

Pupil premium strategy statement

School overview

Metric	Data
School name	Braddock Church of England Primary School
Pupils in school	73
Proportion of disadvantaged pupils	27.4%
Pupil premium allocation this academic year	£26,400
Academic year or years covered by statement	2019-20
Publish date	10.09.19
Review date	31.08.20
Statement authorised by	Chair of Governors
Pupil premium lead	Tom Riggs
Governor lead	Gemma Adams

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	80%
Writing	73%
Maths	66%

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2 as of July 2019.	Reading – 38% Writing – 44% Maths – 50%
Achieving high standard at KS2 as of July 2019.	Reading – 5% Writing – 5% Maths – 5%
Measure	Activity
Priority 1	Secure staffing hours to ensure that individual support and targeted intervention groups can take place, particularly in the afternoons.

Priority 2	Secure release time for staff to engage with the Maths Hub and implement change through staff meetings and peer monitoring opportunities.
Barriers to learning these priorities address	<ul style="list-style-type: none">• Ensure staff are using intervention trackers to closely monitor the progress of individual and group targets.

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	To ensure that all Pupil Premium children attain the expected progress of their non-disadvantaged peers. TARGET – KS1 – 75% KS2 – 78%	Summer Term 2
Progress in Writing	To ensure that all Pupil Premium children attain the expected progress of their non-disadvantaged peers. TARGET – KS1 – 75% KS2 – 78%	Summer Term 2
Progress in Mathematics	To ensure that all Pupil Premium children attain the expected progress of their non-disadvantaged peers. TARGET – KS1 – 75% KS2 – 78%	Summer Term 2
Phonics	To ensure that all Pupil Premium children attain the expected progress of their non-disadvantaged peers. TARGET – 90%	Summer Term 2

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Continue to utilise and further embed opportunities to promote Reading, including reading for pleasure, using Fiction Express and Accelerated Reader.
Priority 2	Secure staffing hours to ensure that individual support and targeted intervention groups can take place, particularly in the afternoons.
Barriers to learning these priorities address	Reading is being promoted across the school. Staffing is able to support individuals and groups who otherwise may not receive the support required.
Projected spending	£18,400

Wider strategies for current academic year

Measure	Activity
Priority 1	Provide release time for an experienced member of staff to support vulnerable individuals/groups with pastoral time. To include the creation of a pastoral room in the school.
Priority 2	Provide trips/experiences and wrap around childcare at a discounted cost to parents of disadvantaged children.
Priority 3	Engage with the services of a EWO to support vulnerable children whose attendance is a concern.
Barriers to learning these priorities address	Improving attendance across the school. Supporting vulnerable groups with mental health and pastoral support. Provide funding for families who may not have the means for the children to attend.
Projected spending	£5,200

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensure that interventions are being closely recorded and monitored.	Introduce intervention folders and forms to record sessions.
Targeted support	Monitor the ongoing impact of Accelerated Reader and Fiction Express on disadvantaged children.	Ensure that staff are continuously checking progress and monitoring meticulously as the year progresses.
Wider strategies	Target 'hard to reach' families and support vulnerable children.	Ensure a key member of staff takes a pastoral lead in school, checking in with children when required. Use social media, newsletter and other communication tools to support the 'hard to reach'.

Review: last year's aims and outcomes

Aim	Outcome
Intervention strategies such as pre teach, linked learning, Fiction Express, Dictation put in place to support pupil premium pupils including those with SEN.	Reading outcomes has exceeded national expectation at the end of KS2. Standards did not meet national expectation in other areas.

Reception and Early Years Phonics groups with low adult to pupil ratio.	Phonics outcomes did not quite reach national expectation.
TIS and other interventions to support emotional development. Use external services as required.	Requires ongoing focus to ensure that emotional and social aspects are well managed so that fewer behavioural incidents are recorded.
Transition activities including enhanced transition where needed. Make links to secondary school and key adults for parents/pupils	Children have been supported with individual transitions and the outcome has been good. Greater links developed with the Secondary School to support enhanced transitions where necessary.
Track attendance rigorously with the support of the Education Welfare officer and dedicated HLTA in school Reward good attendance	Attendance is being monitored closely by a HLTA and attendance figures have remained stable, reaching 96.2%.
Ensure all PP pupils have access to a range of experiences and activities including trip	This remains an ongoing priority to ensure that children are given access to the same opportunities as their peers.