

## Pupil Premium Strategy Statement 18-19 Review

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

Desired outcome	Chosen action / approach	Expenditure		Staff Lead	Review
		Total	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"> <li>- Identification and tracking of pupil premium groups which are shared through allocated pupil progress meetings</li> <li>- Monitoring of targeted intervention</li> <li>- QFT through effective setting and the use of bespoke English and Maths approaches by highly trained members of staff to close the achievement gap between Low PAG PP and Middle PAG PP.</li> <li>- Reduced class numbers to allow a lower teacher to pupil ratio</li> </ul>	£203,259	<ul style="list-style-type: none"> <li>- Anthony Conlin Data System cost £2490</li> <li>- DHT ( Assessment Lead) 0.2 allocated time to complete effective data analysis £15011</li> <li>- 0.1 Supply to release teachers to complete in depth Pupil progress meetings based on target groups. £3900</li> <li>- 0.1 of Shadow Assessment Coordinator’s time to complete an evaluation of the interventions completed through observations/pupil voice and work scrutiny.£3900</li> <li>- 0.5 Deployment of highly trained members of staff to lead on bespoke English and Maths lessons.£18207</li> <li>- 3.5 additional teachers above whole school PAN requirement. £159751</li> </ul>	DHT GK KG	Tracking of pupils is much improved and intervention is targeted appropriately. Staff are now very aware of the importance of prior attainment especially at the end of Y6 and how it can affect progress scores.
B Improve behaviour to improve attendance and punctuality	<ul style="list-style-type: none"> <li>- Initiate Paul Dix Behaviour approach revamp the behaviour policy and develop Pupil roles and responsibilities in school</li> <li>- Provided support available before school to parents and pupils to ensure pupils attend school through home visits/ pupil collections etc</li> <li>- Development of first day response and rapid response team.</li> <li>- Change in deployment of highly skilled staff to develop and promote play and positive behaviour.</li> </ul>	£13676	<ul style="list-style-type: none"> <li>- 0.5 PSA time and release time for SLT to develop the rapid response team.£10735</li> <li>- Paul Dix training, evaluation of behaviour policy, cost of all staff to attend. Cost £2591</li> <li>- Resources for Paul Dix intervention (Pupil Lanyards/Books/Display equipment. Cost £350</li> </ul>	HT DHT SLT	Teachers are more proactive in addressing attendance and then consulting with SI for further action. First day response was hindered due to not being able to appoint an apprentice. Behaviour, for the vast majority of pupils has improved and there are

					now very few serious incidents. Eg 17/18 Summer term 9 incidents 18/19 Summer Term 2 incidents.
		<b>Expenditure</b>			
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Total</b>	<b>Breakdown</b>	<b>Staff Lead</b>	<b>Review</b>
C Poor oracy skills particularly linked to limited vocabulary.	<ul style="list-style-type: none"> <li>- Continue to develop QFT through continued training of all EY and Y1 staff on the Hartlepool Talk Matters Programme.</li> <li>- 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.</li> <li>- Provide in school support for parents to support their children with early oracy development inline with Talk Matters Parent material.</li> <li>- Continue to complete the communication audit</li> <li>- Continue to use targeted interventions such as BLAST and TALK BOOST to support early oracy</li> </ul>	£2600	<ul style="list-style-type: none"> <li>-HLTA timetabled to deliver BLAST and Talk Boost sessions sessions</li> <li>-4 Days' supply for Early Language and Literacy Enhanced training and Staff training preparation for EY and Nursey Lead £800</li> <li>-Release time of EY practitioners to complete the screening tool effectively prior to the completion of referrals to SALT. £1200</li> <li>-Release time for Early Years Middle Leader to complete Communication Audit and provide feedback to members of staff £600</li> </ul>		Early years staff have been involved with a LA project and have promoted reading with your child and discussing the story. Targeted intervention from BLAST has been delivered. It is too soon to see the benefit from this. End of reception will give a better indication.
D Increase the capacity of the safeguarding team so that school can offer the substantial	<ul style="list-style-type: none"> <li>- Increase Safeguarding team by 25%</li> <li>- Complete weekly preschool meetings to share information.</li> </ul>	£11335	<ul style="list-style-type: none"> <li>-0.5 of PSA time £10735</li> <li>- Cover for release time for all members of Safeguarding team to meet £600</li> </ul>		This has been most beneficial. There a fewer teaching sessions missed

