Brookfield Community Primary School

Pupil Premium funding 2018/2019

Strategy Statement:

To effectively narrow the gap in progress and attainment for children in receipt of Pupil Premium funding, so that they are in line with their non-pupil premium peers in school and nationally.

To support all eligible pupils to overcome barriers to learning through effective support: academically, socially, emotionally and behaviourally

1. Summary of Information					
School	Brookfield Community Primary School				
Academic Year	2018/2019	Total PP budget (4/1/2019)	£113,740	Date of most recent PP review	January 2019
Total number of pupils	176	Number of pupils eligible for Pupil premium (ever 6)	72 ‘ever 6’ pupils, 1 ‘service’ pupil 8 post looked-after/special guardianship/other child arrangement order pupils. This is a total of 81 children and represents 48% of pupils in the school.	Date for next strategy review	July 2019

2. Main barriers to educational achievement faced by eligible pupils
• Parents may not feel secure in their own education and feel unable to support their children academically • Families experiencing bereavement following long term illness • Families experiencing acrimonious breakdown in family unit • Lack of parenting skills, lack of routine in the home, lack of age appropriate boundaries and guidance • Parents experiencing low motivation, ambition, low self-esteem, depression • Families experiencing economic hardship causing stress in the family • Attendance and punctuality issues due to poor routines and education not seen as a priority • Specific and complex learning and behavioural needs requiring additional support in and out of class • Children who have difficulty in concentrating and working in a classroom situations due to disrupted home lives, adverse childhood experiences, living in households with domestic violence, post looked-after children living with other families or family members

Area Targeted for Funding	Reason/evidence	Pupil/Year groups targeted	How will impact be measured?	costing
1. Additional class teacher	• The governors are clear that the link between class sizes and pupil progress is important. They are committed to keeping the class sizes appropriate to the learning and well-being needs of the children. • By employing an additional teacher in KS2, we are able to keep the class sizes small and in single age classes. • Previously, KS2 has had mixed age classes which was detrimental to the children's learning and emotional wellbeing as every year they would be in a different class with a different set of children. This system was also disliked by parents, particularly if their child stayed in the same class for two years. • Smaller class sizes are crucial so that teachers and support staff can give extra support and focus to all children.	Key Stage 2	Progress and attainment of pupil premium and non-pupil premium pupils assessed each term during pupil progress meeting between Headteacher and class teacher to ensure pupils at least on track to meet individual targets. Data reported to the governors at the half termly Standards & Effectiveness Committee. End of Key stage 2 data compared with National Data.	£28,021
2. Maintain a high support staff ratio in each cohort to support teaching and learning.	• Each class has a wide range of abilities. The additional support in class enables children to be supported and challenged at their level. Children who may find an aspect of a lesson difficult will have immediate support to overcome this. In addition, teachers' formative assessment allows targeted support for individuals and small groups in the form of interventions. • In EYFS, additional support is needed for those children who enter school with well below age related expectation to ensure they make good progress towards the Early Leaning Goals. • In Key Stage 1 classes, support is needed for learning and the emotional, social and behavioural needs of the pupils in the mornings. • In Key Stage 2, support is needed in the mornings during maths, literacy, guided reading and GPS to enable the children to have small group and 1:1 support when needed to ensure they make good progress towards end of year Age Related Expectations, from their starting points.	EYFS Key stage 1 Key stage 2	Pupil progress meetings each term will identify the progress and attainment of pupil premium and non-pupil premium pupils with a focus on groups of children who are receiving additional support in class and in interventions groups. This information will be reported to the governors at the half termly Standards & Effectiveness Committee. End of Key Stage data will be compared with National Data.	EYFS TA2B : 1x £17806 KS1 TA2B: 2 x £10465 KS2 TA2B : 4 x £ 10,465 Total:£80596
3. Supporting vulnerable families by developing the pastoral support provision	• Provide support for families where the children have low attendance to ensure children are in school and on time and parents/carers understand the importance of their child's education • Provide support for families experiencing Domestic Violence, financial difficulties, mental health issues or have dysfunctional family lives which impact on the children. • Provide support in school for children who are affected by issues in their home lives to alleviate this barrier to learning	EYFS, KS1 and KS2	Termly inclusion meeting will discuss attendance and assessments of children from targeted families which will indicate the effectiveness of the provision.	Family support worker 2 days/ week School counsellor 1 day per week Total cost £11,436
4. Speech and Language Support	• Children entering school with speech and language difficulties requiring additional support as this is a barrier to communication and achieving their Early Learning Goals at the end of Reception Class.	EYFS and children entering KS1 late with Speech and Language difficulties	Base line WellCom assessment. Children reassessed at the end of each half term. Speech and Language Therapist meets with SENCO and KS1 Leader to discuss progress and plan next steps.	Speech and Language Therapist ½ day every 2 weeks £2000
			Total Expenditure:	**£122053**
			Expected Pupil Premium Income	**£113740**
			Over budget	**£8313**

Any additional funding requirement for Pupil Premium Children is met through the school's main budget.

Review: last year's aims and outcomes (2018/2019)

1. Current attainment July 2019						
	Pupils eligible for PP in school (11 pupils)	National Average for PP pupils	Pupils **not** eligible for PP school (11 pupils)	National Average for **non** PP pupils	All pupils in school (22 pupils)	National Average for All Pupils
% achieving expected standard or above in reading	55%	62%	73%	78%	64%	73%
% achieving expected standard or above in writing	64%	68%	64%	83%	64%	78%
% achieving expected standard or above in maths	45%	67%	73%	84%	59%	79%
% achieving expected standard or above in reading, writing & maths	36%	51%	55%	71%	45%	65%
Progress score in reading	-1.54	-0.62	-1.05	0.32	-1.29	0.03
Progress score in writing	-3.23	-0.50	-3.99	0.27	-3.61	0.03
Progress score in mathematics	-3.76	-0.71	-3.42	0.37	-3.59	0.03
Average Scaled Score in reading	101.8	101.9	103.5	105.5	102.7	104.4
Average Scaled Score in writing	n/a	n/a	n/a	n/a	n/a	n/a
Average Scaled Score in maths	100.5	102.5	101.8	106.1	101.1	105.0

Aims	**Outcomes**
1. Funding Additional Class Teacher in KS2	Behaviour for learning significantly improved as children more settled in classes as they move as a whole group through the school. Attainment in writing at end of KS2 broadly in line with non-pupil premium children. Reading and maths is below. These will continue to be targets.
2. Maintain a high support staff ratio in each cohort to support teaching and learning.	Intervention groups provided across all key stages for Maths, reading phonics and GPS. Support in class to address difficulties in learning swiftly. Gaps not closing effectively enough. Children still not making achievement needed to reach National data.

3. Supporting vulnerable families by developing the pastoral support provision	Family support worker working in school 2 days per week to support vulnerable families. TAF meeting in place and families able to access a range of support more effectively. 18 families supported. School counsellor providing effective support for children and referrals to external agencies when needed made rapidly as a result of this support. 6 children supported.
4. Speech and Language Support	14 children accessed targeted S&LT interventions (1:1 or small groups) with the Speech & Language Therapist (SALT) over the academic year. The SALT also liaised closely with the teaching staff in Reception and provided advice on general language and communication strategies to further enhance and develop all children's language and communication skills. 10 children achieved SALT targets and no longer need support. 4 children to access SALT in school when they transition into Year 1.