

Pupil premium strategy statement

| 1. Summary Information | | | | | |
|------------------------|-------------------------------------|----------------------------------|-----------|--------------------------------------|-------|
| School | Brougham Primary (Ad Astra Academy) | | | | |
| Academic Year | 17/18 | Total PP budget | 259304.00 | Date of most recent PP Review | |
| Total number of pupils | 287 Excl n | Number of pupils eligible for PP | 199 | Date for the next PP Strategy Review | Sep18 |

| 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> |
| | | KS1 (28) | KS2 (33) | KS1 (17) | KS2 (5) | |
| % achieving expected level or above in reading, writing & maths | | 57% | 70% | 71% | 80% | |
| % making at least expected standard in reading | | 64% | 79% | 77% | 80% | |
| % making at least expected standard in writing | | 68% | 85% | 77% | 100% | |
| % making at least expected standard in maths | | 68% | 76% | 71% | 100% | |
| 4. | | 5. Barriers to future attainment (for pupils eligible for PP) | | | | |
| | | <i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i> | | | | |
| A. | Ensuring that all pupils attain and progress well through ensuring effective differentiation. | | | | | |
| 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. | | | | | |
| | | <i>External barriers (issues which also require action outside school, such as low attendance rates)</i> | | | | |

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| D. | Punctuality and attendance - particularly in Early Years. |
| E. | Some parenting styles can result in developmental delay, poor emotional wellbeing, unaddressed health issues and lack of experiences of pupils. |

| 6. Outcomes (Desired outcomes and how they will be measured) | | Success Criteria |
|---|---|---|
| A. | Ensure differentiation through effective questioning, application of skills and challenge | Ensure that Teachers are using appropriate differentiation techniques to ensure that all children make progress and attain their expectation. Staff to be fully aware of what constitutes QFT and ensure that Wave 2 and Wave 3 interventions are used effectively and accurately with SMART (Specific, Measurable, Achievable, Realistic and Timebound) Targets. This will be monitored through impact reports and provision mapping |
| 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. | Children will behave well in response to a new Behaviour approach which involves choice and the reward of “doing the right thing” on Fridays 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. |
| C. | Children to continue 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. | Children are identified and successfully receive intervention and support where required. Levels of oracy improve. |

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| | Staff to ensure that strategies and procedures are consistent throughout the school, particularly for those who join school in KS2. | Staff awareness of the importance of good oracy skills increases |
| D. | 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. Walking bus, House point system and class rewards to encourage good attendance. | 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. Children will not want to let their class down. |
| E | 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. In recognition that often home life is turbulent and unsettling more emphasis will be put on the mental health of pupils. Elsa groups will ensure that pupils are emotionally ready to learn and the staff will be developed in Mindfulness. | Pupil's progress in school will not be limited through any negative external influences. Improved emotional wellbeing for pupils ensuring readiness for learning. |

| 7. Planned expenditure | | | | | |
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| Academic year | 17/18 | | | | |
| 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 evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| 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 SAIT |
| | 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 interventions EEF +5 Phonics +4 | TAs are part of performance management Intervention mapping and data trails TAs £100,134 | DHT | Spring and Summer data points |

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| | Enhanced EP provision | Early intervention supporting targeted support | SENDco | DHT | Ongoing meetings with Ed Psych and sendco £3020 |
| Ensuring that all pupils attain and progress well through ensuring effective differentiation. | Staff to recap on good pedagogical styles and instill metagognition and self regulation in learners. Ensure that Teachers are using appropriate differentiation techniques to ensure that all children make progress and attain their expectation. This will be monitored through impact reports and provision mapping | Triangulation of teaching identified further improvements could be made. EEF+8 | Evaluation of teaching and Learning in SSRE cycle Reading materials for staff £210 Good teaching is monitored through PM and expanded through CPD £10260 Teaching staff contribution including DHT time £102 092 | HT | Spring and Summer data points. |
| Total budgeted cost | | | | | £212 696 |
| 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? |
| | 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 |

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| | Ensuring pupils are ready to learn | Creation of nurture group to allow children to be emotionally ready for school. Breakfast £650 EEF +4 | TLR for pastoral care £4353 HLTA as professional lead for nurture group Resources for group eg Boxall profiles £100 Release of TAs to attend ELSA training £600 HLTA 15252 | Michelle 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 monitoring |
| Total budgeted cost | | | | £24355 | |
| lii Targeted Support | | | | | |
| Improved attendance rates | Monitor groups who are late and/or absent | Use data report to ensure that there is no prevalence in groups of pupils who are absent See above for data technician | Data technician | | |
| | First day response | PSA to conduct first day response and collect pupils if necessary. Car allowance £100 Contribution towards SIO salary £20946 | Daily calls which are logged | | |
| | Rewards Good attendance | School council to discuss rewards for good attendance | | | |

