

# Brooke Primary School

## Pupil Premium Strategy 2017 - 2018



### 1. Summary information

<b>School</b>	Brooke Primary School				
<b>Academic Year</b>	2017 - 18	<b>Total PP budget</b>	£129,360	<b>Date of most recent PP Review</b>	July 2017
<b>Total number of pupils</b>	419	<b>Number of pupils eligible for PP</b>	84	<b>Date for next internal review of this strategy</b>	July 2018

### 2. Current attainment

<i>Year Group</i>	<i>Subject</i>	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (National Average)</i>
FS2 (4 children)	<b>Good Level of Development</b>	50%	71%
Year One (7 children)	<b>Phonics Screening Check – Expected Standard</b>	71%	81%
Year Two (10 children)	<b>% achieving the expected standard or above in Reading</b>	60%	76%
	<b>% achieving the higher standard in Reading</b>	0%	25%
	<b>% achieving the expected standard or above in Writing</b>	40%	68%
	<b>% achieving the higher standard Writing</b>	0%	16%
	<b>% achieving the expected standard or above in Maths</b>	60%	75%
	<b>% achieving the higher standard Maths</b>	10%	21%
Year Six (22 children)	<b>% achieving the expected standard or above in Reading, Writing and Maths</b>	55%	61%
	<b>% achieving the expected standard or above in Reading</b>	59%	71%
	<b>% achieving the higher standard in Reading</b>	77%	25%

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	% achieving the expected standard or above in Writing	73%	69%
	% achieving the higher standard Writing	14%	6%
	% achieving the expected standard or above in Maths	68%	75%
	% achieving the higher standard Maths	18%	23%

### 3. Barriers to future attainment for pupils eligible for Pupil Premium, including high ability

<b>a.</b>	There is an increasing amount of children entitled to Pupil Premium who have low attendance rates and there are more children who are becoming persistent absentees.
<b>b.</b>	Children who are entitled to Pupil Premium in Foundation Stage One are starting the school below age-related expectations. In addition to this, not enough children are supported to exceed the Early Learning Goals at the end of Foundation Stage Two.
<b>c.</b>	Some parents find it difficult to support their children at home, especially if the children are more able.
<b>d.</b>	46% of our children live in the lowest 10-20% of deprived households in Doncaster and there is a pattern emerging to suggest this figure will increase, with more children in EYFS living in the most deprived households. A barrier to future attainment is a lack of opportunities and aspirations for our children.

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4. Desired outcomes	
<b>a.</b>	<u>Improved Attendance to 96%</u> As a result of more effective systems for monitoring data, attendance for Pupil Premium children will improve. The administrative aspect of attendance data will be monitored weekly and analysis of absences and codes will be acted upon. There will be a 'key worker' approach for children who are persistently absent and Attendance Support Plans will be introduced. Case studies will show the impact of any actions and support given.
<b>b.</b>	<u>More Effective EYFS Provision</u> The provision for children who are in Foundation Stage One needs to be tailored and planned to meet the needs of the children who are entitled to Pupil Premium funding. Autumn baselines will identify the gaps children have in their learning and activities will be organised accordingly. Better systems for tracking data will show that these children are making accelerated progress.
<b>c.</b>	<u>Attainment for the More Able children</u> The data systems will be sharpened to ensure the more able children across all age groups make good progress. Also, more children will be targeted to achieve Exceeding a Good Level of Development at the end of Foundation Stage Two and also Greater Depth in Reading, Writing and/ or Mathematics at the end of Year Two and Year Six.
<b>d.</b>	<u>Increased Curricular Opportunities</u> Thorne is below the Doncaster average when looking at family's deprivation and although there is investment in the local area this is only recent and there has not been an impact. The children have few opportunities and this leads to anti-social behaviour in the community. The desired outcome is to engage learners with an enhanced curriculum and provide exciting learning opportunities which will inspire and aspire them to succeed.

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5. Planned expenditure					
Academic year	2017 / 2018				
Quality of Teaching for All					
Desired Outcome	Action	Evidence and rationale	Implementation	Staff lead	Review
Improved Attendance	Raise the profile of good attendance and improve the reward systems.	<p>Improving attendance was an identified target in the most recent external review of Pupil Premium.</p> <p>Leaders know that our children respond very well to consistent, positive praise and link this strategy for improving attendance to other whole school priorities. <b>(£6,000)</b></p>	A Senior Leader is the lead for this desired outcome. Weekly meetings and discussions are logged and data analysis presented to governors for challenge.	Head of School	January 2018 and April 2018
	Establish effective links with Educational Welfare Officer.	Partnerships with parents have improved and the use of a key worker is emerging. However, leaders recognised the need for EWO involvement for families who are choosing not to engage with school. <b>(£4,500)</b>	Planned opportunities for the Head of School and Educational Welfare Officer to meet. Attendance School Action Plan up-dated regularly.	Head of School	June 2018

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	Allocate Inclusion Support Assistant to carry out data checks.	Following an audit with the school's Educational Welfare Officer, the systems for coding, analysing and following through to Fixed Penalty Notices or Enforcement were not effective. Too many children had poor attendance and the school's systems were not securing necessary improvements. <b>(£1,462)</b>	Dedicated time, on a daily for basis, to check registers and then follow through on any children not in school without authorised reason.	Head of School	June 2018
	Breakfast Club	Punctuality is an issue and it is increasingly the children who are entitled to Pupil Premium who are late. <b>(£3,800)</b>	Offer free breakfast club to targeted families every morning.	Head of School	End of each term
	Early Birds Club	A reason for persistent absenteeism is often that the children are feeling unhappy about attending school. <b>(Staffing - £3,040 and Resources – £2,000)</b>	Early Birds club will continue with the support from the Inclusion Support Assistant. This will run from 8:00 – 9:00 and will include breakfast alongside positive play experiences for targeted families and children	Inclusion Manager	End of each half-term

