

Pupil premium strategy statement (primary) 2017-18

1. Summary information					
School	Brunswick Community Primary				
Academic Year	17- 18	Total PP budget	£177,440	Date of most recent PP Review	Rolling
Total number of pupils	453	Number of pupils eligible for PP	74 current With ever 6 Pupils 150	Date for next internal review of this strategy	May 18

Impact of spending 2016-17		
Pupil Premium Funding used in the following ways:		
Objective	Action	Impact
CPD in to improve quality of teaching in English and Mathematics	Literacy lead worked closely with Literacy consultant on CPD project to improve outcomes in English Two staff members attended training for mastery in mathematics Numicon introduced across school to support maths teaching through high quality manipulatives.	Whole school approach to English improved outcomes in books particularly in writing. Maths Mastery shared through CPD in school improved quality of teaching in mathematics. Staff more confident using manipulatives to enhance quality of teaching in mathematics. Outcomes at KS2- (provisional) progress score above national average Reading and Mathematics (provisional) progress score is average.
Provision of intervention for Social, Emotional and Behavioural difficulties	Identified children to receive specific support from Nurture team in the Acorn Room to support Social, Emotional and Behavioural Aspects of learning. Lunchtime supervisor training to improve quality of play and behaviour	Behaviour at lunchtimes and playtimes has improved. Fewer children are on challenge cards to monitor behaviour. Children ready for learning in class and most achieved their targets.
Increase the percentage of pupils engaging in extracurricular activities.	School to offer to pay full cost of Y4 residential and £100 towards Y6. Increase involvement in Children's University.	100% of pupil premium children attended Y4 and 84% attended Y6 residential. Increase of 9% in Y6 Increase of 11% in Y4 Number of children receiving certificates Sep 16 - 31 children received certificates Sept 2017 – 53 children received certificates.

Attainment data 2016-17

Current attainment 2016- 17 data KS2				
Children working at the expected standard in Y6 Number of pupils: 22 Total pupils in Y6: 58	<i>Pupils eligible for PP (your school) Y6 data</i>	<i>Pupils not eligible for PP (national average expected standard) National Other</i>	<i>School All pupils</i>	<i>National (All Pupils)</i>
% achieving in reading, writing and maths	32%	67%	53%	61%
% making progress in reading	41%	77%	58%	71%
% making progress in writing	68%	81%	77%	76%
% making progress in maths	45%	80%	63%	75%

Current attainment 2016- 17 data KS2				
Children working at the greater depth in Y6	<i>Pupils eligible for PP (your school) Y6 data</i>	<i>Pupils not eligible for PP (national average expected standard) National Other</i>	<i>School All pupils</i>	<i>National (All Pupils)</i>
% achieving in reading, writing and maths	0%	11%	2%	9%
% making progress in reading	0%	29%	18%	25%
% making progress in writing	5%	21%	13%	18%
% making progress in maths	9%		18%	

Current attainment 2016- 17 data KS1				
Children working at the expected standard in Y2 Number of pupils: 17 Total pupils in Y2: 60	<i>Pupils eligible for PP (your school) Y2 data</i>	<i>Pupils not eligible for PP (national average expected standard) National Other</i>	<i>School All pupils</i>	<i>National (All Pupils)</i>
% making progress in reading	47%	79%	73%	76%

% making progress in writing	41%	72%	70%	68%
% making progress in maths	47%	79%	77%	75%

Current attainment 2016- 17 data KS1				
Children working at the greater depth in Y2	<i>Pupils eligible for PP (your school) Y2 data</i>	<i>Pupils not eligible for PP (national average expected standard) National Other</i>	<i>School All pupils</i>	<i>National (All Pupils)</i>
% making progress in reading	6%	28%	30%	25%
% making progress in writing	6%	18%	17%	16%
% making progress in maths	12%	23%	20%	21%

Phonics				
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average expected standard) National Other</i>	<i>School All pupils</i>	<i>National (All Pupils)</i>
Y1 Phonics	81%	84%	83%	81%

EYFS				
GLD 2016	56%	64%	62%	69%
GLD 2017	TBC	TBC	63%	71%

1. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	39% Disadvantaged children in years 1-6 are working below ARE
B.	Pupils' and their families have social & emotional difficulties
C.	Low levels of vocabulary and low levels of verbal communication skills on admission to school
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance of Disadvantaged pupils is below that of Non Disadvantaged children

2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Through targeted support and intervention identified Disadvantaged pupils make rapid progress in Reading, Writing and Maths.	All Disadvantaged Pupils meet or exceed their targets. Percentage of disadvantaged pupils achieving expected standard or above is at least in line with national.
B.	Children learn how to manage their behaviour successfully- Record books of children in ACORN room Less disruption to classes, Fewer children on challenge cards	ACORN room meet the individual needs of children so they are able to learn successfully both in and out of class. Challenge card system enables children to be aware of their behaviour and learn to manage it effectively.
C.	Children develop good language skills and a wide, varied vocabulary- Monitoring cycle	Rapid progress of language skills, Percentage of disadvantaged children working at expected standard or above is in line or above. Narrow the gap between Disadvantaged Pupils and Other.
D.	Increase attendance percentage of disadvantaged children. Lower the percentage of Persistent and Unauthorised Absences Narrow the gap in order to meet school attendance target of 96%	Attendance of Disadvantaged Pupils is in line with Non Disadvantaged Pupils. Percentage of unauthorised and persistent absences has decreased.

