

# Brookvale Primary School Pupil Premium Strategy (2017/18) Review

## End of Year attainment 2018 – KS2

Year 6	Number in cohort: 30		Girls: 11	Boys: 19	PP 21 - 70%	NPP 9 - 30%
			School			National
<b>Subject</b>	<b>All</b>	<b>PP</b>	<b>Not PP</b>	<b>All</b>	<b>PP</b>	<b>Not PP</b>
<b>Reading, Writing, Maths Combined</b>	63%	52.4%	88.9%	64%	50.6%	67%
<b>Achieving at a higher standard</b>	3.3%	0%	11.1%	9.9%	4.4%	12.2%
			School			National
<b>Subject</b>	<b>All</b>	<b>PP</b>	<b>Not PP</b>	<b>All</b>	<b>PP</b>	<b>Not PP</b>
<b>Reading</b>	77%	66.7%	100%	75%	64.2%	80.1%
Achieving at a higher standard	10%	5%	22%	28%	18%	33%
Average Score	102	99.5	107.8	105.1	102.6	106.1
<b>Writing</b>	73%	67%	89%	78%	67%	83%
Achieving at a higher standard	17%	9.5%	33%	20%	11%	24%
<b>Maths</b>	83%	76%	100%	77%	64%	81%
Achieving at a higher standard	20%	5%	56%	24%	14%	39%
Average Score	103.9	101.5	109.2	104.4	101.9	105.4

Progress of pupil premium children compared to non-pupil premium children at the end of KS2

Subject	PP	Non PP	Difference
<b>Reading</b>	-0.8	0.6	-1.4
<b>Writing</b>	-0.1	0.5	-0.7
<b>Maths</b>	0.2	2.6	2.4

% of pupils working at expected level and above for KS1

Subject	PP	Non PP	Difference
<b>Reading</b>	56.3%	78.9%	-22.7%
<b>Writing</b>	43.8%	78.9%	-35.2%
<b>Maths</b>	62.5%	73.7%	11.2%

% of pupils working at expected level for phonics

Subject	PP	Non PP	Difference
<b>Y1 Phonics</b>	82.4%	72.7%	+9.7%

% of pupils working at expected level EYFS

Subject	PP	Non PP	Difference
<b>GLD</b>	59.1%	50%	+9.1%

## Brookvale Primary School Pupil Premium Strategy (2017/18)

Number of pupils eligible for Pupil Premium - 146

Pupil Premium 2017/18 – Approximately £191,400

Project	Desired outcome to be reviewed at end of academic year	Review
<p>Pastoral Support</p> <p>£46,000</p>	<p>Supporting children in a designated nurturing environment on a one to one and small group situation. Providing strategies to cope with stressful and emotional situations. Children are able to talk about their feelings and how their problems can be solved.</p> <p>Improved self-esteem and children are more resilient to failure and feel safe to make mistakes</p> <p>Support families needing specific help through signposting them to appropriate agencies and providing advocacy as needed</p> <p>Closely monitor attendance and work with families to ensure good punctuality. PP children are in school and on time.</p> <p>Liaise with outside agencies to provide support as required to families</p> <p>Children achieve at least in line with expectations and the gap between PP and others continues to diminish.</p>	<p>Our Learning Mentor has worked with 30 individuals on a regular basis from Rec to Y6 this year.</p> <p>In most cases the reasons for referral are mostly due to emotional/social/behavioural issues preventing them from taking part in lessons. 57% of the children have resolved their issues and seem far happier in school which will have a positive impact on progress. 60% of this vulnerable group reached ARE.</p> <p>Our Behaviour Support Advisor has worked with 33 families from Reception to Y6. Some families remain on-going. The work mainly involved working with parents in managing of behaviour at home; offering advice and strategies. She has also attended appointments, conducted observations to support referrals to outside agencies. She is recently ECAF trained and is the lead professional for school.</p> <p>Disadvantaged pupils achieve in line or above local and national averages. We continue to strive to close the gap between disadvantaged and not disadvantaged in our school.</p>
<p>Early Years Intervention</p> <p>£5000</p>	<p>Areas of weakness are identified early and addressed by our nursery.</p> <p>Parents have a greater understanding of what 'school ready' looks like and how they can help their child to achieve this</p> <p>High quality interactions with adults develop communication skills. Language and communication skills are improved</p> <p>Broad and balanced curriculum provides basic skills in different contexts.</p> <p>School tracking system continues to be used effectively and incorporates GLD tracker</p> <p>Areas for development identified and addressed</p> <p>Internal and external moderation meetings are successful in sharing good practice and agreeing accurate judgements</p> <p>Improved GLD scores</p>	<p>The staff in Early Years are part of the Improving Attainment in Early Years Project with WTSA. This project did not start until March of this year so its impact cannot be truly measured till next year.</p> <p>However 59% of PP children achieved GLD compared to 50% Non PP in school. Our PP children were also higher than local and national PP children.</p> <p>Staff attended lots of training and moderation meetings and the GLD tracker has been incorporated into the robust tracking system. Ready for Reception Tracker is now being used in the nursery.</p> <p>Overall we have improved GLD by 5% this year with 3 children just missing out.</p>
<p>Speech and Language Therapist</p>	<p>To intervene early and effectively with children for whom communication skills are concerning thus increasing the chances of children reaching age appropriate expectations (particularly in Literacy) by the end of Year 2.</p> <p>Improve staff diagnostic and intervention skills.</p>	<p>Chatty Therapy has worked with groups of children in EYFS, KS1 and KS2. She has also worked with 35 individuals across all year groups. Some children have been on-going all year and others have been short term</p> <p><b>PP children</b></p>

