



Pupil Premium Strategy Statement 2019-2020

Brookvale Primary School

| 1. Summary information | | | | | |
|-------------------------------|--------------------------|---|------------|---|---------------|
| School | Brookvale Primary School | | | | |
| Academic Year | 2019/20 | Total PP budget | £84,480.00 | Date of most recent PP Review | |
| Total number of pupils | 208 | Number of pupils eligible for PP | 68 pupils | Date for next internal review of this strategy | February 2020 |

| 2. Attainment 2018/2019 | | | | |
|----------------------------------|--|--|---|--|
| | | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (your school)</i> | <i>Other pupils Nationally (provisional)</i> |
| EYFS | % achieving GLD | 83% | 70% | 72% |
| KS1 | % achieving ARE or above in reading | 75% | 69% | 75% |
| | % achieving ARE or above in writing | 50% | 65% | 69% |
| | % achieving ARE or above in maths | 25% | 86% | 75% |
| KS2 | % achieving ARE or above in reading | 63% | 74% | 73% |
| | % achieving ARE or above in writing | 70% | 80% | 78% |
| | % achieving ARE or above in maths | 70% | 82% | 79% |
| Other Year Groups | Data Commentary | | | |
| | Year 1 (current Y2) | <ul style="list-style-type: none"> In terms of attainment, disadvantaged pupils are outperforming non-disadvantaged pupils in Reading and Maths. There is a 6% gap in Writing. Progress in Writing for disadvantaged pupils is not as strong as other subjects. Very few disadvantaged pupils are making accelerated progress in any subject. | | |
| | Year 3 | <ul style="list-style-type: none"> Prior attainment for disadvantaged pupils is mixed with 3 middle attainers, 2 lower attainers and 1 higher attainer | | |



| | | |
|--|------------------------|---|
| | (Current Y4) | |
| | Year 4 (Current Y5) | <ul style="list-style-type: none"> Disadvantaged children's attainment in Writing and Maths is significantly below that of other subjects (33%) although levels of progress across Y3 show pupils are making accelerated progress Prior attainment for disadvantaged pupils show they were all middle attainers |
| | Year 5 | <ul style="list-style-type: none"> Compared to previous years, this cohort are lower attainers, although all disadvantaged pupils are higher or middle attainers. There is a 10% gap in Reading and Writing between disadvantaged and non-disadvantaged pupils. In Maths, this is 20% |

3. Barriers to future attainment (for pupils eligible for PP including high ability)

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

| | |
|-----------|--|
| A. | Literacy at the end of EYFS is the lowest attaining area. This needs further development across Early years and KS1 |
| B. | Children enter the school with poor oracy skills which impacts on their Reading and their range of vocabulary |
| C. | The percentage of pupils in each class is generally around 30%. In Year 2, this number is significantly higher at 19 pupils. This year group is further complicated by high levels of EAL. |
| D. | Where teaching is weaker, teachers do not have high enough expectations of pupil's ability, especially low attainers. |
| E. | Historically, some teaching has not been strong enough for pupils to make sustained progress. This is particularly impacting in Y3, Y4 and Y5 |

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

| | |
|-----------|---|
| F. | Attendance of disadvantaged children is below other children and below the National average (94.1%) In addition, the % of disadvantaged pupils who were persistently absent has risen significantly (21% double the same figure in 2017.2018) |
| G. | A high proportion of our disadvantaged children arrive in school not ready to learn due to high levels of deprivation, various child protection issues including parents with mental health issues, domestic violence and drug abuse. |
| H. | Many of our disadvantaged children live within a tight knit community and their understanding of the wider world is limited. This is affecting their aspirations for the future. |



