Lead will monitor playground behaviour daily, recording issues and concerns. Each term JLT to complete a survey of the children's playtime experiences. SLT and PP Lead to review pupil voice.</p> <p>Milestones: Termly: PP Lead to complete pupil interviews/ questionnaires, children will reflect on their playtime experiences</p> <p>PP Lead to promote happy lunchtimes with displays of successful lunchtimes, which include pupil voice.</p>	December 2017	<p>Incident on the playground had increased due to rigorous monitoring of behaviours.</p> <p>Children who are identified as vulnerable or as children who have persistently been logged in the Zen Zone book.</p>
100% will be full wearing school uniform on a daily basis, as outlined in the 'Briar Hill's Way'	<p>Supply Uniforms</p> <p>Other contingency money has been used for buying additional uniforms and other equipment for those families in crisis.</p>	£1000	<p>Monitoring: SLT monitor that children are wearing full school uniform on a daily basis.</p> <p>Milestones: Sept 16 – HT to set expectations for school</p>	December 2017	

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			<p>uniform with staff via the 'Briar Hill Way'.</p> <p>Ongoing- Class teacher to set expectations within class.</p> <p>Ongoing- SLT, class teachers and support staff to record any concerns to DSLs.</p> <p>Ongoing– SLT to provide uniforms for those children who need it.</p>		
<p>Improve emotional wellbeing so that children are ready to learn.</p> <p>There will be a reduced number of logs in the behaviour log.</p>	<p>Embed Restorative Justice Learning mentor to be trained and implement Restorative Justice in school to promote positive behaviour management.</p>	<p>£0</p>	<p>Monitoring: SLT monitor the training completed. Behaviour Lead to monitor logs in the behaviour book in classrooms.</p> <p>Milestones:</p>	<p>December 2017</p>	
<p>Improved emotional wellbeing of the children identified.</p>	<p>2x learning mentors delivery a range of individual sessions including a nurture group for Key Stage 1 pupils</p> <p>Learning mentors to support with emotional well-being so that emotional barriers to learning are reduced, making the curriculum accessible.</p>	<p>£31,000</p>	<p>Monitoring: Ongoing learning walks and observations.</p> <p>Milestones: X3 Formal observations with HT and AHT will indicate that 100% support staff are improving the outcomes for</p>	<p>December 2017</p>	

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			children within lessons to support in closing the gap between PP and non-PP children.		
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Intended Outcome	Action and rational	Cost	Impact (reviewed termly)	Review date	Lessons Learnt
<i>Key priority 4: Aspirations and Enrichment</i>					
Extend children's experiences and promote aspirations in school through trips.	<p>Subsidise educational visits including residential trips</p> <p>Provide children with a wide variety of opportunities to enrich their learning through school trips to develop confidence and reflect a positive attitude to learning.</p>	£3,000	<p>Monitoring: HT, AHT, KD and SLT to provide training for all staff.</p> <p>Improvements to be evidenced in: Provision Map PPMs Otrack Curriculum targets Pupil Interviews Observations of interventions SEND impact termly evaluation</p> <p>Milestones:</p>	December 2017	Enrichment and PP Lead to review half termly.

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			X5 KPI drop		
Extend children's experiences and promote aspirations in school through sporting activities.	<p align="center">Continue Multi sports activities for after school.</p> <p align="center">Increase the extra-curricular provision in school so that there are clubs before and after school</p>	£1,000	<p align="center">Monitoring:</p> <p align="center">SLT to monitor and review the extra-curricular activities offered within school. 100% of pupil questionnaires show that extra-curricular activities enhance the curriculum for the children.</p> <p align="center">Milestones:</p> <p align="center">Sept 17- Extra-curricular clubs made available to children, which focus on inviting all PP who are PP. Maybe list some of the clubs here? Termly- Complete pupil questionnaires.</p>	December 2017	
Uptake of the music tuition is full. Children's engagement in lessons ensures that all children, including disadvantaged pupils, make at least expected progress in reading, writing	<p align="center">Employ a music tutor to provide music lessons for 5 sessions per week</p>	£15,200	<p align="center">Monitoring:</p> <p align="center">SLT to monitor and review the extra-curricular activities offered within school through: Pupil questionnaires Otrack data Feedback from parents after performances/concerts</p> <p align="center">Milestones:</p> <p align="center">Sept 17 – Begin music workshops with identified children</p>	December 2017	

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and maths and are secure ARE by the end of the academic year.			Jan 18– Pupil questionnaire to evaluate experience x5 PPM to review progress made with children.		
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