

Pupil premium strategy statement (primary)

1. Summary information					
School	BERKELEY PRIMARY SCHOOL				
Academic Year	2016-17	Total PP budget	£20,380	Date of most recent PP Review	OCTOBER 2016
Total number of pupils	174	Number of pupils eligible for PP	15 =8.0% Nat = 25.2%	Date for next internal review of this strategy	SEPTEMBER 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving age expected standard in reading, writing and maths	40%	75%
% making progress in reading	80%	92%
% making progress in writing	80%	95%
% making progress in maths	40%	91%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Limited concentration within a larger class setting. This leads to pupils being off task and distracted from their own learning and encroaching on peers learning.
B.	Limited independence and motivation to succeed. This leads to pupils not making at least expected progress from their own starting point.
C.	Low self-esteem in own capability. This results in pupils not persevering and negative attitude to learning.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Lack of support from home. This means that homework to reinforce and consolidate learning is not consistently completed which impounds low self-esteem, lack of retention and progress. Also barriers to engaging with wider opportunities eg. Residential, sports activities outside school.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	For PP to be in a smaller and differentiated learning environment that enables pupils to develop concentration and to stay on task for sustained lengths of time.	PP children are focused for sustained time and are able to work collaboratively and independently on tasks as required. The impact being that the PP make at least good progress within the lesson and over time.
B.	For PP children to be supported and encouraged to work with independence within a differentiated learning environment. Where there are clear expectations, achievable targets and where success is celebrated.	PP children are motivated to learn and to work hard to enjoy success. The expected impact being that the PP child develops a positive learning

		attitude and makes at least good progress from their own individual starting point.
C.	For PP children to learn with a positive learning environment that provides quality first teaching, clear expectations, fun and motivational lessons. There is a clear reward system that is based on explicit praise and daily feedback about performance and supporting resilience in the child.	PP children to have greater confidence in their own ability. To approach more challenging learning activities in a positive way. To show greater perseverance and pride in their success. To learn from mistakes and misconceptions and therefore have developed greater resilience. The ultimate goal is to show increased progress, to retain and apply prior learning, and build on this to secure further success as they move through the school.
D.	To have greater engagement with vulnerable and working families. To seek innovative ways of supporting the PP children in meeting expectations and accessing wider opportunities.	Parents/carers engage with school at least once in the school year to discuss their child's progress and challenges. To provide opportunities for PP children to have access to support for completing homework within school time. To support families to enable children to have equal access to opportunities.

5. Planned expenditure

Academic year

2016-17

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children to be taught at their individual level	To provide smaller focussed learning groups in maths and English taught by quality teachers with additional TA support where the need is greatest.	We want each child to access quality teaching first that is motivational and inspiring. The teaching style is tailored to children's preferred learning style. The EEF Toolkit suggests that reducing class size, variety of learning styles and social and emotional learning all have a positive impact on learning.	Whole school approach to providing a range of teaching and learning styles within all lessons. Robust monitoring and tracking of pupil progress daily and overtime. Whole school approach to supporting and encouraging a problem solving approach to developing resilience and a positive learning attitude. Commitment from the Governors to finance additional teachers. Observations of teaching and the impact on learning linked to the identified barriers and expected outcomes. Monitoring the deployment of the TA and the impact on progress. Reporting to all stakeholders to ensure expectations are explicit, further developed and outcomes challenged as appropriate.	Senior leadership team Subject leaders Local Governing body Trustees	February 2017 & July 2017

Greater engagement with parents	To have an innovative and flexible approach to engaging with parents/carers with the intention to offer support and guidance in learning and finance where appropriate.	We want each child to be supported in their learning and to have access to the wider curriculum alongside their peers. To also have access to wrap around care for working and vulnerable families.	Monitoring and evaluating the effectiveness of; Need specific to the child and family is accurately identified The support is given in an appropriate way removing barriers or at least helping the family to manage them effectively. No PP child is denied access to the wider curriculum because of the family circumstances. Communication is effective with parent/carers in a variety of digital, electronic, paper ways. There is flexibility within the school to enable parents/carers to engage with teaching and pastoral staff as required.	Senior leadership team Admin Local Governing body Trustees	February 2017 & July 2017
Total budgeted cost					£23,100
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children to be taught at their individual level	All children are placed in a learning environment where there is a teacher who is able to meet their academic and social & emotional learning needs. These environments are differentiated to ensure that each child is challenged and supported to achieve as well as progress from their individual starting points	The PP children have varying needs. There are high achievers, middle achievers and children who need a different teaching approach that supports as well as motivates. All need challenging and opportunity to achieve to their own potential. The smaller classes of similar ability and needs enable the children to receive carefully planned teaching and to have appropriate challenge, opportunity to work collaboratively as well as independently. This is crucial for all levels of ability.	To appoint quality teachers to teach each differentiated group of pupils. To have a whole school approach to quality first teaching that has high expectations, provides progressive, inspiring lessons and closely monitors pupil success and progress. To engage with quality CPD in and outside of the school. To have access to resources that support teaching, learning and assessment.	Senior leadership team Local Governing body Trustees	February 2017 & July 2017
Total budgeted cost					Included above
iii. Other approaches					

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Greater engagement with parents	To have an open door policy where vulnerable parents have a person to speak to in person or electronically. To provide a more accessible way for parent/carers to gain information about their child's progress and how they can support them outside school	Working parent/carers and vulnerable families cannot or will not engage with the school to seek advice, support or guidance. Therefore, we are implementing innovative approaches to engaging with them. School to change pupil progress meetings to include in school time. To do this successfully teachers need to be released from teaching and a quality teacher put in the classroom during this time.	To use known quality supply teachers who will continue the teaching standard in the classrooms during the regular teachers absence.	Senior leadership team Local Governing body Trustees	February 2017 & July 2017
Total budgeted cost					£1000
6. Review of expenditure					
Previous Academic Year		2016-17			
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost £23,100	

