

## Pupil Premium Strategy Statement: Brompton-Westbrook Primary School 2018-19

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					
<b>School</b>	Brompton-Westbrook Primary School				
<b>Academic Year</b>	2018-19	£124080 FSM including Ever 6		<b>Date of most recent PP Review</b>	n/a scheduled for 2018 /19
<b>Total number of pupils</b>	2018 - 2019	94 pupils - deprivation (inc Ever 6)		<b>Date for next internal review of this strategy</b>	2019

**THIS REPORT REFERS TO PUPIL PREMIUM SPENDS RELATING TO DEPRIVATION (IE EVER 6 FSM ONLY. PLEASE REFER TO SERVICE PPG REPORT FOR SERVICE PUPIL PREMIUM SPEND)**

Current attainment 2017/18	Cohort	Pupils eligible for FSM Ever 6	Pupils eligible for Forces	Pupils eligible for PP	Not eligible
% of Year 2 at age appropriate					
Reading	80%	81%	80%	81%	77%
Writing	75%	76%	80%	69%	73%
Maths	81%	81%	85%	75%	77%
% of Year 4 at age appropriate					

Reading	84%	85%	80%	80%	90%
Writing	78%	77%	80%	77%	90%
Maths	86%	77%	80%	77%	90%
% of Year 6 at age appropriate					
Reading	73%	64%	86%	75%	70%
Writing	86%	86%	86%	87%	85%
Maths	88%	86%	86%	88%	90%

<b>3. Barriers to future attainment</b>		
<b>In-school barriers</b>		
<b>A.</b>	Small gap in Year 2 between attainment in writing and maths between current FSM children and other	
<b>B.</b>	A significant number of pupils who are in receipt of FSM also have special educational needs	
<b>C.</b>		
<b>External barriers</b>		
<b>D.</b>	Parental engagement with academic support is less evident for pupils in receipt of PPG (excluding Forces) including attendance support	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Reduce gaps in achievement for FSM children	<ul style="list-style-type: none"> <li>FSM pupils achieve at least as well as non –PPG pupils in reading, writing (and maths)</li> </ul>
<b>B.</b>	Personalised interventions for PPG pupils with SEN ensures that gaps in learning are closed	<ul style="list-style-type: none"> <li>Identified pupils make accelerated progress across the curriculum and close the gaps between them and their peers</li> <li>Pupils apply their new skills from interventions in other learning</li> <li>Increased confidence, self -esteem, core stability and engagement lead to improved learning outcomes for pupils</li> <li>Personalised learning opportunities result in higher levels of achievement across all curriculum areas (eg through excellent communication between all parties involved)</li> <li>Opportunities for all to experience ‘Learning outside the classroom’</li> <li>Additional support provided by external agencies to focus on developing engagement for learning.</li> </ul>
<b>D.</b>	An increase in parental engagement for activities which support their child’s learning and progress, including attendance	<ul style="list-style-type: none"> <li>Increased attendance for FSM children</li> <li>Increased engagement in bespoke parental activities which support learning for PPG children</li> <li>Increased levels of communication between home and school</li> </ul>

		<ul style="list-style-type: none"><li>• Feedback from parents indicates increased understanding and engagement leading to improved outcomes for pupils.</li></ul>
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5. Planned expenditure					
Academic year		2018-19			
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice? What is the success criteria?	How will you ensure it is implemented well?	Staff lead	Review of implementation

