

Robert Bloomfield Academy - Pupil Premium Strategy Statement 2017 - 2018

1. Summary information					
School	Robert Bloomfield Academy				
Academic Year	2017/18	Total PP budget	£169,935	Date of most recent PP Review	n/a
Total number of pupils	958	Number of pupils eligible for PP	186	Date for next internal review of this strategy	July 2018

2. Previous attainment		
	All pupils	Pupil Premium Pupils
% attainment in reading	80%	68%
% attainment in SPAG	78%	72%
% attainment in maths	94%	78%

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.	Reading especially for boys (KS2 SATS)
B.	Maths fundamentals especially for girls (KS2 SATS)
C.	Weakness in learning behaviours e.g. lack of independence or resilience (PASS surveys 2016 and 2017)
D.	Social, emotional and behavioural problems affecting well-being and progress (PASS surveys 2016 and 2017)
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
A.	Attendance
B.	Parental engagement with the school

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Accelerate progress of all PP pupils in reading	Pupils meet and exceed targets
B.	Improve attendance of PP pupils (specifically D pupils)	Pupils in line with non PP pupils.
C.	Increase the number of PP pupils reaching greater depth across the curriculum	Targets met
D.	Improved partnership with parents/carers	Attendance at parent consultation evenings in line with non PP pupils

5. Planned expenditure					
Academic year	2017-18				
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?
Accelerated progress	Intervention HLTA employed for both maths and English. 1:1/small group tuition delivered by qualified experienced teachers.	Continue to address underachievement and boost progress. Intervention will be focussed using gap analysis and tightly tracked.	All PP pupils will have intervention. Gap analysis from assessments/TA Track target outcomes of intervention groups through termly pupil progress meetings. Observed increased progress amongst participating children compared to peers.	SL for Maths and English – Principal line manager for core SL's	Termly assessment analysed and actions accordingly. CM capture points analysed and interventions implemented
Accelerated progress	Specific staff (mainly year 6 core staff) timetabled for intervention and booster sessions.	Continue to address underachievement and boost progress. Intervention will be focussed using gap analysis and tightly tracked intervention. Class teacher focus on immediate gaps in learning of their own pupils.	Track target outcomes of intervention groups through half- termly pupil premium progress meetings.	SL for maths and English – Principal line manager for core SL's	Termly assessment and CM capture points analysed and actions implemented accordingly.
Accelerated progress	Preferential staffing implemented in all KS2 English and Maths lessons. Key staff working with target groups.	Good track record in progress, gap analysis, outstanding teaching and learning.	Track target outcomes of intervention groups through termly pupil progress meetings.	SL for maths and English – Principal line manager for core SL's	Termly assessment and CM capture points analysed and actions implemented accordingly.
Informed planning and targeted first wave teaching	Introduction of PP information booklet	Staff who have a clearer picture of the pupils they are teaching (current attainment, self-perception, PASS scores, NGRT score) will be able to plan better in order to meet their needs.	Reference will be made to the booklet in all Year meetings, staff meetings and PPPM	PPC	
Total budgeted cost					£145,435
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?

Improve and accelerate reading skills	RBA Reading Champions programme	Reading age on entry below expected. Programme tailored to individual pupil	Reading Champions receive full training on how to deliver support and focus of the sessions	SRN – PP Champion in conjunction with SL English	Opportunity to review each student's progress weekly. Reading record will be used to register progress.
Improve and accelerate reading skills	Paired reading programme	Reading age on entry below expected. Programme tailored to individual pupil	Paired readers are carefully selected and paired appropriately with targeted pupils. Paired readers receive full training on how to support the targeted readers	SL English	Pupils NGRT scores will be re-tested after 8 weeks on the programme to measure impact.
Improve and accelerate reading skills	Guided reading	To target impact on the lowest ability readers in Y6. Improved reading level will impact on all areas of learning	Initially lowest ability readers are targeted and then in the build up to SATs additional key pupils are identified from dept data.	SL English and English staff	Reviewed at Christmas with NGRT re-tested and new target pupils identified prior to SATs
Improve and accelerate maths skills	Competitive Maths	Underachievement and self-assessment of 'sporty' and 'disaffected' boys – evidence PASS survey 2017	Sessions are planned to ensure targeted pupils have a clear focus, improve their confidence and belief. Sessions focus on competition and	VP	Assessment will be given each half-term to measure progress. Sessions will be increased as the year progresses
Develop resilience and improved self-perceived learning capability and social skills	Balloon modelling	Low self-perceived learning capability – evidence PASS survey 2017	Activities are carefully selected to ensure pupils can achieve success and build upon this	Y6 staff (JTT)	Review at Christmas and rotate activity/select new pupils.
Develop resilience and improved self-perceived learning capability and social skills	Speed stacking	Low self-perceived learning capability – evidence PASS survey 2017	Activities are carefully selected to ensure pupils can achieve success and build upon this	Y6 staff (SWS)	Review at Christmas and rotate activity/select new pupils.
Develop resilience and improved self-perceived learning capability and social skills	Singing	Low self-perceived learning capability – evidence PASS survey 2017	Activities are carefully selected to ensure pupils can achieve success and build upon this	Y6 staff (SAT)	Review at Christmas and rotate activity/select new pupils.
Total budgeted cost					£7,500
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?

Increased forensic analysis of data to identify PPP who require intervention and support	Introduction of Pupil Premium Progress meetings each half-term	That the forensic analysis of key indicators will ensure early identification of pupils needs and ensure interventions are implemented quickly and are appropriate to the pupils need(s)	Each meeting has a clear agenda with key outcomes identified – previous outcomes are analysed for the impact they have had	PPC	Summer term 2018 during planning for 2018-19
PPP key objectives programme	All PPP are set 2/3 key objectives by their FT to achieve within the year	Pupils who experience all aspects of school life i.e. trips, visits, extra-curricular activities develop a more positive approach to learning	The setting of the key objectives are overseen by the HOY and are monitored closely by the PPC	PPC	Key objectives will be reviewed each term
Improve attendance of PP pupils – 94%+	VP, PPC, year leaders' and to focus on PP that are PA through tight system of attendance tracking (weekly).	Attendance records show that PA is detrimental to learning. Attainment can be improved with good attendance. Targeting families and promoting the importance of good attendance is essential to improved outcomes.	Tracking of attendance data Role of form tutors clear (handbook) Pastoral support working with key families EHA, key worker. Data analysis by VP provides extra layer of tracking. ST termly reporting of attendance of key groups to all stakeholders. Attendance awards and specific rewards for PP pupils Support with CBC Attendance officer	VP	Weekly attendance spreadsheet of attendance monitored by VP and other key staff.
All PPPs barriers to learning are identified	PP Mentor programme	Pupils are more likely to confide in/open up to staff they have a strong relationship with. Here we will be able to quickly establish what the key barriers to learning are – mentors can then address these or signpost these to the PPC.	Mentors are carefully selected and have an already positive relationship with their mentees. There is a PP account in the school shop to be used to ensure all PPP have what they need to access the curriculum. Clear overview view of the programme provided by the PPC with conversation starters and prompts provided for each session.	PPC	Meetings take place every 3 weeks and notes of the meetings are compiled by the mentors and reviewed by the PPC.
Develop pupils positive attitude towards school and learning	Breakfast club	Missing breakfast has a huge impact on children's ability to concentrate, learn and behave, which affects their results and long term outcomes.	Breakfast club for all PP free of charge supervised by pastoral support providing a good start to the day.	Catering manager	Termly attendance audit
To enable all pupils to participate in school activities. Enrichment of experience, development of skills and talents.	Support with extra-curricular trips and music lessons.	Children who are happy, healthy and safe will achieve better outcomes. Eg Hazard Alley trip, Chasewater, France Every opportunity is taken to build readiness in both in and outside of the classroom. Challenge pupil perceptions.	Pupil premium policy statement Staff awareness of PP pupils and those this may affect. All PPPs eligible for 20% discount on all school trips.	Trip co-ordinator	Audit to see which pupils did not participate in school trips.
Increase parental engagement	PP Mentor programme Form tutor expectations Subject teacher	Parents are key in supporting effective learning as shown by a number of research projects (Sutton trust)	Attendance information from workshops analysed Staff/key workers to be briefed on	Year leader	Comparison of PP parents /non PP parents in attendance

	expectations	Raising the aspirations of the whole education community.	targeting parents to attend Workshops around SATs		at parents evening. Evidence of strategies in trying to engage parents. Individual case studies
Improve targeted pupils social skills	KS2 Social skills group	Vulnerable pupils will progress at a much quicker rate if they feel safe and valued in their learning environment.	The group is run by the leader of the student council and pupils are identified from a number of sources (pastoral intervention, form tutor) to join the programme.	SVC	Pupils attendance at the group is reviewed on a termly basis.
Improved revision technique/understanding	All KS2 PPPs will be given English and Maths revision booklets	Pupils who have access to a wide range of revision material will have a greater chance of improving their understanding.	All Y6 pupils will be identified and books will be issued in January 2018	APKS2	
Total budgeted cost					£17,000

6. Review of expenditure 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
Accelerated progress Good progress	Intervention HLTA employed for both maths and English. 1:1 tuition delivered by qualified experienced teacher.	Leaders take effective action to help pupils who fall behind in Year 6 to catch up in Year 7. These pupils make very good progress in Year 7 in English and mathematics. See specific Y7 Catch-up funding report	This approach has benefited both PP and non PP pupils. This approach will be continued next year with same personnel. GL testing gives a breakdown of individual performances and therefore closer attention in planning and delivering intervention to gaps in knowledge.	£9,064
Accelerated progress Good progress	All year 6 core staff timetabled for intervention sessions.	Mock results to KS2 results analysis Maths - 57% to 78% English – Reading 59% to 68% English – SPAG 59% to 68%	Significant impact An extra maths lesson has been introduced into the timetable for year 6 2017-18.	
Accelerated progress Good progress	Preferential staffing Key staff working with target groups.	Increased contact time with subject teacher for maths and English has certainly had a positive impact on the standards achieved. GL Progress data for all year groups KS2 standards all areas improved by??	New 'Fun' workshops to be introduced to lighten the pressure in the build up towards SATS Key staff assigned to target groups with fewer pupils.	£120,371.20

Accelerated progress in reading	KS2 Soundwrite programme	Significant progress made in phonics, reading and spelling which impacts directly on all areas of learning. See specific Soundwrite data	Will continue in 2017-18	£5,625.28
Accelerated progress in reading	KS3 Soundwrite programme	All pupils who participate in the programme attain a functional reading age of at least 10y 3m See specific Soundwrite data	Will continue in 2017-18	£6,609.44

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												
Improve and accelerate reading skills for all	RBA Reading champions Paired reading scheme	<table border="1"> <thead> <tr> <th>SATs</th> <th>RBA</th> <th>RBA D</th> <th>CBC</th> </tr> </thead> <tbody> <tr> <td>Reading 2016</td> <td>68.4%</td> <td>20%</td> <td>44%</td> </tr> <tr> <td>Reading 2017</td> <td>80%</td> <td>66%</td> <td>47%</td> </tr> </tbody> </table> <p>English GL Progress 28% D pupils made THE progress 28% D pupils made MHTE progress</p> <p>The progress of D pupils in reading is better than all pupils at -0.34 and their average scaled score in reading is 105.5</p>	SATs	RBA	RBA D	CBC	Reading 2016	68.4%	20%	44%	Reading 2017	80%	66%	47%	<p>Both programmes will run in 2017-18. In addition the RBA Readathon programme will be launched.</p> <p>Parent's information evening will be held to identify how parents can support their child's reading at home.</p> <p>Liaison with Lower Schools around their intervention programmes/ possible support with phonics needed. TA/ staff training Greater evaluation of impact at KS3</p>	£150
SATs	RBA	RBA D	CBC													
Reading 2016	68.4%	20%	44%													
Reading 2017	80%	66%	47%													
Improve resilience, self-confidence and esteem and revision techniques	RBA Elevate programme	Results were very significant – all pupils who took part in the programme attained an improved score in their sections 2,3,4 and 7 of the PASS survey Evidence – PASS results July 2017.	Focus for 2017-18 needs;	£1433.32												

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
Improve attendance of PP pupils	Tracking of attendance data Role of form tutors Data analysis by PPC provides extra layer of tracking.	Individual pupils improved attendance as throughout the year. As a cohort still below non PP pupil's attendance. June 2017 non Pupil Premium 95.54% June 2017 Pupil Premium 91.6%	Systems to be embedded Early intervention key to raising attendance Greater use of LA attendance officer Pastoral support to work with PA pupils around attendance Weekly analysis of D pupils attendance Introduction of attendance panels	£500
Ensure all PP pupils	PP Mentor	All PP pupils were fully equipped for school in	Individual mentors to have access to equipment from the	£3,508.28

have everything they need to fully access the curriculum in school	programme	terms of; uniform, equipment Evidence - PP Mentor log on Firefly forms	school shop	
PPP key objectives programme	All PPPs are set 2/3 key objectives by their FT to achieve within the year	Increased attendance of PPPs at Extra-curricular clubs Increased attendance of PPPs on educational visits and trips	Need to link KOP in with PP mentor programme Increase PP specific trips and activities Y7/8 PPP camping trip was a great success and the impact on the pupil's self-confidence and esteem was remarkable.	
Develop pupils positive attitude towards school and learning	Breakfast club	Increased no. of PPPs having breakfast Significant no. of PPPs improving focus and concentration in P1 and P2	Need to ensure this can still operate with the introduction of a new biometric system Introduce music/TV at breakfast club to encourage more pupils to attend	£1,600
To enable all pupils to participate in school activities. Enrichment of experience, development of skills and talents.	Support with extra-curricular trips and music lessons.	130 pupils regularly come to clubs and 200 pupils take instrumental lessons. Example of funded trips Chasewater, France, Newquay, Edale, Hazard Alley, Black Country Museum, Natural History Museum, Globe Theatre .trip. KS3 camping trip was a fantastic success and for some pupils was the first time they had been away from home overnight.	Continue to liaise with parents and ensure pupils do not miss out on opportunities due to financial implications. All letters to have a standard phrase to ensure parents know who to contact. Ensure we can staff the camping trip for 2018	£1,925.85
Improved access to revision material	All Y6 PPPs to receive Revision guides for English and Maths	Evidence in improved KS2 SAT results	Extend this to all pupils in KS2 for 2017-18	£140
Improved partnership with parents/carers	Family liaison worker	Increased no. of house visits Increased support and no. of EHA	This role will continue in 2017-18	£11,924.90
				£162,845.14

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

"Disadvantaged pupils, particularly non SEND compare well in most areas, narrowing the gap over the four year journey and bucking the Local Authority and National trend in this area (Evidence in-school disadvantaged analysis & CM/GL data). Progress scores for Disadvantaged pupils at KS2 represent a smaller gap than national disadvantaged (ASP)." RBA SEF 2017-18

Other documents to be viewed in conjunction with this strategy

- RBA Reading Champions Programme 2017-18
- RBA PP Mentor Programme 2017-18

- RBA PP Information Booklet 2017-18
- RBA PP Key Objectives Programme 2017-18 (live document on SIMS)
- RBA Attendance analysis of key groups 2017-18
- RBA Financial support form