

Brookvale Primary School Pupil Premium Strategy (2018/19) Review

End of Year attainment 2019 – KS2

Year 6	Number in cohort: 39		Girls: 51%		Boys: 49%		Disadvantaged 61.5%		Non-Dis – 38.5%			
			School			National						
Subject	All	PP	Not PP	All	PP	Not PP	All	PP	Not PP	All	PP	Not PP
Reading, Writing, Maths Combined			67%	58%	80%	65%	51%	71%	65%	51%	71%	
Achieving at a higher standard			10%	4%	20%	10.5%	5%	13%	10.5%	5%	13%	
			School			National						
Subject	All	PP	Not PP	All	PP	Not PP	All	PP	Not PP	All	PP	Not PP
Reading			77%	71%	87%	75%	62%	78%	77%	71%	87%	
Achieving at a higher standard			31%	25%	40%	28%	17%	31%	31%	25%	40%	
Average scaled Score			105.1	104.2	106.5	104.4	101.9	105.5	105.1	104.2	106.5	
Writing			77%	71%	87%	78%	68%	83%	77%	71%	87%	
Achieving at a higher standard			20.5%	17%	27%	20%	11%	24%	20.5%	17%	27%	
Maths			82%	75%	93%	79%	67%	84%	82%	75%	93%	
Achieving at a higher standard			23%	21%	27%	27%	16%	31%	23%	21%	27%	
Average Scaled Score			104.4	103.1	106.4	105	102.6	106.1	104.4	103.1	106.4	

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

Subject	PP	Non PP	Difference
Reading	0.26	1.22	-0.96
Writing	-0.89	0.74	-.1.63
Maths	-1.48	0.54	-2.02

% of pupils working at expected level and above for KS1

Subject	All	PP	Non PP	Difference
Reading	73%	72%	73%	-1%
Writing	68%	67%	68%	-1%
Maths	73%	72%	73%	-1%%
RWM	68%	67%	68%	-1%

% of pupils working at expected level for phonics

Subject	All	PP	Non PP	Difference
Y1 Phonics	82.5%	79%	87.5%%	-8.5%

% of pupils working at expected level EYFS

Subject	All	PP	Non PP	Difference
GLD	67%	50%	76%	-26%

Brookvale Primary School Pupil Premium Strategy (2018/19)

