

Brookland CE Primary School

Pupil Premium Strategy Statement - Diminishing the Difference - 2017 - 2018

Pupil premium children have a wide range of needs which affect their learning as do all children across the school. Pupil premium funding is used to minimise the identified barriers to learning in order to maximise pupil potential. Pupil Premium children may experience limited access to activities which have a cost to them. The pupil premium money is used to minimise this.

Rationale for Pupil Premium Spending

At Brookland CE Primary School we treat each child as an individual. Their needs are assessed as soon as they enter the school and are reassessed on a half termly basis during pupil progress meetings. This is a holistic approach; it identifies children who require support academically, socially, emotionally and financially. Children who receive pupil premium funding are highlighted in these meetings and the funds are used to target individual needs. We also monitor closely a group of children the school feels are vulnerable to becoming eligible for future pupil premium funding due to family circumstances. When identified the school will endeavour to support these children in order to improve their life chances.

We ensure that teaching and learning opportunities meet the needs of all of the pupils.

We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the pupil premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. The provision is tailored to overcome the barriers to learning identified in part three below.

Provision: All our work through the pupil premium will be aimed at accelerating progress and moving children to at least age related expectations or allowing children to be in a position where they feel good about themselves and are able to learn

and access the curriculum in an age appropriate way. Pupil premium resources may also be used to target able children on FSM to achieve working at a higher level at the end of KS1 or KS2.

The range of provision the governors may consider include:

- Providing small group work with an experienced teacher focused on overcoming gaps in learning.
- 1 – 1 support.
- Play therapy
- Nurture Groups
- Additional teaching and learning opportunities provided through trained teaching assistants, teaching staff or external agencies.
- Providing opportunities for young people that they may not otherwise have access to. –
- Providing additional support to provide appropriate intervention programmes in literacy and numeracy.
- Providing support to socially disadvantaged children that are not making the expected progress and to help 'diminish the difference' for those pupils.
- To ensure that children in receipt of FSM are not excluded from school trips and visits. Therefore, FSM children can be partly or fully subsidised.
- To ensure that children in receipt of FSM get three healthy meals a day. Therefore, FSM children are able to attend Breakfast club for free and After School Club for a reduced fee.

Premium Literacy Interventions:

QI (Quality Intervention) support.

These children or groups of children are identified from assessment data as children failing to make the progress that is expected of them or those vulnerable to lower rate of progress. These children are removed from class at different points to undergo intensive developmental work with a qualified teacher or support staff to 'fill in gaps' in prior learning and accelerate progress, so that children can re-join the main class lessons at equivalent points in attainment. These groups are assessed for progress as normal, and the intervention may continue for as long as necessary.

Specialist Support Teacher

Children who are identified with specific needs work with a specialist teacher on a weekly basis, to identify difficulties and work on strategies to support these. Children are encouraged to use these strategies within the class.

Beanstalk Reading Programme

Beanstalk Reading programme is a 1-2-1 teacher led programme where children are given highly specific and scripted coaching by a specially trained volunteer.

Read Write Inc. Phonics – Fresh Start

This scheme is designed for pupils who experience considerable difficulty in reading because they read slowly, hesitantly and/or with a great deal of inaccuracy. It is a synthetic phonics-based reading, writing and spelling programme which starts with the 44 phonemes of (most accents of) English and the principal graphemes used to write them. The scheme is structured, intensive and systematic, and relies on tailored, phonically regular yet age-appropriate texts, and on special training for teachers or teaching assistants. All staff who deliver this intervention have received the correct training.

Speech Link

Premium Maths Interventions

QI (Quality Intervention) support.

Children or groups of children are identified from assessment data as children failing to make the progress that is expected of them. These children are removed from class at different points to undergo intensive developmental work with a qualified teacher or support staff to 'fill in gaps' in prior learning and accelerate progress. These groups are assessed for progress as normal, and the intervention may continue for as long as necessary.

Plus 1/Power of 2

Structured Mathematic Intervention Programmes delivered 1:1.

1:1 Tuition

Children in KS2 who need additional support are identified from termly tracking and discussions with class teachers. These children then receive weekly interventions or classroom support from teachers and teaching assistants. The purpose of these interventions is to support the scaffolding of the thinking and skills required to complete the task to an age appropriate level.

The pupil premium funding is used in a variety of ways to support academic learning:

- 1:1 Numeracy support
- 1:1 Dyslexic support
- 1:1 Beanstalk Reading Programme
- 1:1 SENCo Support (Specific learning difficulties)
- 1:1 Teacher support
- Group interventions (teacher led)
- 1:1 TA support
- Group interventions (TA led)

Pupil premium funding is used in a variety of ways to support social and emotional barriers to learning:

- Parent support
- 1:1 or Group play therapy
- SENCo 1:1 Behaviour
- STLS Behaviour Support
- Specialist resources
- Inspirational visitors/trips to raise aspirations and self esteem

- Target Clubs
- Pupil premium funding is used in a variety of ways to support financial barriers to learning:
- Funded breakfast and after school club places
- Funded/subsidised trips and transport
- Funded/subsidised clubs and activities

Measuring Impact

Pupil data will be used to measure the impact of interventions put into place on a six weekly basis. Leadership will monitor, challenge and evaluate the impact of interventions during pupil progress meetings. Emotional, social, academic and behavioural interventions all ultimately impact on children’s academic progress. However, emotional, social and behavioural strategies may take longer to influence a child’s work. The impact of these interventions are measured through progress meeting discussions and records kept by the SENCo.

