|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Summary Information | | | | | |
| School | St Briavels Primary School | | | | |
| Academic Year | 2017/2018 | Total PP Budget | £18,480 | Date of most recent PP review | 4.7.18 |
| Total number of pupils | 132 | Number of pupils eligible for PP | 14 (2 extra PP joined in year) | Date of next internal review of this strategy | 7.2019 |

|  |  |
| --- | --- |
| Breakdown | Funding |
| Ever 6 pupils 1 pupil @£1320 | £1,320 |
| FSM 13@ £1320 | £17,160 |
| Post looked after (PP+) 0 @£1900 | £0 |
| Total | £18,480 |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| %at expected ARE in reading, writing and maths | **KS1 Disadvantaged**  **(4 Children)** | **KS1 non disadvantaged** | **National disadvantaged** | **National non disadvantaged** | **St.Briavels to National Gap** | **KS2 disadvantages**  **(2 Children)** | **KS2 non disadvantaged** | **National disadvantaged** | **National non-disadvantaged** | **St. Briavels Gap to National average** |
| ARE Reading | 50% | 67% |  |  |  | 100% | 74% |  |  |  |
| ARE writing | 25% | 53% |  |  |  | 100% | 83% |  |  |  |
| ARE maths | 50% | 54% |  |  |  | 100% | 84% |  |  |  |
| KS1 | | | | | | KS2 | | | | | |

**EYFS**

|  |  |  |
| --- | --- | --- |
|  | St Briavels disadvantaged (1) | St Briavels non disadvantaged (18) |
| Overall good development of learning | 0% | 72% |
| Average point score | 1.1 | 2.1 |
| Early Learning goals achieved | |  |
| Reading | 0% | 78% |
| Writing | 0% | 78% |
| Number | 0% | 89% |
| Shape space measure | 0% | 83% |

**Phonics Test**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 2019 St.Briavels disadvantaged | 2019 St Briavels non disadvantaged | 2019 national disadvantaged | 2019 national non disadvantaged | Difference between school disadvantaged and national disadvantaged |
| Year 1 ( 3 children) | 50% | 78% |  |  |  |
| Year 2 (0 children) | 0% | 100% |  |  |  |

|  |  |
| --- | --- |
| **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 awareness of available support |
| 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? | | | | | |
| |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | Year 1 | | Year 2 | | Year 3 | | Year 4 | | Year 5 | | Year 6 | | |  | Disadvantaged | Non-Disadvatnaged | Disadvantaged | Non-Disadvatnaged | Disadvantaged | Non-Disadvatnaged | Disadvantaged | Non-Disadvatnaged | Disadvantaged | Non-Disadvatnaged | Disadvantaged | Non-Disadvatnaged | | Reading | -0.5 | -0.1 | +0.3 | 0 | 0 | +0.3 | 0 | +0.3 | +1 | +0.5 | +0.5 | +0.4 | | Writing | -1.0 | -0.2 | 0 | -0.1 | 0 | 0 | +0.7 | +0.5 | +1 | +0.4 | 0 | +0.5 | | Maths | -0.5 | +0.1 | 0 | -0.1 | 0 | +0.2 | 0 | +0.5 | +1 | +0.4 | +0.5 | +0.4 | | | | | | |
| 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.  PP children will achieve individual targets every term. | | |
| 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 | 2 | 4 | 2 | 4 | 1 | 2 | | Reading | 50% | 25% Expected  50% Above Expected | 100% | 100% | 100% Above Expected | 50% Expected  50% Above Expected | | Writing | 0 | 100% | 100% | 25% Expected  75% Above Expected | 100% Above Expected | 100% | | Maths | 50% | 75% | 100% | 100% | 100% Above Expected | 50% Expected  50% Above Expected | | | | | | |
| C  (Limited peer relationships) | | More secure peer relationships | | PP children are able to interact socially with greater confidence in all situations | |
| What evidence is there to show that PP children are able to interact socially with greater confidence in all situations? | | | | | |
| Using data from Boxall profiles 60 % of PP children have met targets relating to an improvement in social interaction skills. | | | | | |
| 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? | | | | | |
| 56% of PP children have accessed family support from school or outside agencies. Of these children 81% were able to make expected or better than expected progress during periods of upheaval in their lives during the year 2018/2019.  100% of our PP children who were supported by our FSW on leaving school made better than expected progress.  This table shows the progress of the 9 PP children who accessed support.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | Child A | | Child B | | Child C | | Child D | | Child E | | Child F | | Child G | | Child H | | Child I | | |  | Aut 2018 | Sum 2019 | Aut 2018 | Sum 2019 | Aut 2018 | Sum 2019 | Aut 2018 | Sum 2019 | Aut 2018 | Sum 2019 | Aut 2018 | Sum 2019 | Aut 2018 | Sum 2019 | Aut 2018 | Sum 2019 | Aut 2018 | Sum 2019 | | Reading | BLW | BLW | WTS | BLW | ARE | ARE | WTS | ARE | WTS | WTS | WTS | WTS | ARE | ARE | ARE | ARE | ARE | GDR | | Writing | BLW | BLW | WTS | BLW | WTS | BLW | WTS | WTS | WTS | WTS | WTS | WTS | WTS | ARE | ARE | ARE | ARE | ARE | | Maths | BLW | BLW | WTS | BLW | ARE | ARE | WTS | ARE | WTS | WTS | WTS | WTS | ARE | ARE | WTS | ARE | ARE | 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. | | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| 1. **Review of Expenditure** | | | |
| Action | Impact | Cost | Future Actions |
| TEC Group | Through attending TEC group we have seen improvements in pupils’ abilities to interact socially and take on increased leadership role. TEC group helped to design, lead and maintain the new outdoor eating area.  Some pupil premium children were involved in building the Malvern Show garden. | £3672.40  2xTAs, TEC group resources, Malvern Show Garden, Gwent Wildlife visits, TA release time. | TEC group to be led by a qualified teacher and supporting TA.  Boxall targets to be evaluated three times a year.  TEC group to lead work involved with Malvern Show Garden |
| Music Lessons | Music teacher reports of increased coordination, concentration, enthusiasm and perseverance. | £300 | Continue to offer tuition  and look at offering lessons to other PP children |
| Trips | PP children were able to attend the yr5/6 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. | £2016.60 | Offer to all PP families |
| Meals | All PP children have access to Free School Meals | | |
| Wrap Around Care | 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. | £1473.50 | Continue to offer where appropriate |
| TA/Teacher Intervention | All PP children who were not making expected progress were offered TA intervention in order to help close gaps.  1:1 Feedback sessions with class teacher allowed tight targets to be set and met each term in order to maintain expected progress for all PP children. | £3060.25 | Best use of funding for best impact  To improve monitoring 1:1 feedback session targets. |
| CPD | See B in desired outcomes | £4830 | Target relevant training programs to PP children as well as peers |
| FSW | See D in desired outcomes | £1810 | Continue to provide as needed |

|  |  |  |
| --- | --- | --- |
|  | Cost | Percentage of Budget |
| Enrichment | £2316.60 | 13% |
| Nurture Groups | £3672.90 | 20% |
| Targeted Support | £11,173.75 | 60% |