3. Planned expenditure

Academic year

2017 -18

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved attainment in reading across school Outcomes in Y6 in line with National for all pupils.	Staff training Implementation of whole school approach to reading.	PP funding is invested in training for Quality teaching with a particular focus on Reading and Vocabulary. Reading is a high priority on the SIP with a specific focus on higher attaining children. NFER- Quality First Teaching Quality of books In school is improved and opportunities for reading have increase.	Use INSET days and CPD to deliver of training for both teachers and TAs. Targeted intervention for identified Pupil Premium children and progress evaluated. Monitor through lesson observation and book scrutiny. Bespoke training for NQTs and RQTs	VL AS LN	May 18
Disadvantaged pupils make rapid progress from their starting points in line with or above national expectations.	Use data from tracker to inform PPMs Bespoke intervention for Disadvantaged children	NFER Teachers used data to identify pupils learning needs.	Monitoring and assessment cycle. PPMs / book scrutiny/ learning walks Targeted intervention for identified Pupil Premium children and progress evaluated.	NF LN AS	Pupil Progress meetings each half term.
Reduce need for external supply cover in school	Internal supply cover used where possible instead of external cover.	NFER School deploys staff effectively and provided appropriate training for those who need support.	Ensure that staff in school identified to cover classes are deployed effectively. Staff to feedback on external supply cover.	LH / SR	May 18
Total budgeted cost					£27,951

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children with significant social and emotional difficulty are consistently supported through targeted intervention	Nurture group timetable for ACORN room to be set up targeting the needs of specific children.	Some children need specific social and emotional support as part of their My Plan or due to difficulties at home. OFSTED pupil premium update 2014 suggested significant impact of intervention groups, 1:1 support with a focus on those with a specific need.	Weekly timetable for Acorn Room Specific children chosen for Breakfast club and to eat their lunch there every day. Identified group of children for specific intervention through discussion with class teachers. 1:1 support for identified PP children.	NF/ AS SLR JD SP	May 18
Disadvantaged pupils have aspirations for and knowledge of career options; raised awareness of the qualifications and training needed to achieve them; the desire and motivation to achieve personal academic goals.	Continue children's University awards and monitor number of pupil premium children taking part. Learning workshops for parents Family workshops take	Learning Toolkit Parental involvement is important particularly for disadvantaged families. Developing parental aspirations and encouraging involvement will help to raise pupil attainment.	Letters sent out to parents Targeted support for pupil premium parents. Invite reluctant parents. Parents assemblies to celebrate achievements.	JB	May 18
Attendance of Pupil Premium children is in line with whole school target. Persistent absences to be reduced.	The school employs an attendance clerk to follow up absences and support families where attendance is poor.	NFER- schools respond quickly to poor attendance.	School target of 96% attendance Parents contacted Concerns raised by class teachers Awards for children Annual attendance visit. Attendance identified on class context sheets.	JW	May 18
Total budgeted cost					£109,916
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All children to have access to affordable school uniform	The school has chosen to allocate 1x polo shirt and 1x jumper to every FSM child.	NFER- whole school ethos for all children to achieve.	Ensure that pupil premium children's parents receive information about free uniform. Children feel proud to wear uniform.	SR	May 18
Children who have received a kindle meet or	PP children who are working at a level where a	Raising attainment in reading is part of the SIP. Children who had kindles in 2015-16	Check in with children about what they have read.	LN	May 18

exceed their end of year targets.	kindle is appropriate are given on by school.	can talk openly about the enjoyment of reading they have and how the kindle has helped them.	Use data to ensure they working at or above ARE Where the children are below- is the gap closing?		
All Pupil Premium children in Y4 and Y6 attend residential.	School funds £100 towards Kingswood for children in Y6 and pays the full £70 for children to go to Thornbridge in Y4.	OFSTED 2014 Effective schools use funding to allow disadvantaged children to participate fully in school activities.	Parents are aware that funding is available and majority of PP children go on residential.	LH/LN	May 18
Total budgeted cost					£12,510
Funds to be allocated throughout the year					£27,063