

## Pupil premium strategy statement

1. Summary Information					
School	Brougham Primary (Ad Astra Academy)				
Academic Year	16/17	Total PP budget	273909	Date of most recent PP Review	
Total number of pupils	285 Excl n	Number of pupils eligible for PP	175	Date for the next PP Strategy Review	Sep17

2.		3. Current Attainment (Unvalidated)		
		<i>Pupils eligible for PP at Brougham Primary school</i>	<i>Pupils not eligible for PP at Brougham primary school</i>	<i>Pupils not eligible for PP (national average)* will be confirmed in October</i>
% achieving expected level or above in reading, writing & maths		50%	51%	
% making at least expected standard in reading		86%	100%	
% making at least expected standard in writing		83%	100%	
% making at least expected standard in maths		86%	89%	
4.		5. Barriers to future attainment (for pupils eligible for PP)		
		<b>In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)</b>		
A.	Reading attainment: Pupils to read for sustained periods of time and undertake comprehension activities in Y1 and Y2. Pupils are not to segment and blend every word. If the word is known they are to read it.			
B.	Poor attitude of some pupils towards authority and work ethic which is having a detrimental effect on attainment of these pupils.			
C.	Poor oracy skills particularly linked to limited vocabulary.			
		<b>External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)</b>		
D.	Punctuality and attendance - particularly in Early Years.			

<b>E.</b>	Some parenting styles can result in developmental delay, poor emotional wellbeing, unaddressed health issues and lack of experiences of pupils.
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<b>6. Outcomes (Desired outcomes and how they will be measured)</b>		<b>Success Criteria</b>
<b>A.</b>	Ensure higher proportion of pupils leave KS1 & 2 with a scale score of 100 in reading.	<p>Children accessing longer texts across the school.</p> <p>Children are able to complete reading paper 1 in autumn Y2 &amp; Y6 in order to develop further by the summer. Technique of read a bit, answer questions and repeat for a sustained period.</p> <p>Children discussing texts more</p> <p>Pupils using poetry rather than pictures to answer questions.</p> <p>Children accessing wider vocabulary regularly.</p> <p>More parental involvement and raised profile of reading at home.</p>
<b>B.</b>	Children to understand the importance of laws and rules that govern the class, school or country are consistently reinforced through our Behaviour Policy and through school assemblies and the relevance of the school council. Children are thoroughly motivated to apply themselves in school due to an increased awareness of the intrinsic benefit of education which is linked with respect for authority. This is supported through good routines throughout school.	<p>Children will behave well in response to a new Behaviour approach in Early Years</p> <p>Children will take part in Golden Time activities and attend a weekly school assembly in order to understand rules and laws of the class, school and country.</p> <p>Pupils value Golden Time. As a result, fewer children lose Golden Time as they demonstrate a more positive attitude towards their own behaviour which is reflected in their behaviour choices.</p>

<b>C.</b>	Children to receive early intervention to improve oracy skills. Through a graduated approach, staff work closely with SENCO, Team leaders and SALT to identify children at risk of not making progress or attaining expected levels due to poor oracy skills. Staff to ensure that strategies and procedures are consistent throughout the school, particularly for those who join school in KS2.	Children are identified and successfully receive intervention and support where required. Levels of oracy improve.  Staff awareness of the importance of good oracy skills increases
<b>D.</b>	Improve punctuality and attendance. Teachers take an active part in supporting SIO in tackling this issue through a graduated approach. This strategy will include pupil under 5.	Children will be attend school on time and families will be supported to improve attendance when appropriate No group of children is more at risk of poor attendance than any other.
<b>E</b>	School to support parents with a wide range of issues and act as a signpost to services that would benefit the pupils. This will involve the use of Place 2 Be.	Pupil's progress in school will not be limited through any negative external influences.

<b>7. Planned expenditure</b>					
<b>Academic year</b>	<b>16/17</b>				
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					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is 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>
Improved oracy and vocabulary across school	Enhanced SALT	Early identification of SALT difficulties EEF +5	SENDCo and early years lead monitor this	DHT	Ongoing meetings with SLT and SALT
	Additional TA support across school to ensure targeted support eg BLAST, RWI, and in class support	Proven efficacy Small group tuition +4 EEF +1 ( we think our TAs give better value than this) Oral language interventi9ons EEF +5 Phonics +4	TAs are part of performance management Intervention mapping and data trails TAs £84 826	DHT	Spring and Summer data points £84K

	Enhanced EP provision	Early intervention supporting targeted support	SENDco	DHT	Ongoing meetings with Ed Psych and sendco £3020
<b>Total budgeted cost</b>					
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</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>
Ensure higher proportion of pupils leave KS1 & 2 with a scale score of 100 in reading.	Reduced class sizes across school allowing for focussed marking, feedback and collaborative learning EEF +5	EEF +3 for reduced class size and EEF+5 for collaborative learning. Reduced class size with good teachers mean that children will succeed. DA pupils benefit more than other pupils from having a good teacher. Children to be Set (EEF -1 but we find it works) Ensuring smaller groups for reading comprehension EEF +5 Teachers to join maths hub to facilitate mastery learning +5	Good teaching is monitored through PM and expanded through CPD £1800 Teaching staff contribution £142 994	HT Lit lead Maths Lead	Spring and Summer data points
	Tracking of progress and use of data; including data technician	Use of data to monitor attainment and progress HT and DHT to provide PM targets to ensure that the gap is closed between disadvantaged pupils and other pupils nationally.	Data technician £4050	DHT	Spring and Summer data points
	Ensuring pupils are ready to learn	Place 2 be to ensure they are socially and emotionally ready EEF +4 Breakfast £650 and lunch for nursery pupils £2871	Place 2Be report frequently. Good liaison between SLT and place2be. £16000 TLR for pastoral care £4353	Marie MB	Spring and Summer

