

Pupil premium strategy statement



1. Summary information

School	Brooklands Primary School				
Academic Year	2017/18	Total PP budget	£141,240	Date of most recent PP Review	
Total number of pupils	422 (397 without nursery pupils)	Number of pupils eligible for PP	107 (£1320 each)	Date for next internal review of this strategy	
				April 2018	

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	93	96	87	84
Key Stage One Reading	68	70	62	79
Key Stage One Writing	57	53	69	72
Key Stage One Mathematics	73	72	77	79
Key Stage Two Combined	47	62	20	All - 61
Key Stage Two Reading	68	76	55	All - 71
Key Stage Two Writing	69	82	45	All - 76
Key Stage Two Mathematics	53	63	30	All - 75

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

D.	Emotional literacy	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance	
E.	Financial status	
F.	Adult literacy / numeracy	
G.	Accommodation	
H.	Parental capacity	
4. Desired outcomes		Success criteria
A.	<p>Greater % of children accessing wider enrichment opportunities</p> <p><i>Measured by</i> – <i>scrutiny of attendance at extra-curricular provision</i></p>	<p>100 % of PP children have opportunity to access;</p> <ul style="list-style-type: none"> • breakfast club / L.A.B club • homework club • sports clubs • residential trips (Yr 6 and 4) • curriculum enrichment visits • Music tuition/ clubs
B.	<p>Greater % of children achieving GLD, and ELGs in EYFS in particular:</p> <ul style="list-style-type: none"> • Understanding the world • Reading • Writing • Mathematics • Speaking • Listening <p><i>Measured by</i> – <i>regular tracking of groups / impact of timed interventions</i></p>	<p>From 83% (5/6 children where 1child = 16.6%) 2017 to 75% (12/16 children where 1 child = 6.25%) in 2018</p> <p>Reduced gap between PP and others in specific areas – Prime.</p>
C.	<p>Continued good outcomes in Year One phonics screening</p> <p><i>Measured by</i> – <i>Phonics screening check / regular tracking</i></p>	PP children outperform school others
D.	<p>Greater % of children at ARE in reading in KS1</p> <p><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></p>	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.	<p>Greater percentage of pupils at greater depth in reading and mathematics in KS1</p> <p>Measured by – <i>Tracking pupils through Classroom Monitor, Pupil Premium Reviews, book scrutiny by staff and SLT, end of KS outcomes (Yr2)</i></p>	<p>All pupils eligible for PP who exceeded in EYFS and Year 1 achieve greater depth at the end of Year 2.</p>
E.	<p>Greater % of children at ARE in reading, writing and mathematics in KS2</p> <p>Measured by – <i>Tracking pupils through Classroom Monitor, Pupil Premium Reviews, book scrutiny by staff and SLT, end of KS outcomes (Yr 6)</i></p>	<p>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</p>
F.	<p>Increased progress scores across Key stage 2 in all areas particularly maths.</p> <p>Measured by – <i>Tracking pupils through Classroom Monitor, Pupil Premium Reviews, book scrutiny by staff and SLT, end of KS outcomes (Yr 6)</i></p>	<p>Greater proportion of pupils who are eligible for PP who achieved L2+ in Y2 or expected to meet ARE at the end of each year in reading, writing and maths.</p>
G.	<p>Improved the rate of progress of pupils eligible for PP</p>	<p>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.</p>
H.	<p>Improved attendance for groups</p> <p>Measured by – <i>Regular attendance monitoring</i></p>	<p>Attendance figures show PP children are in line with school's target of 96%</p>
I.	<p>Reduced impact of social and emotional difficulties on the progress of certain PP Pupils</p> <p>Measured by - <i>THRIVE system profiles and behaviour logs</i></p>	<p>Progress of these children is accelerated</p>

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

2017/18

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.	Quality marking and feedback known as one of the most effective determiners of progress. EEF toolkit +8mths	<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. DoL to have closer focus on PP children progress Introduction of Intervention impact forms TLA training on Feedback for teaching staff Development of phase PPR meetings New 	Maths English Subject Leaders PP DoL	Dec 2017
	Staff training covering the most effective learning interventions	Move towards mastery approach EEF toolkit +5mths			Jan 2018
	Focus on mathematics	Provide clearer structure and progression in GAPs and writing across the school.			Feb 2018
	Introduction of rainbow grammar	Increase performance and focus on pupil progress			April 2018
	TLAs performance management	To provide opportunities for focus teaching and feedback			July 2018
	Action research project linked to Mastery Mathematics teaching	To develop CPD for mastery			
	Membership of maths hub	To provide focussed leadership			
	Leadership of maths taken into SLT	Focus on cross school priorities			
	Maths and English teams created				