Brookland CE Primary School

Pupil Premium Strategy Statement - Diminishing the Difference – 2017 - 2018

1. Summary Information					
School	Brookland CE Primary School				
Academic Year	2017/18	Total PP budget	£29040	Date of most recent PP Review	Dec 2018
Total number of pupils	105	Number of pupils eligible for PP	22	Date for next internal review of this strategy	July 2019

2. KS2 2018 Test Summary Information - all figures rounded to nearest whole number												
Disadvantaged 4 Dis (PP) 9 Non	Expected standard %						Higher threshold %					
	Brookland		Kent		National		Brookland		Kent		National	
	Dis	All	Dis	All	D	All	Dis	All	Dis	All	Dis	All
Reading	100	93	63	77	75	75	25	15	18	30	33	28
Writing	75	93	68	81	83	78	25	15	11	22	24	20
GPS	75	69	62	76		78	0	8	18	32		34
Mathematics	100	100	61	75	76	76	0	0	11	24	28	24
RWM Combined	75	85	50	66	70	64	0	0	4	11	12	10

KS2 2018 Progress Measure Averages						
Group Focus / pupil number			Reading	Writing	Maths	
All Children			13	+1.30	+2.18	+1.94
Pupil Premium			4	+0.51	+1.08	+3.47
Non Pupil Premium			9	+1.65	+2.66	+1.26

KS 2 2018 - Average Scaled Scores				
		Reading	EGPS	Maths
All children		105.4	101.8	105.2

Pupil Premium	104.5	102.5	106.5
Non Pupil Premium	105.8		104.7

KEY STAGE 1 SATS 2018 - Pupil premium 2018 equates to 4 children

	READING EXS	READING GD	WRITING EXS	WRITING GD	MATHS EXS	MATHS GD
All children	93%	27%	93%	13%	93%	13%
Pupil Premium	100%	0%	100%	0%	100%	25%
Non Pupil Premium	91%	36%	91%	18%	91%	9%

YEAR 1 PHONICS SCREENING 2018

	Achieved Expected Standard
All children (15)	87% (National – 83%)
Non Pupil Premium (11)	86% (National – 85%)
Pupil Premium (4)	100% (National – 85%)
Pupil Premium children in year 1 equates to 4 children	

3. Barriers to Future Attainment (for pupils eligible for PP)

- Dyslexic Tendencies
- Specific Numeracy Issues
- Specific Literacy Issues
- Lower exposure to reading and high quality text especially at a young age
- Delayed Language Development
- Financial barriers to trips/paid for after school activities
- Financial issues which affect healthy eating
- Social interaction issues
- Family factors which impact on emotional and mental wellbeing
- Financial constraints which affect school supplies, including school uniform
- Financial constraints that limit parental training and self-development due to child care costs.
- Financial constraints that all pupils to experience wider opportunities.

4. Desired Outcomes		Success criteria
A.	Improved core skills. Increased number of disadvantaged pupils reaching 'expected' and 'greater depth' across the curriculum	Outcomes for disadvantaged pupils at the end of the EYFS, KS1 and KS2 show the difference between disadvantaged and non-disadvantaged is diminishing at expected levels and greater depth. This should be reflected across all year groups.
B.	Pupils with low self-esteem have access to a variety of personalised initiatives so that their well-being needs are met in order to help them to be ready to learn	Improved self-esteem as measured by Leuven scales, SDQ's
C.	Overcome financial constraints that may limit the opportunities of some children to access activities beyond the curriculum.	High attendance at workshops Evaluations and parent questionnaires show that parents welcome support with their child's learning

D	Improve progress and attainment of the most able, identifying those children who are disadvantaged who may have underperformed at the previous key stage.	Improved progress measures for more able, disadvantaged pupils, with more pupils achieving a high score at Key Stage 2.
---	---	---

5. Review of Expenditure 2017/2018

Academic year	£29040
---------------	--------

Eligible pupils - 21

Initiative/Activity	Objective	Cost
Provision of expert teaching and interventions including 1:1. Targeted interventions at Y2 and Y6 including 1:1	<ul style="list-style-type: none"> - To support pupils to make accelerated progress - To enable small group and 1:1 tuition teaching in Maths and English - To facilitate focused teaching and high quality feedback 	£4900
Targeted Use of Teachers and TA's	<ul style="list-style-type: none"> - To accelerate progress for FSM and disadvantaged students making slow progress across school. - To enrich pupil experiences and raise expectations by - Developing confidence and raising self esteem - Developing basic life skills 	£8485
SENCo Support for group interventions	<ul style="list-style-type: none"> - To accelerate progress for pupils in receipt of PPG with SEN making slow progress in KS1 and KS2 - Monitoring and ensuring provision for PP children 	£2796
Beanstalk Readers	<ul style="list-style-type: none"> - Specially trained adults to provide support for those pupils who are not regularly engaged in literacy activities at home 	£1000
Subsidising the cost of school visits	<ul style="list-style-type: none"> - To ensure all pupils have access to school visits to enrich their curriculum, increase their first-hand experiences and remove the potential cost barrier 	£750
Play Therapy	<ul style="list-style-type: none"> - To instil well-being 	£5025

Breakfast Club	- To ensure all children have a healthy start to the day, improve attendance and reduce lateness.	£1750
After School Club	- To improve home school transition. To provide pupils with opportunities to experience activities they may not have access to.	£2200
School Uniform	- Pupils have correct uniform and clothing, increasing their sense of belonging and affiliation with their peers.	£400
		Total £27,306