

Pupil Premium Strategy Statement

1. Summary Information					
School	Brougham Primary (Ad Astra Academy)				
Academic Year	18/19	Total PP budget	£260 040	Total Spend	£277704
Total number of pupils	280	Number of pupils eligible for PP	197	Date for the next PP Strategy Review	Sep19

2018 End of Key Stage results Pupil Premium V Non Pupil Premium

2018 End KS1 Reading	Attainment		Progress	
	<i>Pupils eligible for PP</i>	<i>Pupils NOT eligible for PP</i>	<i>Pupil Premium Value Added Analysis 2018</i>	
	KS1			
	28 Pupils	15 Pupils		
% expected standard and above in Reading	71.4%	73.3%		
Reading School Disadvantaged vs National 'Other' (Non Disadvantaged)	71% of Disadvantaged pupils achieved the expected standard compared to 79% of 'other' pupils Nationally. Therefore, there is an achievement gap of 8%. National Disadvantaged is 60%. The performance of Disadvantaged pupils in school is better than Disadvantaged pupils Nationally, but is below 'Other' pupils Nationally.		<p>50% of disadvantaged pupils who achieved Emerging at EYFS achieved the Expected standard at end of KS1 this an increase of 33%. The National conversion for this group was 39%. Therefore the school conversion is above National.</p> <p>85% of disadvantaged pupils who achieved Expected at EYFS achieved the Expected standard at end of KS1 this an increase of 10%. The National conversion for this group was 87%. Therefore the school conversion is slightly below National.</p> <p>8% of disadvantaged pupils who achieved Expected at EYFS achieved the Greater Depth standard at end of KS1 this a decrease of 2%. The National conversion for this group was 21%. Therefore the school conversion is below National.</p> <p>67% of disadvantaged pupils who achieved Exceeding at EYFS achieved the Greater Depth standard at end of KS1 this a decrease of 13% The National conversion for this group was 66%. Therefore the school conversion is above National.</p>	

2018 End KS1 Writing	Attainment		Progress	
	<i>Pupils eligible for PP</i>	<i>Pupils NOT eligible for PP</i>		Pupil Premium Value Added Analysis 2018
	KS1			
	28 Pupils	15 Pupils		
% expected standard and above in Reading	67.9%	66.7%		
Writing School Disadvantaged vs National 'Other' (Non Disadvantaged)	<p>68% of Disadvantaged pupils achieved the expected standard compared to 72% of 'other' pupils Nationally. Therefore, there is an achievement gap of 4%. National Disadvantaged is 50%. The performance of Disadvantaged pupils in school is better than Disadvantaged pupils Nationally and is similar to 'Other' pupils Nationally</p>		<p>40% of disadvantaged pupils who achieved Emerging at EYFS achieved the Expected standard at end of KS1 this an increase of 23%. The National conversion for this group was 33%. Therefore the school conversion is above National.</p> <p>85% of disadvantaged pupils who achieved Expected at EYFS achieved the Expected standard at end of KS1 this an increase of 5%. The National conversion for this group was 83%. Therefore the school conversion is above National.</p> <p>8% of disadvantaged pupils who achieved Expected at EYFS achieved the Greater Depth standard at end of KS1 this an increase of 3%. The National conversion for this group was 11%. Therefore the school conversion is below National.</p> <p>67% of disadvantaged pupils who achieved Exceeding at EYFS achieved the Greater Depth standard at end of KS1 this a decrease of 13% The National conversion for this group was 66%. Therefore the school conversion is above National.</p>	

2018 End KS1 Maths	Attainment		Progress <i>Pupil Premium Value Added Analysis 2018</i>
	<i>Pupils eligible for PP</i>	<i>Pupils NOT eligible for PP</i>	
	KS1		
	28 Pupils	15 Pupils	
% expected standard and above in Reading	64.3%	73.3%	
Maths School Disadvantaged vs National 'Other' (Non Disadvantaged)	<p>64% of Disadvantaged pupils achieved the expected standard compared to 79% of 'other' pupils Nationally. Therefore, there is an achievement gap of 15%. National Disadvantaged is 58%.</p> <p>Disadvantaged pupils performance is better than Disadvantaged pupils Nationally, but are below 'Other' pupils Nationally.</p>		<p>17% of Disadvantaged who achieved Emerging at EYFS achieved the Expected Standard at the end of KS1 this is an increase of 17%. The National conversion for this group was 40%. Therefore the school conversion is below National.</p> <p>75% of Disadvantaged Pupils who achieved the Expected Standard at EYFS achieved the Expected Standard at the end of KS1. This is a decrease of 7%. The National conversion for this group was 87%. Therefore the school conversion is below National.</p> <p>6% of Disadvantaged Pupils who achieved Expected Standard at EYFS achieved the Greater Depth Standard at the end of KS1. This is a decrease of 3%. The National conversion for this group is 20%. Therefore the school conversion is below National.</p> <p>75% of Disadvantaged Pupils who achieved Exceeding Standard at EYFS achieved the Greater Depth Standard at the end of KS1. This is a decrease of 25%. The National conversion for this group is 61%. Therefore the school conversion is above National.</p>