<p>Children to be taught at their individual level</p> <p>To have an innovative and flexible approach to engaging with parents/carers with the intention to offer support and guidance in learning and finance where appropriate.</p>	<p>To provide smaller focussed learning groups in maths and English taught by quality teachers with additional TA support where the need is greatest.</p> <p>Identified person to work with teachers, professionals, pupils and families</p>	<p>The vast majority of pupils achieved their personal targets with a small proportion exceeding (targets are aspirational). Where pupils had been identified as requiring greater challenge or greater support they had been moved into the appropriate group for their needs during the year.</p> <p>The post holders maintained high standards and stability particularly, for the lower group where this had been less successful in the previous year. The TA number has been increased to provide additional support in KS1 to meet needs. Also, additional hours had been allocated to support specific pupils.</p> <p>Results:</p> <p>Y6 (3) all achieved at least age expected.</p> <p>Y5 (5) all on track to achieve age expected by the end of Y6 including one CIC. However, the CIC child's coping mechanisms may not be sufficient to carry her through. Therefore, additional support has been identified for this child.</p> <p>Y4 (3) only 2 on track to achieve age expected by the end of Y6. One child consistently below National. Additional support identified for 2017-18</p> <p>Y3 (1) on track to achieve age expected by the end of Y6</p> <p>Y2 (1) not on track to achieve age expected by the end of Y6. Additional support identified for 2017-18</p> <p>Y1 & YR no PPs</p> <p>The school had an identified an experienced TA for the role. This proved a positive appointment and relationships with all involved were very quickly established.</p> <p>Regular contact, discussions and reviews enabled pupil needs to be met through engaging professionals inside and outside of the school. Support from other sources have been provided including additional TA hours, Ed Phyc and counseling. The school has also increased targeted whole school training.</p> <p>Where appropriate finance have been put in place to ensure that the whole curriculum is accessed in and out of term time.</p>	<p>This has been a successful format for several years where the vast majority of all children have made at least National expectations in all year groups. Stability and quality staff with high expectations are crucial for this to have the required impact on standards. Close monitoring of pupil progress and challenges are essential in meeting needs swiftly.</p> <p>The funding will continue to be used in this way as the data indicates the high level of success.</p> <p>The strategies and people put in place have all had a positive impact short term and long term. However, for two pupils in particular the professionals and school provision will need to continue in intensity due to other circumstances having a major impact on success.</p> <p>The TA identified for this role has now returned to her former post in the school and an experienced SENCo has taken this role as part of her wider remit.</p> <p>Parents have confidence in the school to meet their needs and have a positive working relationship with them and their child in the school environment. This will continue to be built on.</p>	
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ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost Included in above
Children to be taught at their individual level	All children are placed in a learning environment where there is a teacher who is able to meet their academic and social & emotional learning needs. These environments are differentiated to ensure that each child is challenged and supported to achieve as well as progress from their individual starting points	See above	See above The funding will continue to be used in this way as the data indicates the high level of success.	
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost £1000

<p>Greater engagement with parents</p>	<p>To have an open door policy where vulnerable parents have a person to speak to in person or electronically. To provide a more accessible way for parent/carers to gain information about their child's progress and how they can support them outside school</p>	<p>The school staff meet and greet at the beginning and end of day to ensure parents/carers have access to them for communicating concerns and celebrations. Identified staff provided a consistent person for discussions and for delivering strategies. Staff became more involved with meeting with outside professionals to ensure quality of approach to putting in place, identified strategies.</p> <p>Senior leadership team have secured whole school training for a consistent approach throughout the school so that pupils feel secure.</p> <p>Parents/carers have access to senior leaders and identified support via email for sharing information and setting meetings.</p> <p>The teaching staff ensure that their Blog is updated regularly with news and how to support pupils in their learning. This is differentiated to ensure that all pupils have access. Communications are positive and have the desired impact on pupil progress; academic and personal.</p> <p>Information evenings have not been well attended this year. The hard to reach parents prefer the quick daily interactions or 1:1 meetings that identify specific areas for development.</p>	<p>This improved way of working has had a positive impact on pupils and their families, as they are able to access professionals in a regular and appropriate way.</p> <p>The focused training has ensured a more consistent approach to strategies put in place for individuals but also has strengthened the schools expectations and ethos which benefits all pupils. Where it has been considered that a small group would benefit from focused input trained TAs and P/T teachers have had their hours increased to accommodate this strategy.</p> <p>Parents are updated more frequently and where changes are needed are implemented more quickly with the support of the family as well as the school.</p> <p>Changes to reporting and pupil progress meetings for parents/carers has been welcomed as there are extended timings to meet family needs. Reports concentrate on core skills but also celebrate success across the curriculum and personal development. This has captured a few more hard to reach families and where it has not been positive individual appointments have been given which have been attended.</p> <p>The funding will continue to be used in this way as the data indicates the high level of success.</p>	
<p>Supporting pupils and families where there is financial challenges</p>	<p>No pupil is excluded from enrichment, out of school opportunities and holiday provision.</p>	<p>Working sensitively with families to identify and support where appropriate.</p>	<p>All identified support has been met. This has included; trips and visitors to enrich the learning. Swimming costs in school and holiday times. Residential opportunities were met in full or partially as agreed with families. After school and holiday care funded where assessed as needed with varying lengths of time.</p> <p>The funding will continue to be used in this way as the data indicates the positive impact on a pupils academic progress. Pupils self-esteem, confidence and safety is also enhanced over time.</p>	

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk