

Pupil premium strategy statement



1. Summary information

School	Brooklands Primary School				
Academic Year	2016/17	Total PP budget	£158,120	Date of most recent PP Review	
Total number of pupils	422 (397 without nursery pupils)	Number of pupils eligible for PP	118	Date for next internal review of this strategy	April 2017

2. Current attainment

	Brooklands All	Brooklands Others	<i>Pupils eligible for PP (Brooklands)</i>	<i>Pupils not eligible for PP (national average)</i>
Phonics Year One	72	70	80	83
Key Stage One Reading	67	71	53	78
Key Stage One Writing	53	57	40	70
Key Stage One Mathematics	65	69	53	77
Key Stage Two Combined	39	47	25	Nat All - 53
Key Stage Two Reading	50	53	46	Nat All - 66
Key Stage Two Writing	60	74	38	Nat All - 74
Key Stage Two Mathematics	52	56	46	Nat All - 70

	KS1 Reading	Y6 Reading	Reading Progress	KS1 Writing	Y6 Writing	Writing Progress	KS1 Maths	Y6 Maths	Maths Progress
Pupil 1	2A	98	-6.13	2B	91	-11.78	2A	97	-7.5
Pupil 2	2A	100	-2.6	2C	91	-11.06	2A	104	0.42
Pupil 3	2A	102	-0.46	2B	103	1.33	2B	98	-4.14
Pupil 4	1	85	-5.76	1	79	-10.14	1	84	-8.11
Pupil 5	2C	93	-2.77	1			2C	89	-8.69
Pupil 6	2C	80	-17.26	2C	79	-17.69	2C	87	-11.33
Pupil 7	2C	99	0.62	2C	103	4.78	2B	102	2.23
Pupil 8	1	80	-10.76	1	79	-10.14	1	82	-10.11
Pupil 9	2C	83	-15.38	2C	91	-7.22	2B	91	-8.77
Pupil 10	3	116	6.96	2A	103	-3.11	3	108	-1.41
Pupil 11	2C	88	-5.96	1	79	-13.6	1	81	-14.55
Pupil 12	2A	98	-6.13	2B	91	-11.78	2A	94	-10.5
Pupil 13	2A	94	-10.13	2B	91	-11.78	2A	96	-8.5
Pupil 14	2A	102	2.23	2B	103	3.77	2C	100	-0.66
Pupil 15	2B	94	-8.6	2B	91	-11.06	2A	96	-7.58
Pupil 16	3	106	-3.04	2A	103	-3.11	3	104	-5.41
Pupil 17	2B	95	-9.13	2A	103	0.22	2A	98	-6.5
Pupil 18	2C	100	1.62	2C	91	-7.22	2B	105	5.23
Pupil 19	2B	106	6.23	2C	91	-8.23	2B	105	4.34
Pupil 20	2B	86	-11.26	2C	91	-5.69	2C	85	-13.33
Pupil 21	3	111	1.96	2A	103	-3.11	3	108	-1.41
Pupil 22	3	114	4.96	2A	103	-3.11	3	104	-5.41
Pupil 23	3	109	-2.58	3	113	4.32	3	113	2.43
Pupil 24	2B	102	-0.6	2B	91	-11.06	2A	102	-1.58

- Pupil 5 joined the school in Jan 2016 and left immediately after the SATs test and has no TA for writing
- Pupil 6 had very low attendance rates and there is social care involvement

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers

A.	Acquisition and development of language skills oral and written
B.	Knowledge and understanding of the world
C.	Understanding and manipulation of number / reasoning

External barriers (issues which also require action outside school, such as low attendance rates)

D.	Attendance
E.	Financial status
F.	Adult literacy / numeracy

4. Desired outcomes		Success criteria
A.	Greater % of children accessing wider enrichment opportunities <i>Measured by – scrutiny of attendance at extra-curricular provision</i>	100 % of PP children have opportunity to access; <ul style="list-style-type: none"> • breakfast club • homework club • sports clubs • residential trips (Yr 6 and 4) • curriculum enrichment visits
B.	Greater % of children achieving GLD in EYFS in particular; <ul style="list-style-type: none"> • Understanding the world • Reading • Writing • Mathematics • Speaking • Listening <i>Measured by – regular tracking of groups / impact of timed interventions</i>	From 3/8 - 38% 2016 to 83% in 2017 Reduced gap between PP and others – 5/6 pupil premium children attained GLD as opposed to 69.8% of others.
C.	Continued good outcomes in Year One phonics screening <i>Measured by – Phonics screening check / regular tracking</i>	PP children outperform school / national others (figs)

D.	Greater % of children at ARE in reading, writing and mathematics in KS1 <i>Measured by</i> – <i>Tracking pupils through Classroom Monitor, Pupil Premium Reviews, book scrutiny by staff and SLT, end of KS outcomes (Yr2)</i>	All pupils eligible for PP who achieved GLD in EYFS to meet the expected standard at the end of Y2 in Reading, Writing and Maths
E.	Greater % of children at ARE in reading, writing and mathematics in KS2 <i>Measured by</i> – <i>Tracking pupils through Classroom Monitor, Pupil Premium Reviews, book scrutiny by staff and SLT, end of KS outcomes (Yr 6)</i>	All pupils eligible for PP who achieved L2+ in Y2 to meet the expected standard at the end of Y6 in Reading, Writing and Maths
F.	Improved the rate of progress of pupils eligible for PP	Pupils eligible for PP make as much progress as non-PP pupils across EYFS/KS1/KS2 in maths, reading and writing. Measured in Data Weeks in Autumn Spring and Summer terms..
G.	Improved attendance <i>Measured by</i> – <i>Regular attendance monitoring</i>	Attendance figures show PP children are in line with school’s target of 96%
	Reduced impact of social and emotional difficulties on the progress of certain PP Pupils	Progress of these children is accelerated

5. Planned expenditure

Teaching and Learning Toolkit, the NFER report on supporting the attainment of disadvantaged pupils, Ofsted's 2013 report on the pupil premium and Ofsted's 2014 report on pupil premium progress

Academic year

2016/2017

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Implemented well?	Staff lead	Review
Improved attainment and progress for PP pupils across school	Staff using quality marking and feedback. Staff training covering the most effective learning interventions	Quality marking and feedback known as one of the most effective determiners of progress. <ul style="list-style-type: none"> CPD delivered in this area over the past 2 years. 	<ul style="list-style-type: none"> SLT / Maths and English Subject Leaders will undertake monitoring of lessons and work scrutiny to ensure consistency across school. 	Maths English Subject Leaders	<p>Jan 2017</p> <p>EYFS – 5/6 children achieved GLD. Pupil premium children outperform others in number (83% as opposed to 58% others; shape, space and measure 100% of pupil premium children achieved the Early Learning Goal as opposed to 64% of others; people and communities 100% of pupil premium children achieved the Early Learning Goal as opposed to 83% of others.</p> <p>KS1 – Phonics screening check – disadvantaged pupils performed well, achieving above national others at 87%. Year 2 – 77% of disadvantaged pupils achieved Expected in Mathematics which is in line with National Other group and is above school other group. Writing – disadvantaged pupils outperformed other at 69% and national others was 72% showing a broadly in line outcome.</p> <p>Reading – disadvantaged pupils were below school and national others. Issues in reading and maths were in greater depth where no children achieved exceeding however 23% of children did achieve greater depth in writing which is above national others.</p> <p>KS2 – The comparative group is national others. Disadvantaged pupils, in relation to the comparator group, performed below the expected standards. Included in these figures are: one pupil with EHC not listed as such, one pupil with EHC who did not access statutory assessments but teacher assessed as Expected in all areas, equalling 5% of the data.</p>

EYFS – increase in % of children reaching GLD	Additional TLA to deliver interventions and smaller group support	<ul style="list-style-type: none"> • Four year upward trend established since using additional small group teaching methods 	<ul style="list-style-type: none"> • Scrutiny of planning • PPRs • Learning walks • Classroom observations 	DHT / EYFS TLR	<p>Termly gap and strength reviews</p> <ul style="list-style-type: none"> • December 2016 • April 2017 • June 2017 <p>End of year data shows that there was an increased percentage of pupil premium children achieving a Good Level of Development. Target for 2017/18 (as well as maintaining this) is to increase the percentage of children exceeding Early Learning goals.</p>
Improved outcomes for Year Six in Mathematics	Additional teacher allowing for focussed smaller group teaching TT Rockstars subscription	<ul style="list-style-type: none"> • Concentrated feedback allowing for accelerated progress based on academic research (J..Hattie / Sutton trust) 	<ul style="list-style-type: none"> • Classroom observations • Scrutiny of planning • PPRs • Learning walks 	AHT	<ul style="list-style-type: none"> • October 2016 • December 2016 • Feb 2017 <p>Year 6 data shows that outcomes remained similar to the previous year and was an issue for the entire cohort. This now a major part of the 2017/18 SIP. School has now become part of the Maths Hub. TT Rockstars subscription has been made and all pupils in KS 2 have login. Action research project planned.</p>
Challenge for higher ability pupils	1-1 and small group reading intervention (Y6)	<ul style="list-style-type: none"> • Intervention analysis highlighted accelerated development required 	<ul style="list-style-type: none"> • Intervention Manager meetings • Scrutiny of data termly 	IM	<ul style="list-style-type: none"> • June 2016 • September 2016 • December 2016 • April 2017 <p>Higher Prior attainers have been targeted in the school improvement plan for academic year 2017/18 as this is whole school issue. Reading outcomes went from 50% to 68% reaching expected.</p>

Reduce class sizes in Year Six (Summer 2016)	Three classes of twenty children	<ul style="list-style-type: none"> Improved individual feedback in all areas of learning 	<ul style="list-style-type: none"> Classroom observations Scrutiny of planning PPRs Learning walks Year 6 weekly meetings 	HT/AHT	<ul style="list-style-type: none"> July 2016 <p>Trial period did not have desired effect therefore was ended.</p>
Provide literacy enrichment in Year Five	Whole class Dram/lit sessions	<ul style="list-style-type: none"> Boys engagement with reading and literature 	<ul style="list-style-type: none"> Joint planning Classroom observations Reading test outcomes Classroom monitor mark books 	CT	<ul style="list-style-type: none"> July 2016 <p>Small groups set up for Boys and 1-1 intervention had a positive impact on attitudes to reading and engagement with more complex texts. Texts in classroom were changed to be more boy friendly.</p>

Total budgeted cost £61,640

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved outcomes for end of Year Six (2016 academic year)	Targeted 1-1-writing support	<ul style="list-style-type: none"> Research based feedback in one to one support to develop writing skills 	<ul style="list-style-type: none"> Classroom observations Scrutiny of planning PPRs Weekly assessment meetings 	EL / AHT	<p>July 2016</p> <p>Improved outcomes were evident. Outcomes show a 9% rise in the amount of children reaching expected. Disadvantaged outcomes rose as a result.</p>
Year 6 additional support GAPS	Targeted small group	<ul style="list-style-type: none"> Intervention analysis highlighted accelerated development 	<ul style="list-style-type: none"> Planning Gap / strength analysis Half termly tests AFL classroom monitor 	AHT	December 2016
Nurture provision KS1	Focussed small groups - learning behaviour/ social and emotional difficulties	<ul style="list-style-type: none"> Leuven's wellbeing and involvement scales Pupils need to feel calm and supported in a nurtured 	<ul style="list-style-type: none"> Boxall profile Classroom monitor 	SENCO / IM/ TLA	<p>Half termly review</p> <p>Pupil who attended PRU made expected levels of development in all areas. The pupil was able to stay in school and access the majority of lessons and participated in all</p>
Nurture provision KS2					

Positive play	1-1 intervention	environment in order for effective learning to take			interventions. She has made a successful start to her secondary school career. Nurture programme for year 2017/18
Year One phonic and reading intervention	Small group and one to one support	<ul style="list-style-type: none"> Has been successful in raising standards in the past 	<ul style="list-style-type: none"> Classroom monitor PPRs Regular half term tests 	KS1 M/CT/TLA	July 2016 Highly successful targeted intervention programme resulting in 87% of disadvantaged pupils passing the phonic screening check.
Reading / phonic intervention Year Two	One to one and small group activities	<ul style="list-style-type: none"> Has been successful in raising standards in the past 	<ul style="list-style-type: none"> Classroom monitor PPRs Regular half term tests 	KS1 M/CT/TLA	July 2016 68% of pupils passed the reading test at end of KS1.
Improving end of key stage outcomes for Year 6 pupils	Targeted maths support small group	<ul style="list-style-type: none"> Evidence from previous years 	<ul style="list-style-type: none"> Intervention data Classroom monitor End of key stage data 	DHT/AHT	July 2016 April 2017 Year 6 data shows that outcomes remained similar to the previous year and was an issue for the entire cohort. This now a major part of the 2017/18 SIP. School has now become part of the Maths Hub. TT rockstars subscription has been made and all pupils in KS 2 have login. Action research project in place.

Total budgeted cost £68,020

The average scaled score for disadvantaged pupils has improved.
The percentage of pupils achieving positive progress scores in reading is greater than “others”

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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Attendance figures show PP children are in line with school's target of 96%	Late gate New procedures in place re: home visits	Pupils need to be in school regularly to benefit from quality first teaching. NFER research identifies addressing attendance as a key step. Home school liaison	<ul style="list-style-type: none"> Monitoring by DHT Attendance figures Office staff monitoring Attendance trip 	DHT	Weekly Attendance information shows an increase in the amount of pupil attending throughout the year. Persistent absenteeism is decreasing. Plans are in place to increase the layers of the policy to target holiday entitlement and focus on disadvantaged pupil and those with MAT involvement.
	Fifteen PP children have opportunity to attend Breakfast club daily	Connection between attendance and pupil outcomes	<ul style="list-style-type: none"> Monitoring by DHT Attendance figures 	DHT	Weekly Successful intervention
Reading progress and attainment	groups	PP children who miss reading / phonics due to lateness will not miss out on reading instruction -	<ul style="list-style-type: none"> Monitoring SLT 		Half termly Children targeted and experienced TLA worked with 1-1 and small groups to ensure no one missed out on crucial learning.
PP children access musical tuition	Wider opportunities Flute lessons	Government report 2013 re enrichment	<ul style="list-style-type: none"> Music lead monitoring of lesson take up 	ML	July 2016 April 2017 All year 4 children accessed wider opportunities. (drumming)
Tighter focus on PP progress and expenditure	Appointment of PP manager	School Self Evaluation	<ul style="list-style-type: none"> Appraisal SLT scrutiny Strategic reviews 	AHT/DHT/HT	Termly Staff absence has impacted on this. New PP lead DoL appointed.
To aid inclusion and support children's sense of well-being.	All PPN children given new school uniform		<ul style="list-style-type: none"> All children given voucher Voucher intake monitored and checked for uptake 	OS	Dec 2016 Complete.

Curriculum enrichment	<ul style="list-style-type: none"> Additional visits to enhance the curriculum Y6 residential trip Y3 ice skating Support for topic related trips 	Government reports on PP 2013	<ul style="list-style-type: none"> Reduced cost offered for all PP children Monitored by office staff Trips monitored by EVOLVE 	EVO	Termly At the point of each visit All PP children given 50% reduction on school trips. All pupils accessed curriculum enrichment.
Total budgeted cost					£28,154

6. Review of expenditure

Previous Academic Year

2015/2016 (see 'Expenditure 2015/2016')

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	Cost
Improved attainment and progress in mathematics	Maths target grouping	All of higher ability maths group reached ES	Successful for HA but not LA children PP or otherwise Smaller but mixed groups Sept 2016 on	
Improved attainment and progress in reading	Smaller class sizes	% of children reaching ES in line with national	Intervention deemed unsuccessful therefore no repeat. Fluctuation in staffing required unforeseen changes. Approach to reading in school to be evaluated for effectiveness	
Improved attainment and progress in writing	Smaller class sizes	% of children reaching ES in line with national	Data unreliable therefore full evaluation difficult to achieve. Intervention deemed unsuccessful therefore no repeat. Whole school approach to writing in 2014 curriculum – evaluate and adjust	

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	Cost

Improved attainment and progress in mathematics	DHT / AHT interventions	Small groups for intervention by DHT and AHT made accelerated progress	Earlier intervention required for lower / middle prior attainers. Maths teaching to extend beyond 'fluency' into more in depth thinking / reasoning / retention of key number facts	
Improved phonic outcomes	Targeted TA support	Disadvantaged children made accelerated progress towards the requirements of phonics Year One.	Disadvantaged children outperformed others in the phonic screening check Further TA training required and close monitoring of intervention impact	
<i>iii. Other approaches</i>				
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	Cost
To aid inclusion and support children's sense of well-being.	Nurture provision KS1	Boxall profiles show that all children included in the intervention make progress against specified objectives.	Nurture provision worked for most children though an intervention aimed at reducing anger would be beneficial especially for older boys. One child did not make progress and went backwards however this was due to changing family circumstances not the impact of the intervention.	
To aid inclusion and support children's sense of well-being.	Nurture provision KS2	See above	See above	
To aid inclusion and support children's sense of well-being.	Positive Play	Fewer instances of children on behaviour management system	Wellbeing and involvement of children increased as did attendance of those younger children taking part In the intervention.	
Supporting PP Pupils to access a rich and varied curriculum	Wider Opportunities Music Tuition	100% of eligible children taking part and benefitting from the additional funding support available.	Evaluation of impact needs to be more closely monitored	
Supporting PP Pupils to access a rich and varied curriculum	Financial support to subsidise trips/ music tuition etc.	Positive impact for students who attend. Greater % of PP can access more culturally 'rich' curriculum.	Next year we will continue to fund extra-curricular/enrichment activities for PP pupils.	

