



Broadstone First school currently has 23 children who drill down the Pupil Premium Funding. 16 FSM/Ever 6 and 7 Service children. 3 of the children have significant additional needs.

The amount awarded this year is about £34000

Due to the small number of pupils, instead of identifying trends we are in the fortunate position of being able to identify the needs of each child (or very small groups). Below outlines these needs and the strategies taken to provide every opportunity to these children so that they achieve their aspirational targets and make accelerated progress.

Identified area for improvement (including data evidence) By year group By groups	Barrier to Learning	Strategy to address barrier And cost of strategy	Rationale EEF research Previous impact statements	Impact measures	Overall outcome
<p>1) PPG+SEND cohort (3 children) whilst making good progress over time, they are currently working significantly below the expected standard.</p>	<p>SEN</p> <p>Lack of self-esteem and independence</p> <p>Lack of physical strength</p>	<p>Partnership with local learning support centres and other agencies:</p> <ul style="list-style-type: none"> • Assessing needs • Providing support and strategies • Forward planning for transition to special school • Additional assessments and support packages £1500 <p>Developing character</p> <ul style="list-style-type: none"> • Character curriculum being developed teaching staff specifically plan for character development each half term. • ELSA 30 minutes a week. £1200 • Guided indoor and outdoor Lunch time clubs 5x30mins weekly all year £2000 <p>Developing gross and fine motor skills</p> <ul style="list-style-type: none"> • Morning magic movement 3x 30mins weekly £1200 	<p>EHCP Annual review and other conferences with children and parents revealed that children do not enjoy playtimes, have low self-esteem and are lacking in independence.</p>	<p>School based individual support plans draw on expert advice. Parents feel included in the decision making process and their child's education. Smooth transition to next Keys Stage or school.</p> <p>Children happy to come to school. They can talk about their successes and how they are growing their character. They are able to plot themselves and their development on the character wheels. They have friends to play with on the playground They know games to play on the playground. They have become confident to play with others without and adult always being present. Teachers and parents comment on any difference in gross motor skills, eg going out for a walk at the weekend, climbing stairs at home. Children are more confident when using the outdoor provision independently during break times.</p> <p>The Belmont tracking programme will be used to track the impact of Morning Magic Movement.</p>	<p>PPG+SEND children make progress against the targets on their individual plans.</p>



		<ul style="list-style-type: none"> Speed up Handwriting intervention 3 x 20min weekly £900 Outdoor provision for learning and developing gross motor skills – improve resources, provision and environment. £3000 		<p>Children will be enabled to use the character profile wheels to identify where they need to develop their character. Any adult involved in this child’s care will be made aware of their thoughts on how they want to develop. Children will complete simple character profile reviews with adult help to track how they have made progress with their character development. September 2016 – parents asked during annual review or SEND meeting what their aspirational targets were for their children for this year and beyond. This will be revisited during the mid point and end of year review meetings when parents will be asked to comment on any differences they have noticed in their child.</p>	
Impact I)					
<p>Reading - Across the school last year the whole PPG cohort out performed their peers by 4%. The GAP for disadvantaged pupils with National Other is -28% School Dis 50% National Other 78%</p> <p>Writing – there was an 11% gap between PPG cohort and their peers last year.</p>	<p>Lack of application of basic skills: writing phonics SPAG</p> <p>Lack of aspiration</p>	<p>Continue to invest in the reading scheme – especially non-fiction and graphic novels in order to sustain the improvements form 2015-16. - £2000</p> <p>Revisit the coverage of objectives in each year group and ensure bulk of objectives are taught in the first half of the academic year.</p> <p>Quality First Teaching: Ensure children understand the full writing learning journey and this is captured in their learning journals. Feedback is responsive and immediate with clear improvement opportunities and space to practise expectations. - Staff CPD £1000</p>	<p>Mastery Learning (EEF) +5months</p> <p>Sutton Trust (2011) states that “The effect of having a very effective teacher as opposed to an average teacher is the same as the effect of reducing class size by ten students” This is one example of the importance of QFT.</p>	<p>100% coverage by May 2017</p> <p>100% of children make expected progress in Writing and reading. The group of yr1 learners make accelerated progress. The 4 stage pedagogy enables the children to talk about the four stages of writing. They can present their work and talk about how they got there.</p> <p>Planning monitoring and triangulation with data and journals will show that all learners are on track to meet their aspirational targets – irrelevant of their starting point. This will be monitored by Middle Leaders every 6 weeks and reported back to SLT.</p>	<p>100% of cohort make expected progress or better in Reading and Writing.</p>



