

# Service Pupil Premium Strategy Statement 2018 / 2019

1. Summary information					
School	BROMPTON-WESTBROOK PRIMARY SCHOOL				
Academic Year	18/19	Total Service PP budget	£37800	Date of most recent PP Review	n/a
Total number of pupils	424	Number of pupils eligible for Service PP	126	Date for next internal review of this strategy	Sept 19

## THIS REPORT REFERS TO SERVICE PUPIL PREMIUM ONLY

2. Current attainment Y6 (2017 / 18)		
	<i>Pupils eligible for Service PP 7 pupils</i>	<i>Pupils not eligible for Service PP in school</i>
% achieving expected standard or above in reading, writing & maths	<b>86% (0%)</b>	68% (21%)
% making expected standard in reading (as measured in the school)	<b>86% (14%)</b>	74% (29%)
% making expected standard in writing (as measured in the school)	<b>86% (29%)</b>	84% (34%)
% making expected standard in mathematics (as measured in the school)	<b>86% (14%)</b>	89% (32%)
Current attainment Y2 (2017 / 18)		
	<i>Pupils eligible for Service PP 20 pupils</i>	<i>Pupils not eligible for Service PP in school</i>
% achieving expected standard or above in reading, writing & maths	<b>80% (25%)</b>	69% (21%)
% making expected standard in reading (as measured in the school)	<b>80% (30%)</b>	79% (31%)
% making expected standard in writing (as measured in the school)	<b>80% (25%)</b>	72% (21%)
% making expected standard in mathematics (as measured in the school)	<b>85% (30%)</b>	79% (36%)
1. Barriers to future attainment (for pupils eligible for SPP)		

<b>Academic barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	High mobility resulting in knowledge gaps	
<b>B.</b>	Emotional barriers – effects of postings, leaving previous school, joining new school, deployment and training	
<b>C.</b>	Attainment at greater depth at KS2 (linked to mobility and access to consistent higher challenge and mastery)	
<b>Additional barriers</b> ( <i>including issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Family pressures associated with forces life	
<b>2. Intended outcomes</b> ( <i>specific outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	Impact on induction and transition	Service pupils will quickly settle into school from a clear baseline with no loss of learning as measured through assessment data. Service pupils will be more prepared when moving from Brompton Westbrook to their next school.
<b>B.</b>	Impact on achievement	Service pupils will achieve at least as well as, or better than their peers as measured through assessment data. Service pupils will have access to a broad and enhanced curriculum.
<b>C.</b>	Impact on social and emotional resilience	Service pupils will feel emotionally supported and develop their independence skills as measured through behaviour analysis, pupil and parent feedback, social and emotional assessment data. Service children have access to Military Kids Clubs every week from them to share experiences, celebrate or share concerns and worries with peers and specific pastoral leader of club.  Service pupils will access Rights Respecting School (UNICEF) curriculum to enable them to have a good understanding of their rights which they know will transfer wherever they go.

<b>D.</b>	Impact on family support outcomes	Service families will feel supported at every stage of their time here as measured through feedback and evaluation forms. Service families have access to our school Family Liaison Officer to assist with concerns as well as close working relationship with Army Welfare.
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1. Planned expenditure					
Academic year	2018 2019				
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Smaller group support for specific teaching of literacy skills	Service pupils achieve in line with or better than their peers, especially those aspiring to greater depth attainment	Data shows that service pupils do well at Brompton-Westbrook but evidence also shows that new arrivals often have gaps in their learning due to high levels of mobility and service pupils do not perform as well at the higher standard in Year 6. The Education Endowment Fund indicates that strategies such as Digital Technology (+4 months), small groups teaching (+4 months) and reading comprehensions strategies (+6 months) all add value to learning	Monitoring of quality of learning and teaching and assessment data	SLT	Target review meetings
Assessment prior to entry for all new arrivals	New arrivals will benefit from early identification of their strengths and areas to develop		All new pupils will be assessed prior to / within a week of their arrival  Interventions are accessed within a 6 week term of arrival	SENCO	6 weeks in
E learning packages such as Third Space learning	Pupils will access bespoke e-learning packages which focus on learning gaps		Packages include regular assessment and progress reports	SLT	termly
Lunchtime learning support	Service pupils will have opportunities to close gaps in their learning and study at greater depth		Book scrutiny will show closing of gaps	Teachers	Target review meetings