<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"> <li>1. Use of Balance assessment system, teacher feedback and peer tutoring reduces gaps in learning and knowledge.</li> <li>2. Reading review undertaken to inform the teaching of comprehension skills .</li> <li>3. Staff appraisal targets to focus on key vulnerable pupils.</li> <li>4. Experienced teachers to support groups of underachieving children (lit and num)</li> <li>5. Additional teaching staff across the school to ensure specialist teaching staff cover Planning, Preparation and Assessment (PPA) time</li> <li>6. Small Year R class sizes with highly experienced staff</li> <li>7. Opportunities for pupils to collaborate with their learning and work in peer tutor groups including vertical groups (eg reading buddies, peer mediators)</li> </ol>	<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 include effective feedback (+8 months impact), as part of assessment for learning and meta-cognition (+7 months)and peer tutoring (+5 months) reading comprehension strategies (+6 months) and collaborative (+5 months) approaches. The Sutton Trust Toolkit also shows that Early Years Intervention (+5 months) can have an impact of plus five months on pupil learning.</p>	<ol style="list-style-type: none"> <li>1. Monitored through 360 analysis, target review, book scrutiny</li> <li>2. Project development plan evaluation, pupil results, 360</li> <li>3. Measured through appraisal review, assessment information, target review</li> <li>4. Reviewed through 360 analysis target setting meetings</li> <li>5. 360 monitoring and book scrutiny</li> <li>6. Target review, 360 monitoring, ECCERS audits</li> </ol>	<p>SLT / DoL English leader All teachers Specialist teachers FS staff</p>	<p>Terms 1, 2, 3, 4, 5 and 6</p>
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<b>Total budgeted cost: £73545</b>	
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**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice? What is the success criteria?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review of implementation</b>
Personalised interventions for PPG pupils with SEN ensures that gaps in learning are closed	<ol style="list-style-type: none"> <li>1. Teaching Assistants (TA) for intervention groups and specialist TAs</li> <li>2. Nurture Group, Forest School and Military Kids Club and The Hub to provide self esteem and efficacy support for key pupils</li> <li>3. Pre-induction assessments for new pupils to enable early identification of gaps and correct allocation for support and groups</li> <li>4. Specialist assessments to identify key areas of need (eg spld) and recommend strategies to address these areas of need</li> <li>5. Small group specialist tuition to develop specific objectives and enable</li> </ol>	<p>The Sutton Trust toolkit shows that mastery learning (+5 months) and 1:1 tuition (+5 months) 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.</p> <p>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</i></p>	<ol style="list-style-type: none"> <li>1. 360 monitoring, data tracking along the lines of the Balance system, use of Edukey to track data</li> <li>2. Boxhall and SEMH assessment data, 360 monitoring, case study notes</li> <li>3. Assessment information, induction forms, target review data, SENCO reports</li> <li>4. Assessment reports and PLP notes, planning</li> <li>5. Planning, assessments info, book scrutiny</li> <li>6. Assessment feedback, pupil reports and notes, assessment information</li> </ol>	<p>SENCO Forest school leader Personalised learning teacher SLT</p>	Terms 1, 2, 3, 4, 5 and 6

	<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, B Squared assessment resources)</p>	<p><i>successfully to maximise achievement</i></p> <p>identified seven distinct ‘building blocks of success’ including: addressing the needs of individual pupils.</p> <p>These specialist individualised instruction interventions (+3 months) such as digital technology (+4 months), small group tuition (+4 months) 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. Other</p> <p>The Sutton Trust toolkit recommends behaviour interventions (+3 months) as a way to impact on attainment and progress, focusing on more specialist programmes to decrease problematic behaviours. This strategy is closely linked to the EEF strategies of Parental Engagement (+3 months) and Social and Emotional Learning programmes (+4 months) .</p>			
<p><b>Total budgeted cost</b> <b>£57665</b></p>					
<p><b>iii. Other approaches</b></p>					
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>What is the evidence and rationale for this choice?</b> <b>What is the success criteria?</b></p>	<p><b>How will you ensure it is implemented well? Success Criteria</b></p>	<p><b>Staff lead</b></p>	<p><b>Review of implementation</b></p>

<p>An increase in parental and community engagement for activities which support their child's learning and progress, including attendance</p>	<ol style="list-style-type: none"> <li>1. Family support to help achieve family stability and encourage home learning</li> <li>2. Funded places at BA club</li> <li>3. Consultation around what parents want to attend, how often and when?</li> <li>4. Increased amount of bespoke / invitation only parent events (eg to observe sensory circuit)</li> <li>5. Targeted attendance support using a wider range of tools available through SIMS</li> <li>6. Use of structured conversations for vulnerable pupils</li> <li>7. Additional events to accommodate children and parents working together in school</li> <li>8. Specific attendance at events which offer wider outcomes (eg Forces Pupil Conference)</li> </ol>	<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 (EEF Toolkit : Homework +2 months) and also to ensure that pupils are more ready for learning when at school (self-regulation +7 months) and parental engagement (+3 months)</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"> <li>1. Pupil progress is evidenced through EH meeting minutes, FLO notes, target review and assessment data, spelling and mental maths scores</li> <li>2. Improved attendance and punctuality for BA club funded pupils</li> <li>3. Increased attendance at parent events / training as measured by attendance registers, evaluation feedback</li> <li>4. Increased attendance and punctuality for vulnerable pupils</li> <li>5. Participation in Forces Pupil Conference</li> </ol>	<p>FLO SENCO Teachers</p>	<p>Terms 2, 4 and 6</p>
<p><b>Total budgeted cost</b> <b>£8273</b></p>					

<p><b>8. Review of expenditure</b></p>	
<p><b>Academic Year</b></p>	
<p><b>i. Quality of teaching for all</b></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

**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
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**iii. Other approaches**

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

**1. Additional detail**