<p>The GAP for disadvantaged pupils with National Other is -10% School Dis 50% National Other 70%</p> <p>Maths – The GAP for disadvantaged pupils with National Other is -2% School Dis 75% National Other 77%</p> <p>Underachievement of a group of pupils in Year 1</p> <p>5 children across the school are achieving above ARE</p>		<ul style="list-style-type: none"> - NQT+1 course for 3 people £1000 <p>4 stage pedagogy to mastery learning. Planning for excellence and identifying what an 'excellent' version looks like. Leadership development to raise accountability for all for PPG learners.</p> <ul style="list-style-type: none"> - Leadership release x 3 leaders £3000 - Leadership development £1500 		<p>5 learners all achieve mastery by the end of 2016/17 More Able children will be monitored every six weeks. They will be focus children within each of the classes and teachers will be asked to report separately on them so as to raise their profile. SLT will specifically target these children during their pupil premium conferencing and capture how these children are maintaining their 'higher ability status' We will respond to needs that arise during these conferences. These children will be given specific opportunities to develop their leadership skills and this will be monitored using the value wheels.</p>	
Impact II)					
<p>III) The cohort of 20 children (PPG only) need to develop their character and the ability to understand how they learn.</p>	<p>Lack of self-esteem, a general lack of maturity and the inability to cope with</p>	<p>Planning a curriculum for character growth. Each half term one of our 6 'Characteristics for Optimum Growth' will be explored in assemblies and explicitly taught in class. This will dovetail into the whole school rewards system.</p>	<p>This was a real trend in the pupil conferences: children do not have the capacity to work through problems that</p>	<p>Children are articulate and able to describe their character with the use of the 'wheels'. They can say how they have got better and what helped them to learn. They have successfully completed the Forest schools course and can articulate how it has helped them to learn.</p>	<p>All children will have made progress in the Character development. This can be</p>



	<p>difficult situations.</p>	<ul style="list-style-type: none"> - Staff CPD £550 <p>Metacognition – children will be taught specific self-reflection skills specifically: TASC Wheels, Thinking Hats, Mind mapping amongst others.</p> <ul style="list-style-type: none"> - Staff CPD and resources £1500 <p>Release for teacher/pupil conferences to ensure pupil voice.</p> <ul style="list-style-type: none"> - 1 hour every half term for 10 teachers (12 days) £ 2,400 <p>Forest Schools will enable children to develop their communication, social skills and problem solving capabilities.</p> <ul style="list-style-type: none"> - £3000 <p>Mental Health First Aid – Train 3 members of staff up in this plus resources.</p> <ul style="list-style-type: none"> - £1000 	<p>present themselves in real life.</p> <p>Metacognition (EEF) +8months</p>	<p>The 3 Year 4 children are successfully prepared and 'Middle School Ready'. They experience a smooth transition and are confident to make the move.</p> <p>Forest school children will be asked to keep a diary of what they learn, how they learned it and how they think they have developed. This will be sent home to complete with parents so as to include parents in their development. (More Able children will be encouraged to take leadership roles during forest schools)</p> <p>Staff have completed the training by the end of 2016-17 and have developed strategies that can be put in place in 2017-18.</p>	<p>measured using the 'Wheels'</p>
<p>Impact III) Oct16 – Teachers anecdotal evidence states that the first half term's value of Pride has helped learners to understand expectations in the area. When SLT spoke to a group of learners from across the school, they are articulate about this characteristic and what they had to do to get better.</p>					
<p>IV) Action research to support the development of provision for vulnerable learners.</p>	<p>What are the gaps and how do we address them for our learners?</p>	<p>Supervision Action research – How does 'supervision' impact the Pastoral Support worker and her capacity to ensure the very best deal for these learners.</p> <p>Triads research the needs of a PPG learner in their classroom and use the Lesson Study model to adapt the learning environment and resources</p>	<p>The importance of teachers engaging in action research is well documented. David Hargreaves and Martyn Hammersley write extensively on the subject.</p>	<p>Action research gives insight to how supervision might support the PSW in her work.</p> <p>Research triads identify previously missed needs in their PPG learner. Evidence based research is used to alter the teaching for that child. This has a positive impact on their rate of progress.</p>	<p>Each teacher and TA has engaged with a piece of Action research and they can discuss how this has had a positive impact on their practice.</p>



		<p>for that child – drawing on our ‘new knowledge’ from last year’s professional enquiries. Release for teachers to observe, support and reflect</p> <ul style="list-style-type: none"> - 4xhalf days for 10 teachers (20 days) £4000 	<p>They are supported by many such as Higgins and Baumfield who carried out the Learning to Learn in Schools project from 2003 onwards.</p>	<p>Staff use Action Research to enable them to reflect on their teaching style and the tools and pedagogies that they employ.</p> <p>Staff will be encouraged to include More Able children in their research.</p>	
Impact IV)					

A personal budget for each child has been set aside for parents to be able to decide how best to use it to support the development of their child. It might include uniform, music lessons, trips etc - £3000