

Pupil Premium Strategy Statement: Brompton-Westbrook Primary School 2017-18

The pupil premium gives schools extra funding to raise the attainment of disadvantaged pupils from reception to year 11. The money a school receives is based on the following:

- children eligible for free school meals at any point in the past 6 years
- children who have been looked after, adopted from care or left care under a special guardianship order at any time
- children for whom one parent is serving in the regular armed forces, has done so in the past 3 years or died whilst serving in the armed forces at any time

The pupil premium grant is paid to schools as they are best placed to assess what additional provision their pupils need. Ofsted inspections report on how schools' use of the funding affects the attainment of their disadvantaged pupils.

When making decisions about Pupil Premium spending, it is important to consider the context of the school and the subsequent challenges faced. As an Academy, our main objective is to close the gap between our PPG and non-PPG pupils so that all students across the Academy are making good or better progress. We have identified some key priorities for the academic year 2016/2017, which form the basis of our Academy Improvement Plan. Our Pupil Premium funding will be used to support these key priorities in order to continue closing the gap for our PPG pupils.

| 1. Summary information | | | | | |
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| School | Brompton-Westbrook Primary School | | | | |
| Academic Year | 2017-18 | £138600 FSM, including Ever 6 £3800 LAC £33000 Service pupils (including Ever 5) TOTAL : £175400 | | Date of most recent PP Review | Sept 17 |
| Total number of pupils | | 105 pupils - deprivation (inc Ever 6) 2 pupils LAC 110 service pupils (inc Ever 5) TOTAL : 217 | | Date for next internal review of this strategy | 2018 /19 |

| Current attainment 2016 2017 | Pupils eligible for FSM (PP) | Pupils eligible for FSM Ever 6 | Pupils eligible for Forces | Pupils eligible for PP | Not eligible |
|---------------------------------|---------------------------------|-----------------------------------|----------------------------|------------------------|--------------|
| % of Year 2 at age appropriate | | | | | |
| Reading | 50% | 64% | 85% | 75% | 83% |
| Writing | 50% | 36% | 70% | 54% | 72% |
| Maths | 50% | 73% | 85% | 79% | 93% |
| % of Year 4 at age appropriate | | | | | |
| Reading | 78% | 85% | 87% | 86% | 79% |

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|--------------------------------|-----|-----|-----|-----|-----|
| Writing | 78% | 85% | 93% | 89% | 84% |
| Maths | 78% | 77% | 80% | 79% | 79% |
| % of Year 6 at age appropriate | | | | | |
| Reading | 75% | 80% | 69% | 74% | 60% |
| Writing | 75% | 87% | 88% | 87% | 90% |
| Maths | 88% | 93% | 94% | 94% | 80% |

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| 3. Barriers to future attainment | | |
| In-school barriers | | |
| A. | Literacy attainment for PPG pupils is lower than non-PPG children across KS1 and 2 | |
| B. | A significant number of pupils who are in receipt of FSM also have special educational needs | |
| C. | | |
| External barriers | | |
| D. | Parental engagement with academic support is less evident for pupils in receipt of PPG, including attendance support | |
| 4. Desired outcomes | | |
| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | Reduce gaps in achievement for PPG children, especially in literacy | <ul style="list-style-type: none"> PPG pupils achieve at least as well as non –PPG pupils in reading, writing (and maths) |
| B. | Personalised interventions for PPG pupils with SEN ensures that gaps in learning are closed | <ul style="list-style-type: none"> Identified pupils make accelerated progress and close the gaps between them and their peers Pupils apply their learning from interventions in other learning |
| D. | An increase in parental engagement for activities which support their child’s learning and progress, including attendance | <ul style="list-style-type: none"> Increased attendance for FSM children Increased engagement in bespoke parental activities which support learning for PPG children |