KS1 Combined Results	% achieving expected level or above in RWM	64.3%	66.7%
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2018 End KS2 Reading	Attainment		Progress
	<i>Pupils eligible for PP</i>	<i>Pupils NOT eligible for PP</i>	<i>Pupil Premium Value Added Analysis 2018</i>
	KS2		<p>This cohort included:</p> <p>5 PP pupils who were in the low PAG group for Reading at KS1 and didn't meet the standard. This group accounts for 17% of PP Pupils. 0 Non PP were in the low PAG group.</p> <p>7 PP pupils who were in the Middle PAG group didn't achieve the standard (1 Pupil scored 99). This group accounts for 23% of PP Pupils.</p>
	30 Pupils	12 Pupils	
% expected standard and above in Reading	54%	83.3%	
Reading School Disadvantaged vs National 'Other' (Non Disadvantaged)	<p>54% of Disadvantaged pupils achieved the expected standard compared to 77% of 'other' pupils Nationally. Therefore, there is an achievement gap of 23%. National Disadvantaged is 60%. Disadvantaged pupil's performance is below Disadvantaged pupils Nationally, and below 'Other' pupils Nationally.</p>		

2018 End KS2 Writing	Attainment		Progress	
	<i>Pupils eligible for PP</i>	<i>Pupils NOT eligible for PP</i>		Pupil Premium Value Added Analysis 2018
	KS1			
	30 Pupils	12 Pupils		
% expected standard and above in Reading	70%	83.3%		
Writing School Disadvantaged vs National 'Other' (Non Disadvantaged)	<p>70% of Disadvantaged pupils achieved the expected standard compared to 81% of 'other' pupils Nationally. Therefore, there is an achievement gap of 11%. National Disadvantaged is 66%. Disadvantaged pupil's performance is above Disadvantaged pupils Nationally, and below 'Other' pupils Nationally.</p>		<p>4 PP pupils who were in the low PAG group for Writing at KS1 and didn't meet the standard. This group accounts for 13% of PP Pupils. 0 Non PP were in the low PAG group.</p> <p>5 PP pupils who were in the Middle PAG group didn't achieve the standard. This group accounts for 17% of PP Pupils.</p>	

2018 End KS2 Maths	Attainment		Progress <i>Pupil Premium Value Added Analysis 2018</i>
	<i>Pupils eligible for PP</i>	<i>Pupils NOT eligible for PP</i>	
	KS1		
	30 Pupils	12 Pupils	
% expected standard and above in Reading	57%	83.3%	
Maths School Disadvantaged vs National 'Other' (Non Disadvantaged)	<p>57% of Disadvantaged pupils achieved the expected standard compared to 80% of 'other' pupils Nationally. Therefore, there is an achievement gap of 23%. National Disadvantaged is 63%. Disadvantaged pupil's performance is below Disadvantaged pupils Nationally, and below 'Other' pupils Nationally.</p>		<p>3 PP pupils who were in the low PAG group for Maths at KS1 and didn't meet the standard. This group accounts for 10% of PP Pupils. 0 Non PP were in the low PAG group.</p> <p>8 PP pupils who were in the Middle PAG group didn't achieve the standard. (4 Pupils scored 99/98) This group accounts for 26.6% of PP Pupils. If the pupils who scored 98/99 were included the overall PP % would be 70%</p>

KS2 Combined Results	% achieving expected level or above in RWM	46.3%	75%
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2018 End of Year results Pupil Premium V Non Pupil Premium (In School Data)