<p>level support, guidance and response that families require.</p>	<ul style="list-style-type: none"> <li>- 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.</li> <li>- Emergency purchase of clothing and household goods when required.</li> <li>- Free access to school counsellor for pupils and parents.</li> <li>- Availability of a member of the safeguarding team to meet/respond/reassure/signpost parents at any time without an appointment.</li> </ul>				<p>due to CP meetings because SI has become the designated safeguarding leader. We still have problems with LAC reviews being in school time but this is improving. The larger team means that all strategies called during school holidays have been attended.</p>
<p>E. Low levels of emotional wellbeing of pupils and parents</p>	<ul style="list-style-type: none"> <li>- Access to a school councillor for parents and pupils.</li> <li>- Continue with Sensory/Nurture room provision and equipment</li> <li>- Develop Emotional Literacy Support Assistant Role in school to support pupils (ELSA)</li> <li>- 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</li> <li>- Develop the Mindfulness Programme throughout school to support children's Emotional Wellbeing</li> </ul>	<p>£30,964</p>	<p>-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</p>		<p>Marie continues to be an asset and is increasingly used by parents. Staff wellbeing is improving through targeted activities. We have a Wellbeing lead and from Sep19 a Lead Practitioner for SEND and Welfare is expected.</p>

**1. 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

**2019 End of Year results Pupil Premium V Non Pupil Premium (In School Data)**

Year 1	Attainment		Progress from EY to Sum Y1		APS End of Y1	
	% expected standard or above		<i>(Expected progress 3 pts)</i>		<i>(Expected APS 23)</i>	
	PP Pupils	Non PP Pupils	PP Pupils	Non PP Pupils	PP Pupils	Non PP Pupils
	29 Pupils (1 Pupil = 3.4%)	8 Pupils* (1 Pupil = 12.5%)	29 Pupils	8 Pupils*	29 Pupils	8 Pupils*
Reading	66%	88%	3.89	3.57	22.3	22.9
Writing	66%	88%	3.36	3.43	21.9	22.9
Maths	66%	88%	3.14	3.86	22.0	22.9

Year 2	Attainment	Progress from EY to Sum Y2	APS End of Y2
	% expected standard or above	<i>(Expected progress 6 pts)</i>	<i>(Expected APS 26)</i>

	<i>PP Pupils</i>	<i>Non PP Pupils</i>	<i>PP Pupils</i>	<i>Non PP Pupils</i>	<i>PP Pupils</i>	<i>Non PP Pupils</i>
	29 Pupils (1 Pupil = 3.4%)	13 Pupils (1 Pupil = 7.6%)	23 Pupils	13 Pupils	29 Pupils	13 Pupils
Reading	62%	69%	5.96	6.05	24.3	23.3
Writing	52%	69%	5.50	5.56	24.1	23.2
Maths	59%	69%	5.88	5.80	25.2	25.3

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)	
	<i>PP Pupils</i>	<i>Non PP Pupils</i>	<i>PP Pupils</i>	<i>Non PP Pupils</i>	<i>PP Pupils</i>	<i>Non PP Pupils</i>
	32 Pupils (1 Pupil = 3.1%)	13 Pupils (1 Pupil = 7.6%)	29 Pupils	11 Pupils	32 Pupils	13 Pupils
Reading	74%	67%	2.73	2.94	27.3	27.8
Writing	72%	67%	2.87	2.73	27.2	27.8
Maths	72%	58%	2.87	2.64	27.3	27.8

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)	
	<i>PP Pupils</i> (1 Pupil = 3.1%)	<i>Non PP Pupils</i> (1 Pupil = 7.6%)	<i>PP Pupils</i>	<i>Non PP Pupils</i>	<i>PP Pupils</i>	<i>Non PP Pupils</i>
	32 Pupils	13 Pupils	32 Pupils	13 Pupils	32 Pupils	13 Pupils
Reading	63%	77%	5.79	5.91	33.3	34.5
Writing	53%	77%	5.73	5.55	32.6	33.8
Maths	66%	85%	5.83	6.18	33.4	34.5

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)	
	<i>PP Pupils</i> (1 Pupil = 3.5%)	<i>Non PP Pupils</i> (1 Pupil = 9.0%)	<i>PP Pupils</i>	<i>Non PP Pupils</i>	<i>PP Pupils</i>	<i>Non PP Pupils</i>
	28 Pupils	11 Pupils	19 Pupils	8 Pupils	24 Pupils	8 Pupils
Reading	26%	82%	8.28	9.11	33.3	34.5
Writing	37%	45%	7.78	8.67	32.6	33.8
Maths	26%	91%	8.44	9.11	33.4	34.5