| 5. Planned expenditure | | | | | |
|---------------------------------------|---------------------------------|--|--|-------------------|---------------------------------|
| Academic year | 2017-18 | | | | |
| 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 | Review of implementation |
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| <p>Further develop teaching and assessment strategies to reduce gaps in achievement for PPG children, especially in literacy</p> | <ol style="list-style-type: none"> 1. Use of Balance assessment system and teacher feedback reduces gaps in learning and knowledge. 2. Reading review undertaken to inform the teaching of comprehension skills . 3. Staff appraisal targets to focus on key vulnerable pupils. 4. Experienced teachers to support groups of underachieving children (lit and num) 5. Additional teaching staff across the school to ensure specialist teaching staff cover Planning, Preparation and Assessment (PPA) time 6. Small Year R class sizes with highly experienced staff | <p>Due to its catchment area the school faces the challenge of high pupil mobility. Research shows that mobility has a detrimental effect on children’s learning and children often arrive at the school with significant gaps. Children require the most experienced staff who deliver personalised approaches. The Ofsted report <i>Pupil Premium How schools are spending the funding successfully to maximise achievement</i> identified the success of schools that employed specialist staff with a good track record of working alongside disadvantaged children. The Trust believe that quality first teaching is the most efficient way of improving pupil outcomes and that this can be best achieved through highly trained members of school staff. The specialist teachers employed will use successful teaching methods described in the Sutton Trust toolkit when teaching the additional sessions. These successful approaches will include effective feedback, as part of assessment for learning and meta-cognition approaches. The Sutton Trust Toolkit also shows that Early Years Intervention can have an impact of plus five months on pupil learning.</p> | <ol style="list-style-type: none"> 1. Monitored through 360 analysis, target review, book scrutiny 2. Project development plan evaluation, pupil results, 360 3. Measured through appraisal review, assessment information, target review 4. Reviewed through 360 analysis target setting meetings 5. 360 monitoring and book scrutiny 6. Target review, 360 monitoring, ECCERS audits | <p>SLT / DoL English leader All teachers Specialist teachers FS staff</p> | <p>Terms 1, 2, 3, 4, 5 and 6</p> |
| <p>Total budgeted cost</p> <p>TOTAL: £105312</p> | | | | | |
| <p>ii. Targeted support</p> | | | | | |

| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | Review of implementation |
|--|---|---|---|---|----------------------------------|
| <p>Personalised interventions for PPG pupils with SEN ensures that gaps in learning are closed</p> | <ol style="list-style-type: none"> 1. Teaching Assistants (TA) for intervention groups and specialist TAs 2. Nurture Group, Forest School and Military Kids Club to provide self esteem and efficacy support for key pupils 3. Pre-induction assessments for new pupils to enable early identification of gaps and correct allocation for support and groups 4. Specialist assessments to identify key areas of need (eg spld) and recommend strategies to address these areas of need 5. Small group specialist tuition to develop specific objectives and enable | <p>The Sutton Trust toolkit shows that mastery learning and 1:1 tuition both have an impact of plus five months on pupil learning. Through a precision teaching approach, Teaching Assistants will work 1:1 with pupils on mastering specific learning targets that are gaps in their learning. The Ofsted report <i>Pupil Premium How schools are spending the funding successfully to maximise achievement</i> states that successful schools focus on behaviour alongside quality teaching as these schools can embed their support for disadvantaged pupils. From experience the school has seen that pupils who demonstrate good behaviour for learning make improved progress. This approach will support children with Social, Emotional and Mental Health needs, predominately attachment disorder.</p> <p>The Ofsted report <i>Pupil Premium How schools are spending the funding successfully to maximise achievement</i></p> | <ol style="list-style-type: none"> 1. 360 monitoring, data tracking along the lines of the Balance system, use of Edukey to track data 2. Boxhall and SEMH assessment data, 360 monitoring, case study notes 3. Assessment information, induction forms, target review data, SENCO reports 4. Assessment reports and PLP notes, planning 5. Planning, assessments info, book scrutiny 6. Assessment feedback, pupil reports and notes, assessment information | <p>SENCO Forest school leader Personalised learning teacher SLT</p> | <p>Terms 1, 2, 3, 4, 5 and 6</p> |