Number of pupils eligible for Pupil Premium - 144

Pupil Premium 2018/19 – Approximately £190,500

Project	Desired outcome to be reviewed at end of academic year	Review
<p>Pastoral Support £40,000</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. Improved self-esteem and children are more resilient to failure and feel safe to make mistakes Support families needing specific help through signposting them to appropriate agencies and providing advocacy as needed Closely monitor attendance and work with families to ensure good punctuality. PP children are in school and on time. Liaise with outside agencies to provide support as required to families 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 22 individuals on a regular basis from Rec to Y5 this year. In most cases the reasons for referral are mostly due to emotional/social/behavioural issues preventing them from taking part in lessons. 27% of the children continue to be ongoing and the rest seem far happier in school which will have a positive impact on progress. 60% of this vulnerable group reached ARE. Our Behaviour Support Advisor has worked with 31 families from Reception to Y6. 67% 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. We have had no exclusions this year Disadvantaged pupils achieve above local and national averages. We continue to strive to close the gap between disadvantaged and not disadvantaged in our school.</p>
<p>5 ways to well-being £2000</p>	<p>All staff are aware of the 5 ways to well-being and the role they have in delivering it The 5 ways to well-being is firmly embedded into day-to day school life and not just a 'bolt-on' All children take part in all the activities and recognise what they can do to feel good and cope better. Vulnerable children are targeted for additional support Parents are aware of how they can support their children to boost their mental health and well-being Children are in a better place for learning leading to improved outcomes</p>	<p>We were proud to receive the 5 ways to well being award. It is firmly embedded into the school culture. The children are aware and take part in a variety of different activities eg daily mile, meditation yoga. Examples are celebrated in assembly eg sponsored walks, Beaver/Cub badges. Less children referred to Learning Mentor this year and those who receive on-going support continue to be monitored and achievements celebrated however small. Parents have attended training as well as celebration assemblies in order to encourage their awareness. All of these were well supported. The Learning Mentor has also worked with individual parents and their child to offer advice and support for the well being of their child. The ethos and culture of the school is very positive.</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.</p> <p>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 were part of the Improving Attainment in Early Years Project with WTSA. This project lasted approximately 18 months. 67% achieved GLD</p> <p>57% of PP children achieved GLD compared to 80% Non PP in school. We aim to close the gap.</p> <p>Reading and writing have improved on last year's figures</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 and identifies areas of challenge.</p> <p>Overall we have improved GLD by 12% this year demonstrating an improving trend year on year</p>
<p>Speech and Language Therapist</p> <p>£16,000</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>Improve outcomes</p>	<p>Chatty Therapy screened all children in EYFS. They also worked with children and TAs in 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>PP children</p> <p>79% of children in Y1 achieved phonic threshold</p> <p>72% of children in Y2 reached the ARE for Reading and 67% in writing. The gap to non-PP is just 1% in all subjects</p> <p>71% in Y6 achieved ARE Reading with 71% in writing.</p> <p>Higher than the national figures for PP children</p>
<p>Attendance and Behaviour SLA</p> <p>£2800</p>	<p>Closely monitor attendance and work with families to ensure good punctuality.</p> <p>Attendance for all PP children meets national average</p> <p>Maintain the number of persistent absentees among pupils eligible for PP in line with national average</p>	<p>Our attendance target for the year was 96%. Overall attendance for the 2018/19 academic year was 96.15% and exactly the same as the national figure of 96.15%.</p> <p>Authorised absence has decreased by 0.08% from 3.27% in 2017/18 to 2.47% 2018/19. It is also below the national figure 2.89%</p> <p>Unauthorised absence has increased 0.05% from last year to 1.38%. This is above the national figure of 0.95%</p> <p>Persistent absence was 8.9% just above the national figures of 8.63%</p>
<p>Employment of additional teaching staff to improve Literacy/ Numeracy skills</p> <p>£40,000</p>	<p>Attainment in reading, writing and maths is accelerated for vulnerable children. Outcomes improved and achievement maintained.</p> <p>The difference between disadvantaged and other pupils particularly in writing and maths is diminished. Writing is more in line with national averages</p>	<p>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.</p>

<p>Enrichment Outcomes including Educational Visits support £10,000</p>	<p>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. The writing skillset of identified vulnerable pupils is improved</p>	<p>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 - 29/34 – 85% Y4 – 30/40 – 75% Y5 – 32/39-82% Y6 – 34/39 – 87% 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. A couple of children have demonstrated a particular talent for the electric guitar</p>
<p>Maintain support required in each class to enhance learning £30,000</p>	<p>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.</p>	<p>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. Teachers are fully aware of who PP are in their class and appropriate interventions put in place. Tracking shows vulnerable pupils make some progress</p>
<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>87% of the cohort were invited to Maths boosters. The average attendance for both sessions was 82% The average progress score (APS) for disadvantaged pupils in Reading was +0.26 and above the national APS for disadvantaged pupils of -0.61. In Maths, it was -1.48 which was below the national APS for disadvantaged of -0.68</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 Attendance is in line with the national average 98.9%</p>
<p>Outdoor environment Active Hope Woodland Trust £6,000</p>	<p>Attractive leaning environment to encourage co-operation. Improved behaviour and attitude to learning</p>	<p>The school playground has had playground markings put down to make a more attractive and safe environment for the children. We have also marked the daily mile track to encourage the children to keep going. 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.</p>

		See the data above for attendance at sleepover and Y6 residential
Purchase specific materials to support children with SEND £2000	Children with SEND will make progress by the end of each Key Stage relative to their Year group or personal targets	In KS1 43% of pupils with SEND achieved the expected standard in Reading Writing and Maths. This was higher than local and national figures. At the end of KS2, 29% of our SEND pupils achieved ARE which was higher than local and national figures for RWM
Investment in technology to support different learning styles and needs 20,000	All children have access to a wide variety of technology/media. They are encouraged to become independent learners and understand safe internet use.	A new set of iPads were purchased for KS2. All children in school have access to individual iPads or laptops. 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