Year 1	Attainment % expected standard or above		Progress from EY to Sum Y1 (Expected progress 3 pts)		APS End of Y1 (Expected APS 23)	
	PP Pupils	Non PP Pupils	PP Pupils	Non PP Pupils	PP Pupils	Non PP Pupils
	30 Pupils	13 Pupils	25 Pupils	10 Pupils	30 Pupils	13 Pupils
Reading	87%	85%	3.48	3.30	20.6	19.5
Writing	77%	69%	3.16	2.90	20.5	19.3
Maths	83%	77%	3.36	3.17	22.7	22.6
Summary						

Year 2	Attainment % expected standard or above		Progress from EY to Sum Y2 (Expected progress 6 pts)		APS End of Y2 (Expected APS 26)	
	PP Pupils	Non PP Pupils	PP Pupils	Non PP Pupils	PP Pupils	Non PP Pupils
	29 Pupils	16 Pupils	23 Pupils	14 Pupils	29 Pupils	16 Pupils
Reading	72%	69%	5.91	5.43	24.2	25.2
Writing	75%	63%	6.09	5.36	24.3	25.1
Maths	75%	69%	5.96	5.64	24.4	25.3
Summary						

Year 3	Attainment % expected standard or above		Progress from End KS1 to Sum Y3 (Expected progress 3 pts)		APS End of Y3 (Expected APS 29)	
	PP Pupils	Non PP Pupils	PP Pupils	Non PP Pupils	PP Pupils	Non PP Pupils
	32 Pupils	13 Pupils	29 Pupils	11 Pupils	32 Pupils	13 Pupils
Reading	63%	69%	2.90	3.09	28.1	28.6
Writing	47%	69%	2.72	3.09	27.8	28.6
Maths	63%	69%	2.90	3.09	28.2	28.5

Year 4	Attainment % expected standard or above		Progress from End KS1 to Sum Y4 (Expected progress 6 pts)		APS End of Y4 (Expected APS 32)	
	PP Pupils	Non PP Pupils	PP Pupils	Non PP Pupils	PP Pupils	Non PP Pupils
	29 Pupils	12 Pupils	23 Pupils	8 Pupils	29 Pupils	12 Pupils
Reading	24%	33%	5.29	5.35	30.1	30.0
Writing	10%	25%	5.57	5.86	29.9	29.9
Maths	41%	67%	5.29	5.35	30.6	30.4

Year 5	Attainment % expected standard or above		Progress from End KS1 to Sum Y5 (Expected progress 9 pts)		APS End of Y5 (Expected APS 35)	
	PP Pupils	Non PP Pupils	PP Pupils	Non PP Pupils	PP Pupils	Non PP Pupils

	24 Pupils	8 Pupils		19 Pupils	8 Pupils		24 Pupils	8 Pupils
Reading	48%	88%		8.29	9.29		33.5	35.0
Writing	61%	100		8.48	9.14		32.9	34.9
Maths	70%	100%		9.23	9.43		34.3	35.0

1. Barriers to future attainment (for pupils eligible for PP)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

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| A. | Ensuring that all pupils attain and progress well despite their starting points (particularly Middle PAG and Low PAG PP Pupils) |
| B. | Improve behaviour to improve attendance and punctuality |
| C. | Poor oracy skills particularly linked to limited vocabulary. |

External barriers (*issues which also require action outside school, such as low attendance rates*)

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| D. | High levels of pupil deprivation and neglect that leads to high levels of social care involvement and Early Help intervention. |
| E. | Low levels of emotional wellbeing of pupils and parents |

Desired outcome	Chosen action / approach	Total	Expenditure		Staff Lead	Review
				Breakdown		
A.Ensuring that all pupils attain and progress well despite their starting points (particularly Middle PAG and Low PAG PP Pupils)	<ul style="list-style-type: none"> - Identification and tracking of pupil premium groups which are shared through allocated pupil progress meetings - Monitoring of targeted intervention - QFT through effective setting and the use of bespoke English and Maths approaches by highly trained members of staff to close the 	£203,259		<ul style="list-style-type: none"> - Anthony Conlin Data System cost £2490 - DHT (Assessment Lead) 0.2 allocated time to complete effective data analysis £15011 - 0.1 Supply to release teachers to complete in depth Pupil progress meetings based on target groups. £3900 - 0.1 of Shadow Assessment Coordinator's time to complete an evaluation of the interventions completed through observations/pupil voice and work scrutiny.£3900 	DHT GK KG	