| 4. Outcomes | | | |
|-------------|--|--|------------------|
| | Desired outcomes | Success criteria | Impact July 2020 |
| A | Improved Reading and Writing outcomes, especially at EYFS and KS1 | <ul style="list-style-type: none"> The % of all pupils achieving GLD in Literacy is at least in line with all other areas The % of disadvantaged pupils achieving GLD in Literacy is at least in line with all other areas Continue to close the gap in phonics attainment between disadvantaged pupils and non-disadvantaged pupils (2019: -6%) At the end of KS1, ensure the gap between disadvantaged and non-disadvantaged is closing rapidly At the end of KS1, ensure the gap between EAL and Non-EAL pupils is closing rapidly | |
| B | Disadvantaged pupils to close the gap towards all pupils Nationally at the end of KS2. | <ul style="list-style-type: none"> The gap in attainment between disadvantaged and all children is closing All teaching in Year 6 triangulates to outstanding (never less than good) Progress for disadvantaged pupils to be at least 0 | |
| C | Provision for EAL pupils and particularly Year 2, is of the highest quality. This is ensuring the gap between EAL and non EAL pupils is closing rapidly | <ul style="list-style-type: none"> The attainment gap between EAL and Non EAL to close rapidly (2019: Reading -46%, Writing -60%) 90% EAL pupils on Continuum's to make more than expected progress Quality of teaching in Year 2 triangulates to Outstanding (never less than good) | |
| D | The quality of teaching across school is high. It is rooted in high expectations and ensures pupils are able to apply the knowledge they have learnt effectively | <ul style="list-style-type: none"> The quality of teaching is never less than good Monitoring shows that pupils have retained key knowledge from all subject taught Pupils can apply their learning and achieve well on low stakes retrieval quizzes | |
| E | Disadvantaged pupils attend school regularly. | <ul style="list-style-type: none"> Attendance for disadvantaged pupils is at least 95% Persistent absence is halved for disadvantaged pupils (21% 2018/2019) | |
| F | Well-targeted and effective Pastoral Care ensures that our | <ul style="list-style-type: none"> Pupils involved in pastoral interventions make at least expected progress | |



| | | | |
|----------|---|---|--|
| | most vulnerable disadvantaged pupils are fully engaged in all aspects of school life | <ul style="list-style-type: none"> The % of disadvantaged pupils who receive fixed term exclusions is reduced. Targets for disadvantaged pupils on individual plans are met | |
| G | The Curriculum is broadening pupils experience and building strong cultural capital. Children have high aspirations for themselves and others | <ul style="list-style-type: none"> Curriculum provision ensures a broad and balanced curriculum Disadvantaged pupils access the curriculum fully | |



| 5. Planned expenditure | | | | | |
|--|--|--|----------------------------------|---|---|
| Academic year | | 2019/20 | | | |
| 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 | How will you ensure it is implemented well? | Number of targeted Pupil Premium | Expenditure | When will you review implementation? |
| <p>Improved Reading and Writing outcomes, especially at EYFS and KS1 (A) EAL Provision (C) Quality of teaching (D) Curriculum (G)</p> | <ul style="list-style-type: none"> • Reading Leader attending Tony Whatmuff CPD around Reading. This will be disseminated across school • Development of a coherent strategy for the teaching of reading • Targetted CPD for all staff to ensure the teaching of reading explicitly is of the highest quality • Through effective CPD based around Curriculum implementation, Reading is a high priority across the curriculum. Staff are given opportunities to develop their skill in embedding reading skills within curriculum lessons | <ul style="list-style-type: none"> • CPD evaluations • Monitoring of the quality of teaching and learning (shallow paddles, deep dives) • Monitoring of reading attainment across the school • Regular professional discussions with staff | 68 + all pupils | <p>£300 for TW CPD £4,000 leadership time for Reading lead</p> | <ul style="list-style-type: none"> • Within school, termly. • Through PP Review February 2020 |



| | | | | | |
|--|---|---|---|--|---|
| <p>Pupils oracy at EYFS improves significantly from baseline. Literacy outcomes at the end of EYFS improve from 2018/2019. (A) (D)</p> | <ul style="list-style-type: none"> • Anna Ephgrave principles applied to the EYFS setting. Strategic plan to support development alongside intensive support from a Specialist Leader of Education for EYFS • Literacy based approach to planning ensuring staff provide rich opportunities to develop language, reading and writing • Targeted intervention for pupils well below ARE for communication through Well Comm | <ul style="list-style-type: none"> • Regular monitoring of environment and pupils engagement • SLE reports on progress • Monitoring of CL and Literacy attainment across EYFS • Regular professional discussions with staff | <p>30 pupils + 5 PP children in Reception</p> | <p>See 'Other Approaches' for cost</p> | <p>Ongoing Termly SLE review</p> |
| <p>Outcomes at the end of Year 2 for all pupils are at least in line with National. The progress of EAL pupils improves rapidly towards EFL pupils. (A) (C) (D)</p> | <ul style="list-style-type: none"> • Deployed two highly experienced teachers to Y2 who can drive improvement • Rich Literacy focus in Y2 to close the gap • Coherent Reading Curriculum is implemented to provide equality of opportunity | <ul style="list-style-type: none"> • CPD evaluations • Monitoring of the quality of teaching and learning (shallow paddles, deep dives) • Monitoring of reading attainment and key groups in Y2 | <p>19 PP Pupils and 11 pupils in Y2</p> | <p>£43,934.31 (63% of salaries)</p> | <ul style="list-style-type: none"> • Within school, termly. • Through PP Review February 2020 |
| <p>Total budgeted cost</p> | | | | | <p>£60,714.31</p> |