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 maintained • Focus on HA PP • Focus on LA PP 	<ul style="list-style-type: none"> • PPRs • Learning walks • Classroom observations • Intervention impact analysed 	DHT / EYFS TLR PP DoL	Termly gap and strength reviews <ul style="list-style-type: none"> • December 2017 • Feb 2018 • May 2018
EYFS – increase in capacity for speech development.	Training for TLA in Ecat.	<ul style="list-style-type: none"> • Improve outcomes in speech and language in Nursery 	<ul style="list-style-type: none"> • Learning walks • PPRs • Gap and strength analysis 	DHT DoL EYFS	Summer 2018
Improved outcomes for Year Six in Mathematics	Additional teacher allowing for focussed smaller group teaching TT Rockstars subscription Maths Hub membership Moderation across phase/cluster Action research project Intervention for – GD PP	<ul style="list-style-type: none"> • Concentrated feedback allowing for accelerated progress based on academic research (J..Hattie / Sutton trust) • Mastery +5mths • Focus on PP feedback 	<ul style="list-style-type: none"> • Classroom observations • PPRs • Learning walks • Impact interventions 	AHT DHT DoL PP DoL UKS2	<ul style="list-style-type: none"> • December 2017 • February 2018 • April 2018 • July 2018
Challenge for higher ability pupils	GD maths groups x2 Vocabulary enhancement project GD reading Y2 GD writing Y2	<ul style="list-style-type: none"> • Intervention analysis highlighted accelerated development required 	<ul style="list-style-type: none"> • Impact interventions group • PPRs • Learning walks 	PP DoL DHT	<ul style="list-style-type: none"> • Dec 2018 • February 2018 • April 2018 • July 2018
Parent workshops	Rainbow grammar Maths Phonics THRIVE	<ul style="list-style-type: none"> • Ofsted report/ research 	<ul style="list-style-type: none"> • Parent uptake • Information • Parent evaluations 	Leads	September 2017 Nov 2017 March 2018 July 2018

Family thrive	Workshops 6 week course 2 leads	<ul style="list-style-type: none"> The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, 	<ul style="list-style-type: none"> Parent uptake Completion of course Parental feedback Outcomes for children 	THRIVE lead	February 2018 April 2018 June 2018
Homework club	Targeted support for children in small groups Reinforce classroom practice	<ul style="list-style-type: none"> Research of J.Hattie, EEF shows targeted homework reinforcing classroom practice has impact 	<ul style="list-style-type: none"> Feedback for children Uptake at club Review/ view from staff 	DoL EYFS	Ongoing

Total budgeted cost £62,021

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	Targeted small group writing support 5 X Maths groups 3 X reading groups	<ul style="list-style-type: none"> Feedback + 8mths 	<ul style="list-style-type: none"> Classroom observations Scrutiny of planning PPRs Weekly assessment meetings 	DoL	Ongoing
Pilot peer tutoring project	PP children in Y5	<ul style="list-style-type: none"> EEF research +5 Collaborative learning +5 Peer tutoring +5 	<ul style="list-style-type: none"> Research project 	DoL PP DoL UKS2	Project to begin Spring 2 2018
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	Spring 2018

THRIVE	1-1 individual work Small group work	<ul style="list-style-type: none"> Leuven's wellbeing and involvement scales Pupils need to feel calm and supported in a nurtured environment in order for effective learning to take place. The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. 	<ul style="list-style-type: none"> THRIVE analysis Classroom monitor Membership of THRIVE 	THRIVE Lead TA TA TA	Half termly review
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 	DoL KS1 DHT DoL PP	December 2017 February 2018 April 2018 July 2018
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 	DoL KS1 DHT DoL PP	December 2017 February 2018 April 2018
Targeted 1:1 support specialist SEN/PP TLA	1:1 catch up time	<ul style="list-style-type: none"> Feedback +8mths EEF toolkit 	<ul style="list-style-type: none"> Intervention notes PPRs 	PP DoL	Ongoing

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
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Total budgeted cost £38,325

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?
Attendance figures show PP children are in line with school's target of 96%	Late gate New procedures in place re: home visits Holiday amendments Walking Bus	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
	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
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
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

Teaching and Learning Assistant Training	Increased knowledge of pedagogy Increased curriculum knowledge Tighter focus in interventions Weekly meetings Transform Teaching Schools Alliance training.	Small group focus Feedback +8mths Pre and post teaching	<ul style="list-style-type: none"> Teaching assistant intervention records Pupil feedback Outcomes for children Training feedback 	DoL TLAs	Ongoing PPR meetings
Resources for practical application in maths and for small group intervention	Increased understanding of mathematical foundations.	Well known and used resources	<ul style="list-style-type: none"> Use of Numicon in group interventions Use of base 10 in every class Use Cuisenaire in every room 	KON/JH	Summer 2018
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 	To aid inclusion and support children's sense of well-being.	Summer 2018
Curriculum enrichment	<ul style="list-style-type: none"> Additional visits to enhance the curriculum Groups into school e.g. Rainforest Roadshow 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
Total budgeted cost					£21,494 + £5000 Trips

