

Brookside Primary School Pupil premium strategy statement

2018/2019

1. Summary information					
School	Brookside Primary School				
Academic Year	2018/2019	Total PP budget	£58,080	Date of most recent PP Review	Sep 2018
Total number of pupils	320	Number of pupils eligible for PP	44	Date for next internal review of this strategy	Sep 2019

2. Current attainment		
*Results are for 2017/2018 KS2	<i>Pupils eligible for PP (7 pupils in 2016/2017)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	43%	70%
progress in reading	+4.4	0.3
progress in writing	-1.6	0.2
progress in maths	+3.3	0.3

3. 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.	Impact of low on entry starting points in Nursery and Reception. Levels tend to be lower for PP pupils than for other pupils. This low prior attainment tends to slow progress as PP children move through EYFS and KS1.
B.	Many PP children also have SEND – mainly learning difficulties, which is an additional barrier to future attainment.
C.	Lack of independent learning skills means many PP children give up too easily and do not show resilience or learning skills to solve problems on their own.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Lack of support with learning at home – reading, learning spellings, limited vocabulary, homework etc.
E.	Attendance rates of groups of PP children – especially those with PP and additional disadvantage.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	All PP children to make good progress in reading, writing and maths .	PP children to achieve in line with non PP children across the school

B.	Increase in the number of PP children working at the expected level and above the expected level in reading, writing and maths.	Increase in the number of PP children working at the expected level and above the expected level. Differences between PP children and other pupils are diminished.
C.	Improved oral and written language skills for PP pupils in reception classes	GLD for PP pupils to be in line with non PP children in speaking and listening and writing and reading skills at the end of Reception
D.	Increased attendance rates for pupils eligible for pupil premium	PP pupils to attend at national averages of 95%
E.	Pupils to have similar opportunities/experiences (enrichment) during their time at primary school as those from non-disadvantaged backgrounds	Pupil feedback case studies and parental feedback.

5. Planned expenditure

Academic year

2018/2019

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?
Diminishing the difference (DD) between PP children and Non PP children.	Intensive small group support in reading and maths	Pupil progress meetings evidence that through quality first teaching and variation disadvantaged pupils achieve the same outcomes as those not PP.	Pupil progress reports Half termly monitoring and testing Classroom observations Whole staff CPD	SLT	Summer 2019
Increase in the number of children who achieve end of key stage expected outcomes.	Booster sessions to support PP learners who have or are at risk of falling behind. To raise attainment and achievement across the school for PP pupils.	DD between PP children and non disadvantaged children.	Intervention support. Small group tuition in English and Maths. Quality first teaching consistently in all classes.	SLT	Summer 2019
Disadvantaged pupils achieve end of year targets	To raise attainment and achievement across the school for PP pupils with identified SEN.	Enable key pupils the opportunity to build stronger meta cognition skills & learning strategies.	Pupil progress reports Half termly monitoring and testing Classroom observations Whole staff CPD	SLT	Termly

To maintain phonics results at national levels	Staff training and CPD EYFS Phonics development and training	To raise CLL and CLE through speaking and listening programs. To increase staff knowledge and strategies To increase children's spoken language opportunities. To provide resources that supports the development of language and communication.	Classroom observations Case studies Pupil progress meetings Termly monitoring	SLT	Termly Summer 2019
Total budgeted cost					£28,000
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?
65% of year six PP children achieve expected or higher outcomes for RW and M	To enable children to be taught in groups that provide bespoke teaching models	Aim Higher, challenging more able FSM pupils. To target key cohorts including boys and PP pupils.	Pupil progress reports Half termly monitoring and testing Classroom observations Whole staff CPD	SLT	Termly
Increased attendance rates	HSLW employed to monitor pupils and follow up quickly on absences. First day response calling	We can't improve attainment for pupils if they are not in school.	Through briefing of support worker about existing issues. PP DHT, office staff, head teacher will collaborate to ensure close monitoring and follow up with letters and parent meetings	SLT	Reviewed termly.
Total budgeted cost					£18,000
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?

Ensuring physical and mental wellbeing	Breakfast club Afterschool clubs ELSA/Learning Mentor/HSLW Residential opportunities outside of Oxfordshire for year 4 and 6.	Breakfast club- has shown to improve attendance, punctuality and ensure a positive start to the day. After school provision of clubs that support both physical and mental wellbeing. Pupils have improved access to a wider range of sports including sports and arts. Family support working team enables teachers to focus on quality first teaching while pastoral issues with families are supported. Families supported have access to parenting classes – Family Links.	HT/DHT will meet with HSLW/ELSA/Learning Mentor to discuss children and families and ensure there is adequate support available.	SLT	Reviewed Termly.
Total budgeted cost					£10,000

6. Review of expenditure				
Previous 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)	Cost
PP pupils in EYFS/KS1 and KS2 make good progress in reading, writing and maths.	Staff training. Additional teachers to support basic skills LS x 3 days PD x 3 days	Staff more confident following training. Additional staff have allowed for small group teaching to take place.	Ensure staff are kept up to date with PP strategies and approaches. PP group have been successful.	£26,000
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
Year 5/6 PP pupils attain at national levels in SATS	Paired tuition in RWM – taught by teachers.	PP children made good progress based on their starting points.	We have provided this tuition for a number of years and it has an excellent impact.	£10,000
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
Improved well being of PP children.	HSLW ELSA Learning Mentot	PP pupils supported in school. Increased rates of attendance.	Still some hard to reach parents that we struggled to get to engage in the work we were doing.	£12,000

7. Additional detail

N/A