| ii. Targeted support | | | | | |
|--|---|--|----------------------------------|-------------|---|
| Desired outcome | Chosen action/approach | How will you ensure it is implemented well? | Number of targeted Pupil Premium | Expenditure | When will you review implementation? |
| Key children with low baselines for Communication and Language make rapid progress (A) | <ul style="list-style-type: none"> Well Comm used to provide CL intervention with small groups of pupils | <ul style="list-style-type: none"> Monitor baseline and end point assessments at pupil progress meetings Monitor attainment of CL across the year Through learning walks, look at how children's CL is developing | 5 pupils + 3 PP pupils | £300 | Ongoing |
| Well-targeted and effective Pastoral Care ensures that our most vulnerable disadvantaged pupils are fully engaged in all aspects of school life (F) | <ul style="list-style-type: none"> Daily 'Nurture group' for key pupils identified in Year 5 to secure stronger progress for key vulnerable pupils Delivered by HLTA and Pastoral lead to ensure balance of high quality expectations and nurturing environment | <ul style="list-style-type: none"> Monitoring of the quality of teaching and learning (shallow paddles, deep dives) Monitoring of Boxall profiles of all children involved in Nurture Regular professional discussions with staff | 8 PP pupils | £8,810.60 | Ongoing and through PP review February 2020 |
| Total budgeted cost | | | | | £9,110.60 |



| iii. Other approaches | | | | | |
|---|--|--|----------------------------------|------------------------------------|--|
| Desired outcome | Chosen action/approach | How will you ensure it is implemented well? | Number of targeted Pupil Premium | Expenditure | When will you review implementation? |
| Disadvantaged pupils attend school regularly (E) | <ul style="list-style-type: none"> New policy regarding attendance implemented. Wave approach to ensure all vulnerable pupils attendance improves and that attendance for disadvantaged pupils improves over time | <ul style="list-style-type: none"> Action plan generated Termly impact meeting to measure impact | 68 PP | £2000 of admin and leadership time | Termly impact to SLT and Governing Body |
| Well-targeted and effective Pastoral Care ensures that our most vulnerable disadvantaged pupils are fully engaged in all aspects of school life (F) | <ul style="list-style-type: none"> Sports coach supporting key children throughout the day Clubs run by sports coach target disadvantaged pupils. Take up and attendance of these pupils is high | <ul style="list-style-type: none"> Termly monitoring and meetings with sports coach | 68 PP | £4,415.09 | Termly meeting with Pastoral lead and Sports coach |



| | | | | | |
|--|---|--|---------------------------------|--|---|
| <p>Behaviour of Disadvantaged children improves as a result of a nurture-based approach being adopted whole-school (F)</p> | <ul style="list-style-type: none"> • Educational Psychologist to provide preventative and reactive support to improve outcomes for Disadvantaged Pupils. • Staff to receive expert training by the school's education Psychologist on Attachment and Attunement Principles & Adverse Childhood Experiences (ACEs) • Emotion Coaching will be adopted by all staff to support the social/emotional aspects of development • Parent workshops led by the Educational Psychologist will develop a cohesive and coordinated approach to supporting the most vulnerable pupils | <ul style="list-style-type: none"> • Staff to receive ongoing training/ feedback on Emotion coaching Principles • Termly Impact meeting to measure impact | <p>68 PP</p> | <p>£4000 of CPD by Educational Psychologist and ACESs lead</p> | <p>Termly meeting between head Teacher and Pastoral Lead</p> |
| <p>Well-targeted and effective Pastoral Care ensures that our most vulnerable disadvantaged pupils are fully engaged in all aspects of school life</p> | <ul style="list-style-type: none"> • To deploy a full-time pastoral support worker to support the well-being, attainment and progress of pupils • Early Help is in place for most vulnerable Disadvantaged pupils • Families are supported effectively in school and signposted to relevant services | <ul style="list-style-type: none"> • Schedule of interventions in place for the most vulnerable PP pupils • Family Plans/Early Help intervention in place • Actions Plans in place to address social disadvantage for key group of children | <p>68 PP (12 Vulnerable PP)</p> | <p>£4240</p> | <p>Termly meeting between head Teacher and Pastoral Lead – Team Around the Family</p> |
| Total budgeted cost | | | | | <p>£14,655.09</p> |