	<ul style="list-style-type: none"> achievement gap between Low PAG PP and Middle PAG PP. Reduced class numbers to allow a lower teacher to pupil ratio 		<ul style="list-style-type: none"> 0.5 Deployment of highly trained members of staff to lead on bespoke English and Maths lessons.£18207 3.5 additional teachers above whole school PAN requirement. £159751 			
B Improve behaviour to improve attendance and punctuality	<ul style="list-style-type: none"> Initiate Paul Dix Behaviour approach revamp the behaviour policy and develop Pupil roles and responsibilities in school Provided support available before school to parents and pupils to ensure pupils attend school through home visits/ pupil collections etc Development of first day response and rapid response team. Change in deployment of highly skilled staff to develop and promote play and positive behaviour. 	£13676	<ul style="list-style-type: none"> 0.5 PSA time and release time for SLT to develop the rapid response team.£10735 Paul Dix training, evaluation of behaviour policy, cost of all staff to attend. Cost £2591 Resources for Paul Dix intervention (Pupil Lanyards/Books/Display equipment. Cost £350 	HT DHT SLT		
		Expenditure				
Desired outcome	Chosen action / approach	Total	Breakdown	Staff Lead	Review	
C Poor oracy skills particularly linked to limited vocabulary.	<ul style="list-style-type: none"> Continue to develop QFT through continued training of all EY and Y1 staff on the Hartlepool Talk Matters Programme. Develop the assessment and early intervention for early language and communication needs for Early years and Year 1 children using the Hartlepool Talk Matters Language and Literacy Screening tool prior to referrals to SALT. Leading to higher quality referrals and minimising delay for intervention. Provide in school support for parents to support their children with early oracy development inline with Talk Matters Parent material. Continue to complete the communication audit 	£2600	<ul style="list-style-type: none"> -HLTA timetabled to deliver BLAST and Talk Boost sessions sessions -4 Days' supply for Early Language and Literacy Enhanced training and Staff training preparation for EY and Nursey Lead £800 -Release time of EY practitioners to complete the screening tool effectively prior to the completion of referrals to SALT. £1200 -Release time for Early Years Middle Leader to complete Communication Audit and provide feedback to members of staff £600 			

	<ul style="list-style-type: none"> - Continue to use targeted interventions such as BLAST and TALK BOOST to support early oracy 				
D Increase the capacity of the safeguarding team so that school can offer the substantial level support, guidance and response that families require.	<ul style="list-style-type: none"> - Increase Safeguarding team by 25% - Complete weekly preschool meetings to share information. - Release time factored into the timetables to allow members of the team to attend all meetings/ complete home visits /initiate welfare checks/complete Early Help Assessments/ attend appointments with pupils/families/signpost relevant services. - Emergency purchase of clothing and household goods when required. - Free access to school counsellor for pupils and parents. - Availability of a member of the safeguarding team to meet/respond/reassure/signpost parents at any time without an appointment. 	£11335	<ul style="list-style-type: none"> -0.5 of PSA time £10735 - Cover for release time for all members of Safeguarding team to meet £600 		
E. Low levels of emotional wellbeing of pupils and parents	<ul style="list-style-type: none"> - Access to a school councillor for parents and pupils. - Continue with Sensory/Nurture room provision and equipment - Develop Emotional Literacy Support Assistant Role in school to support pupils (ELSA) - Develop the Wellbeing Coordinator Role in school to coordinate referrals to ELSA, Place 2 Be, Plan for Nurture group and provide supervision for staff working with the most challenging SEMH needs 	£30,964	<ul style="list-style-type: none"> -Marie Archer Place to Be salary £5850 -HLTA Salary to run Sensory Room £14593 -0.4 HLTA Salary to run ELSA sessions 0.1 Wellbeing Coordinator Salary £8121.60 -12 Days cover for release of trained Mindfulness teachers to develop the programme throughout school. £2400 		

	- Develop the Mindfulness Programme throughout school to support children's Emotional Wellbeing				
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2. Additional detail

Enrichment Activities :

Some of our children do not experience the life opportunities that many other children do. Therefore we considerably subsidise residential trips to London and Carlton along with School trips for all year groups. 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.

£15 870

Due to the high proportion of disadvantaged pupils (rising to 78% in Y6) we "blanket" support our pupils in the knowledge that it has a proven track record in this school