	Ensuring pupils are resilient and have positive work ethic	Rewards and good curriculum ensure that children buy in to behaviour policy. Provide experiences that enrich the curriculum £11 700 Use of Forest school EEF +3 £400 Subscriptions to programmes to enhance the curriculum £443		HT All staff	Continual monitorinmg
<b>Total budgeted cost</b>					
<b>lii Targeted Suppot</b>					
<b>Improved attendance rates</b>	<b>Monitor groups who are late and/or absent</b>	Use data report to ensure that there is no prevalence in groups of pupils who are absent See <b>above for data technician2015201</b>	<b>Data technician</b>		
	First day response	PSA to conduct first day response and collect pupils if necessary. Car allowance £100 Contribution towards SIO salary £12160	<b>Daily calls which are logged</b>		
	Rewards Good attendance	School council to discuss rewards for good attendance and 100%			
	Meet and Greet for late pupils	TA to meet late pupils and ask carers for cause of lateness TAs to settle late pupils in class to ensure learning continues for all. For cost see above			

	Ensure pupils attend appointments and return promptly	SIO to arrange taxi for pupils when necessary.£550			
<b>Total budgeted cost</b>					<b>279376</b>

5467 over

<b>8. Review of expenditure 254851</b>				
<b>Previous Academic Year</b>		<b>2015-16</b>		
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Ensure that DA pupils progress as well as all pupils	Track pupil progress and intervene where pupils are not at age related expectations in both English and Maths. Use data technician.	Data reports proved invaluable to target pupil support. Y6 DA pupils performed as well as all other pupils nationally for all writing and Spag, were broadly in line for reading and exceeded in Maths.	This proved to be really successful. The data report is used as a planning tool and has been seen to be good practice by Pupil Premium research groups.	Data 4000
	Beanstalk reading Small classes Teaching assistants capitation	Beanstalk had a good result for self esteem but was not that successful in improving reading. Small classes with targeted intervention was successful	Continue	1000 86293 46636 4450
	Place 2 Be Nursery meals Pastoral care	Place2Be has proved to be invaluable. TLR2c food	Continue	32880 2890 4953

	Early intervention of SALT and COD for staff to address it Additional Ed Psych	All staff better at early identification and intervention. Additional Ed Psych proved invaluable.	No need to have additional SALT but will still buy the enhanced package. Continue	5450 4000
	Ensure teachers are at least "Good"	CPD opportunities	continue	10000
Ensure pupils attend	PSA to conduct first day response and collect pupils if necessary. Car allowance £100 Contribution towards SIO salary £12160	Daily calls which are logged	continue	12260
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Broaden the horizons of pupils to compensate from low aspirations	Curriculum enrichment Ed visits Lingotots music	Pupils are more able to talk about places that are beyond their locality. They have begun to think wider than their local environment when choosing secondary schools. lingotots was invaluable but its thought that staff can deliver this now. Music teacher has left.	Continue with curriculum enrichment.	14800 2000 400
				232012  The remainder £22 was

used to  
offset DHT  
salary for  
intervention

**9. Additional detail**

In this section you can annex or refer to additional information which you have used to support the sections above.

- We ensure that teaching and learning opportunities meet the needs of all our pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are adequately assessed and addressed
- In making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils that the school has legitimately identified as being socially disadvantaged.
  - Due to the high proportion of disadvantaged pupils (rising to 82% in Y6) we “blanket” support our pupils in the knowledge that it has a proven track record in this school

		At age expected			Above age expected		
		Reading	Writing	Maths	Reading	Writing	Maths
<b>Year 1</b>	All Pupils	28%	22%	24%	7%	2%	0%
	Disadvantaged	28%	21%	17%	3%	0%	0%
<b>Year 2</b>	All Pupils	50%	45%	45%	15%	13%	20%
	Disadvantaged	50%	46%	43%	11%	7%	14%
<b>Year 3</b>	All Pupils	46%	27%	24%	22%	11%	11%
	Disadvantaged	40%	28%	24%	20%	4%	4%
<b>Year 4</b>	All Pupils	14%	9%	18%	7%	2%	2.
	Disadvantaged	10%	3%	10%	0%	0%	0%



<b>Year 5</b>	All Pupils	37%	21%	32%	0%	3%	0%						
	Disadvantaged	33%	20%	30%	0%	0%	0%						
National in red													
<b>Year 6 Test</b>	All Pupils	51%	66	87%	74	82%	70	0	19	18%	15	11	17
	Disadvantaged	50%	71	83%	79	81%	75	0	23	14%	18	11	20