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| | | and 100% Classroom awards £700 New House Point system | | | |
| | 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 | | | |
| | Walking bus to support pupils punctuality | Training for TAs | | | |
| Total budgeted cost | | | | | 22296 |

| 8. Review of expenditure 273909 | | | | |
|--|--|--|---|--|
| Previous Academic Year | | 2016-17 | | |
| i. Quality of teaching for all | | | | |
| Desired outcome | Chosen action / approach | Estimated impact: Did you meet the success criteria? Include on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
| Ensure higher proportion of pupils leave KS1 & 2 with a scale score of 100 in reading. | Track pupil progress and intervene where pupils are not at age related expectations in both English and Maths. Use data technician. Children accessing longer texts across the school. There were small groups and targeted intervention along with close data mapping. | Results improved at KS2. Reading DA 79% non DA 80% Combined 70% non DA 80% KS1 Reading DA 64% non DA 77% Combined DA 57% non DA 71% | TA at KS1 vastly different to the Test results. KS2 results showed that the methodology was good but the practices are not secure in KS1. A member of Y6 staff moved to KS1 | Good teaching is monitored through PM and expanded |

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| | <p>Children are able to complete reading paper 1 in autumn Y2 & 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> | | | <p>through CPD £1800</p> <p>Teaching staff contribution £142 994</p> |
| | Small classes through additional teaching staff and TAs | Small classes with targeted intervention was successful | Continue | 84826 |
| | | | | |
| Improve oracy | <p>Early intervention of SALT and COD for staff to address it</p> <p>Additional Ed Psych</p> | <p>All staff better at early identification and intervention.</p> <p>Additional Ed Psych proved invaluable.</p> | <p>No need to have additional SALT but will still buy the enhanced package.</p> <p>Continue</p> | 5450 4000 |
| | Ensure teachers are at least "Good" | CPD opportunities | continue | See above |
| Ensure pupils attend | <p>PSA to conduct first day response and collect pupils if necessary. Car allowance £100</p> <p>Contribution towards SIO salary £12160</p> | Daily calls which are logged | continue | 12260 |
| ii. Targeted support | | | | |

| Desired outcome | Chosen action / approach | Estimated impact: Did you meet the success criteria? Include on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
|---|--|--|---|---|
| <p>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> | <p>Rewards and good curriculum ensure that children buy in to behaviour policy. Provide experiences that enrich the curriculum t£11 700 Use of Forest school EEF +3 £400 Subscriptions to programmes to enhance the curriculum £443 Place2BE</p> | <p>Partly met this. Behaviour for most pupils has improved and children are making the right choices. It highlighted the few children who are not emotionally ready for learning which will try to be addressed in 17-18 . SEMH is a town wide concern</p> | <p>Continue and Improve provision for core group of DA pupils who are struggling. HT to engage townwide to find a solution.</p> | <p>11 700 400 443 16000</p> |
| <p>9. Additional detail</p> | | | | |
| <p>In this section you can annex or refer to additional information which you have used to support the sections above.</p> <ul style="list-style-type: none"> • 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 87% in Y6) we “blanket” support our pupils in the knowledge that it has a proven track record in this school

| | | At age expected (only) | | | Above age expected | | | | | | | | |
|-----------------------------|---------------|------------------------|---------|-------|--------------------|---------|-------|----|----|-----|----|----|----|
| | | Reading | Writing | Maths | Reading | Writing | Maths | | | | | | |
| Year 1 | All Pupils | 10% | 17% | 17% | 56% | 51% | 51% | | | | | | |
| | Disadvantaged | 23% | 21% | 13% | 46% | 42% | 50% | | | | | | |
| Year 2 | All Pupils | 2% | 0% | 7% | 69% | 71% | 69% | | | | | | |
| | Disadvantaged | 3% | 0% | 7% | 68% | 71% | 71% | | | | | | |
| Year 3 | All Pupils | 32% | 37% | 13% | 47% | 32% | 53% | | | | | | |
| | Disadvantaged | 36% | 36% | 14% | 39% | 29% | 46% | | | | | | |
| Year 4 | All Pupils | 15% | 9% | 15% | 53% | 56% | 53% | | | | | | |
| | Disadvantaged | 15% | 8% | 12% | 46% | 50% | 50% | | | | | | |
| Year 5 | All Pupils | 8% | 15% | 20% | 39% | 28% | 49% | | | | | | |
| | Disadvantaged | 33% | 20% | 30% | 0% | 0% | 0% | | | | | | |
| National in red unvalidated | | | | | | | | | | | | | |
| Year 6 Test | All Pupils | 79% | 72 | 87% | 76 | 79% | 75 | 24 | 25 | 16% | 18 | 18 | 23 |
| | Disadvantaged | 79% | 59 | 85% | 65 | 76% | 63 | 24 | 14 | 15% | 10 | 18 | 13 |