<b>Total budgeted cost</b>					£39592
<b>ii. Targeted support</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well? / success criteria</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Pastoral support especially around induction and friendships	Support with pupils' emotional and social needs, including responding to changes in home circumstances and pupil worries around deployment and separation	The Department for Education Guidance 'Service Pupil Premium: What you Need to Know' July 2018 reminds us that 'Eligible schools receive the SPP so that they can offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment' The Education Endowment Fund toolkit recommends that Outdoor Adventure Learning is an intervention that adds impact (+4 months) and social and emotional learning strategies are effective to promote positive attitudes to learning and self (+4 months)	Monitoring Feedback SEMH assessment information	SENCO FLO Pastoral Team	Target review meetings
Pastoral support and therapy services – independence and resilience	Pupils will be able to access bespoke emotional support through school based referral processes		Feedback Monitoring Tracking behaviour and attendance	SENCO FLO	Review meetings
Nurture Group, Forest School and Hub intervention	Service pupils access these groups to develop their independence skills, resilience and social skills		Monitoring Attendance tracking	Forest School teacher Pastoral team	Target review meetings
Military Kids Club and attendance at Service Children's Conference	Service pupils can meet regularly with their service peers and share common experiences		Monitoring Pupil feedback	Pastoral team FLO	3 x year
Specific assessment and small group intervention assessed specific learning needs	Service pupils can access specific support to identified close gaps		Monitoring Intervention tracking	TAs SENCO Spld teacher	Target review meetings
<b>Total budgeted cost</b>					£35428
<b>iii. Other approaches</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

FLO support for families	Service families have access to an experienced, well-trained support worker who advocates and signposts to other relevant partners	The Ministry of Defence 'Service Pupil Premium Examples of Best Practice' document cites the employment of family support workers as an effective strategy to support Service families and it also praises the impact of family activities and community events. We are keen to support Service family life and work closely with our Attendance Advisory Practitioner to share good practice around authorising absences for families who have been subjected to separation and deployment, with restrictions for when leave is available	Supervision meetings Feedback from parents and customer satisfaction surveys	FLO	termly
Service family wider participation through family events	Provide opportunities (such as 'Go Wild' day) for families to relax and socialise		Feedback from families	Forest School leader and other staff	After each event
Attendance support for service families	Service families are able to feel supported with attendance		Attendance review meetings	FLO HT Attendance Advisory Practitioner	Monthly meetings
<b>Total budgeted cost</b>					<b>£11242</b>

Brompton-Westbrook is proud of its links with our local Forces community. We are lucky to have benefited from funding through MOD Support Fund in recent years, which has added value to the offer for Service pupils. MOD support funds are not included in this Service Pupil Premium strategy.

<b>2. Review of expenditure THIS IS THE FIRST YEAR THAT BWPS HAVE CREATED A SERVICE PUPIL PREMIUM STRATEGY</b>				
<b>Previous Academic Year</b>		<b>2018 / 2019</b>		
<b>i. Quality of teaching for all</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>

<b>ii. Targeted support</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<b>iii. Other approaches</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

### 3. Additional detail

## Pupil premium strategy / self-evaluation (SEN schools)

1. Summary information				
School			Type of SEN (eg.PMLD/SLD/MLD etc.)	
Academic Year		Total PP budget	Date of most recent PP Review	
Total number of pupils		Number of pupils eligible for PP	Date for next internal review of this strategy	
2. Current attainment				
		Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
% achieving UQ targets in communication				
% achieving UQ targets in maths				
% progress specific to school setting				
3. Barriers to future attainment (for pupils eligible for PP )				
In-school barriers				
A.				
B.				
C.				
External barriers				
D.				
4. Intended outcomes (specific outcomes and how they will be measured)			Success criteria	
A.				
B.				
C.				
D.				

5. Planned expenditure					
Academic year					
The headings enable you to show how you are using pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Action	Intended outcome	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<b>Total budgeted cost</b>					
ii. Targeted support					
Action	Intended outcome	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<b>Total budgeted cost</b>					
iii. Other approaches (including links to personal, social and emotional wellbeing)					
Action	Intended outcome	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<b>Total budgeted cost</b>					

**6. Review of expenditure**

**Previous Academic Year**

**iv. Quality of teaching for all**

<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

**v. Targeted support**

<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

**vi. Other approaches (including links to personal, social and emotional wellbeing)**

<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

## 7. Additional detail