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| | <p>peer support to take place</p> <p>6. Specialist interventions: counselling, play therapy, OT, SALT , EPS support</p> <p>7. Innovative resources to support specific pupils needs (eg Third Space Learning)</p> | <p>identified seven distinct 'building blocks of success' including: addressing the needs of individual pupils. These specialist interventions will target specific pupil needs so that they are better able to access learning and make rapid progress. These resources will address the needs of individual pupils so that they can better access quality first teaching.</p> | | | |
| <p>Total budgeted cost</p> <p>TOTAL: £105080</p> | | | | | |
| <p>iii. Other approaches</p> | | | | | |
| <p>Desired outcome</p> | <p>Chosen action/approach</p> | <p>What is the evidence and rationale for this choice?</p> | <p>How will you ensure it is implemented well?</p> | <p>Staff lead</p> | <p>Review of implementation</p> |

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|--|--|--|---|--|-------------------------|
| <p>An increase in parental engagement for activities which support their child's learning and progress, including attendance</p> | <ol style="list-style-type: none"> 1. Family support to help achieve family stability and encourage home learning 2. Funded places at BA club 3. Consultation around what parents want to attend, how often and when? 4. Increased amount of bespoke / invitation only parent events (eg to observe sensory circuit) 5. Targeted attendance support using a wider range of tools available through SIMS 6. Use of structured conversations for vulnerable pupils | <p>The Sutton Trust toolkit shows that homework and parental involvement both impact positively on pupil progress and attainment. The Family Liaison Officer will work closely with parents to improve these aspects of home support and also to ensure that pupils are more ready for learning when at school.</p> <p>The research from the Ofsted report <i>Pupil Premium How schools are spending the funding successfully to maximise achievement</i> states identified that lower attendance was associated with lower attendance and punctuality levels. This funded club will help to support parents to ensure that pupils are in school on time. Some children have limited exposure to a variety of opportunities. Targeted children living in deprived circumstance will benefit from participating in extra curricular opportunities. The Sutton Trust Toolkit shows that participation in arts can have an impact of plus two months on pupil learning.</p> <p>Work with Achievement for All indicates that 'structured conversations' raise parental engagement and understanding of children's learning needs resulting in better progress and attainment</p> | <ol style="list-style-type: none"> 1. CAF meeting minutes, FLO notes, target review and assessment data, spelling and mental maths scores 2. Improved attendance and punctuality for funded pupils 3. New offer for parent events / training 4. Attendance registers, evaluation feedback 5. Increase attendance and punctuality for vulnerable pupils 6. Target review and assessment data, meetings with parents, phase meeting minutes | | <p>Terms 2, 4 and 6</p> |
| <p>Total budgeted cost</p> <p>TOTAL: £10072</p> | | | | | |

| 7. Review of expenditure | |
|--------------------------------|-----------|
| Academic Year | 2017 2018 |
| i. Quality of teaching for all | |

| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | | | | | | | | | | | | | |
|---|--|--|---|----------|-------------------|-----|---|-------|-------|---|-------|------|---|-------|-------|--|
| Further develop teaching and assessment strategies to reduce gaps in achievement for PPG children, especially in literacy | <ol style="list-style-type: none"> 1. Use of Balance assessment system and teacher feedback reduces gaps in learning and knowledge. 2. Reading review undertaken to inform the teaching of comprehension skills . 3. Staff appraisal targets to focus on key vulnerable pupils. 4. Experienced teachers to support groups of underachieving children (lit and num) 5. Additional teaching staff across the school to ensure specialist teaching staff cover Planning, Preparation and Assessment (PPA) time | <p>See attainment data above that indicates PPG gap has closed (including Ever 6) but current FSM gap still remains in some areas although has been narrowed.</p> <p>All attainment rose slightly from previous year. This strategy has been successful due to :</p> <ul style="list-style-type: none"> • Greater focus on teacher feedback and teacher assessment strategies • Use of appraisal to increase accountability for vulnerable children • Reading project enabled pupils to access higher level vocabulary which had a positive impact on greater depth attainment for all pupils but especially FSM and PPG children who exceed their peers • Experienced teachers delivering consistent high quality lessons impacted on overall achievement • Director of Learning support for NQTs enabled rapid progress with the delivery of successful lessons | <p>This approach has been successful and will continue to be applied in 2018 / 19, with some further specific work embedding the reading project which had a larger impact on children working at the higher standard.</p> <p>27% of disadvantaged PPG pupils reached the combined higher standard (national average for non-disadvantaged 12%) (ASP Nov 18)</p> <p>Progress in 2017 / 18 for disadvantaged PPG children was higher in reading and writing (ASP Nov 2018)</p> <table border="1" data-bbox="1256 639 1904 810"> <thead> <tr> <th>Progress</th> <th>PPG disadvantaged</th> <th>all</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>+0.58</td> <td>-0.42</td> </tr> <tr> <td>W</td> <td>+2.35</td> <td>+1.6</td> </tr> <tr> <td>M</td> <td>+1.32</td> <td>+1.47</td> </tr> </tbody> </table> <p>Maths average scaled score disadvantaged PPG children 105.6 (national average non-disadvantaged 105.4)</p> <p>Further work to develop this year is around communication, especially where teachers are working with pupils who are not register to their class. This has been already developed through changes to target review meetings but will continue to be a focus this year.</p> | Progress | PPG disadvantaged | all | R | +0.58 | -0.42 | W | +2.35 | +1.6 | M | +1.32 | +1.47 | |
| Progress | PPG disadvantaged | all | | | | | | | | | | | | | | |
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| ii. Targeted support | | | | | | | | | | | | | | | | |

| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
|--|--|---|--|------|
| <p>Personalised interventions for PPG pupils with SEN ensures that gaps in learning are closed</p> | <ol style="list-style-type: none"> 1. Teaching Assistants (TA) for intervention groups and specialist TAs 2. Nurture Group, Forest School and Military Kids Club to provide self esteem and efficacy support for key pupils 3. Pre-induction assessments for new pupils to enable early identification of gaps and correct allocation for support and groups 4. Specialist assessments to identify key areas of need (eg spld) and recommend | <p>Gaps have been reduced but some gaps in attainment still exist, despite increased support for various vulnerable SEN groups (eg Year 1 SEND pupils)</p> <p>This strategy has been successful due to:</p> <ul style="list-style-type: none"> • Effective use of high quality TA support • Staff training to meet specific needs • High quality facilities and programming for specialist activities (eg Nurture and Forest School) • Rapid action following initial assessments for newcomers • Good communication between parties involved with individual pupils from initial concern to assessment to intervention to review stage. | <p>An SEND review has resulted in a pilot project (as authorised by Governors) to focus on providing more in-depth bespoke support for key vulnerable pupils who require additional interventions above the school's general offer. This is a 'Hub' class, as detailed in the PPG strategy for 2018 / 19. The work of the Hub will be closely monitored by a range of stakeholders to ensure that impact is achieved (see School Improvement Plan 2018 2019)</p> | |
| <p>iii. Other approaches</p> | | | | |

| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
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| An increase in parental engagement for activities which support their child's learning and progress, including attendance | <ol style="list-style-type: none"> 1. Family support to help achieve family stability and encourage home learning 2. Funded places at BA club 3. Consultation around what parents want to attend, how often and when? 4. Increased amount of bespoke / invitation only parent events (eg to observe sensory circuit) 5. Targeted attendance support using a wider range of tools available through SIMS 6. Use of structured conversations for vulnerable pupils | <p>FLO support continues to be very effective (as reported through parent and pupil feedback) and Early Help / CAF targets are met.</p> <p>Parents have become more engaged with the school for ad-hoc events but impact.</p> <p>Educational Development Trust Peer Review provided a good vehicle for parent consultation and new ideas for developments were suggested.</p> <p>Structured Conversations provided a focus for key pupils.</p> | <p>Successful FLO and ASSA support will continue.</p> <p>Following Education Development Trust Peer Review, we have developed a new Parental Engagement strategy with each phase group having bespoke action plans.</p> | |

8. Additional detail