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More Effective EYFS Provision	Additional member of support staff	Baseline for children starting Foundation Stage One is evidence that children's communication and language skills. An increase in adult:child ratios will ensure language is consistently and effectively modelled for the children. <b>(£8,814)</b>	Learning walks, drop-ins and observations carried out to ensure this is implemented effectively.	Assistant Head teacher	February 2018
	Resources	A need was identified in the external Pupil Premium Review to provide resources to develop the provision for the nursery children, especially outside. <b>(£4,000)</b>	Audit of current resources and purchase of additional resources in order to develop provision for nursery children and improve outcomes.	Assistant Head Teacher	
Increased Curricular Opportunities	Funding to enhanced learning opportunities through educational visits	Interviews with children and their voice through the School Council indicate that educational visits/ visitors are significant in enhancing learning opportunities. <b>(£3,000)</b>	Long-term curriculum planning ensures children have two opportunities per year for an educational visit/ visitor.	Executive Head Teacher	June 2018
	Ukulele Sessions	There is no peripatetic service available and music specialism is limited. The wider opportunities scheme through the LA had a very positive impact on children's behaviour and developing their team-building skills. <b>(£2,350)</b>	Long-term planning ensure a tuned instrument is taught to children in Year Six.	Executive Head Teacher	June 2018

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	Children's University	Parent questionnaires and interviews with pupils request more after school clubs. The Children's University is a charity to improve engagement for children at out of school activities. <b>(£650)</b>	Regular assemblies and passport counts and children work towards a graduation ceremony in Summer 2018.	Senior Leadership Team	June 2018
<b>Total budgeted cost</b>					<b>£39,616</b>
<b>Targeted Support</b>					
<b>Desired Outcome</b>	<b>Action</b>	<b>Evidence and Rationale</b>	<b>Implementation</b>	<b>Staff lead</b>	<b>Review</b>
Improved Attendance	Key Workers linked to vulnerable families	Leaders recognise that effective relationships with parents contributes significantly to improvements in school. To extend this further, key workers will meet regularly with targeted families. This will secure improvements in attendance and also provide consistency of care for our families. <b>(£4,925)</b>	Identified families have a key worker in place and regular meetings are held. Parents are clear on what strategies they need to use to improve their child's attendance.	Head of School	June 2018

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More Effective EYFS Provision	Targeted Intervention – Phonics, Reading and Speech and Language	Better progress in school has been seen when the member of support staff works with the class teacher and the children in the morning and then boosts and consolidates in a 1:1 situation or with small groups in an afternoon. <b>(£6,080)</b>	An additional member of support staff will take responsibility of working with children who are entitled to Pupil Premium, using activities and tasks planned by the class teacher. This will ensure there is continuity in learning.	Assistant Head Teacher	June 2018
Attainment for the More Able Children	Improve systems for tracking more able children to ensure progress is accelerated for this group.	Following analysis of 2017 outcomes for children entitled to Pupil Premium: <ul style="list-style-type: none"> <li>• Very few children exceed the Early Learning Goals at the end of Foundation Stage Two.</li> <li>• Not enough children are achieving the Greater Depth Standard at the end of Year Two.</li> <li>• Progress is too slow for children throughout Key Stage Two.</li> </ul> Closer tracking and more regular intervention tasks (at least x3 a week) will ensure outcomes improve for this group in 2018. <b>(£14,976)</b>	Disadvantaged children, including those who are more able children will be closely tracked. 1) Some children will be targeted to make accelerated progress to achieve the higher attainment levels and 2) more able children will all make good progress.	Senior Leadership Team	June 2018

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Increased Curricular Opportunities	Intervention/ booster sessions for children not on track to make end of year targets.	In-year progress for 2016-2017 is better for the children who have had access to a skilled learning support assistant to boost and provide intervention in an afternoon. Purchased and published interventions have not had the same impact on improving outcomes. <b>(£57,624)</b>	One Learning Support Assistant allocated per phase in order to work with children in small groups/ individual basis dependent on need. Intervention Files to log evidence and impact.	SENCo	June 2018
	Reduced cost to families for Y6 Residential Visit	Children have very few opportunities within the local community and the cost of residential limits participation. Pupil premium children access the trip at a reduced cost. <b>(£2,000)</b>	Generic letters sent to all parents and then targeted families contacted on an individual basis.	Executive Head Teacher	June 2018
	The Brilliant Club	There is little to do in Thorne yet our families are reluctant to seek university/ employment outside the local area. Through discussions with headteachers in the locality, lack of aspirations is a common concern. <b>(£5,560)</b>	Planning takes place during the Summer term and links are set up with a PhD student from the Brilliant Club. Two local universities are visited; a launch event and a graduation ceremony.	Executive Head Teacher	June 2018
<b>Total budgeted cost</b>					<b>£91,165</b>
<b>Pupil Premium Spend for Quality of Teaching for All and Targeted Support</b>					<b>£130,781</b>