£16,000	Improve outcomes	82% of children in Y1 achieved phonic threshold 56% of children in Y2 reached the ARE for Reading and 44% in writing 67% in Y6 achieved ARE Reading with 67% in writing
Employment of additional teaching staff to improve Literacy/ Numeracy skills £40,000	Children need to have a clearer understanding of how to improve their attainment in reading, writing and maths support	Vulnerable children are identified from the start and a robust tracking system is in place. Work is differentiated and children work towards their own targets. Not all children were on track to achieve ARE in Reading/Writing/Maths but assessment clearly shows progress has been made albeit in small steps.
Attendance and Behaviour Additional Support £3000	Closely monitor attendance and work with families to ensure good punctuality. Attendance for all PP children meets national average Reduce the number of persistent absentees among pupils eligible for PP in line with national average	Our attendance target for the year was 96%. Overall attendance for the 2017/18 academic year was 95.4%. Just short of the national figure of 96%. Authorised absence was 3.3% compared to national figure of 3.4% Unauthorised absence was 1.3% in line with national figure of 1.3% Persistent absence was 8% compared to national figures of 8.3% We do not yet have the national figures for absence for the full academic year 2017/8. These figures are based on 16/17 data
Enrichment Outcomes including Educational Visits support £10,000	To enable children of low income families to access all school trips - especially residential. All parents are expected to contribute to every trip. Opportunities are provided to help broaden and widen outlook and for pupils to explore a wide variety of different experiences that they can discuss draw upon in their learning.	All children were able to attend Educational Visits this year as well as sleepovers. Sleepovers for Y3/4/5 very well attended. We charge £15 which covers all food and activities Y3 - 31/40 – 77.5% Y4 – 33/38 – 87% Y5 – 35/38-92% Y6 – 35/30 – 93% Residential to Llandudno All children took part in the daytime activities where they learnt skills of co-operation. This has led to less conflict on playground We had children take and pass high level exams in guitar and clarinet
Maintain support required in each class to enhance learning £30,000	Maintain and improve achievement by ensuring that the staffing structure for supporting children eligible for Pupil Premium is not reduced and therefore made less effective.	All classes have at least one teaching assistant A robust tracking system is in place for vulnerable groups. It is monitored closely and interventions put in place. TAs feedback to teachers and work differentiated accordingly.

<p>Booster classes Y6 English and Maths £5000</p>	<p>Intensive additional support will address the gaps in learning and enable more vulnerable children to reach ARE particularly in writing and maths Raising self-esteem and promoting confidence. Encouraging motivation Children are able to transfer skills into logic, puzzles and problem solving activities</p>	<p>73% of the cohort were invited to Maths boosters. The average attendance for both sessions was 92% The average progress score (APS) for disadvantaged pupils in Maths was +0.2 which was above the national APS of -0.6</p>
<p>Breakfast club/After School Club £10,000</p>	<p>Promote better attendance, punctuality and readiness for school. Attendance for all PP children meets national average Reduce the number of persistent absentees among pupils eligible for PP in line with national average</p>	<p>We have had up to 50 children attending Breakfast Club After school club is always well attended with high demand for places</p>
<p>Outdoor environment Active Hope Woodland Trust £10,000</p>	<p>Attractive learning environment to encourage co-operation. Improved behaviour and attitude to learning</p>	<p>The school playground was resurface to make a more attractive and safe environment for the children. Playtimes are split for KS1 and 2. Outdoor environment is timetabled. This has led to improved behaviour and more co-operation skills School's Council members were asked for ideas to make environment more attractive. A project for making a number of bird boxes was co-ordinated and delivered by the site manager. See the data above for attendance at sleepover and Y6 residential</p>
<p>Purchase specific materials to support children with SEND £2000</p>	<p>Children with SEND will make progress by the end of each Key Stage relative to their Year group or personal targets</p>	<p>In KS1 33% of pupils with SEN achieved the expected standard in Reading Writing and Maths At the end of KS2, in reading our SEN pupils made more than average progress compare to local and national figures. In writing we were below. However in maths we were significantly above</p>
<p>Investment in technology to support different learning styles and needs 20,000</p>	<p>All children have access to a wide variety of technology/media. They are encouraged to become independent learners and understand safe internet use.</p>	<p>Children are very competent and confident using technology and media. Thus equipping themselves for the future. Vulnerable children are able to demonstrate their skills and produce work of good quality</p>