



Brunswick House
Primay School

Statement of Intent for Pupil Premium Funding 2018 - 2019

All members of staff and the governing body accept responsibility for ‘socially disadvantaged’ pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential and as an adult finding employment.

“It is vital that schools get this right. Every child who leaves school without the right qualifications faces a far more difficult path to fulfilling their potential and finding employment. We owe it to all our young people to ensure that they are given every chance to succeed”.

Sir Michael Wilshaw in the Ofsted 2012, Evaluation of the Pupil Premium Spending.

What is Pupil Premium?

Pupil Premium is additional funding which has been allocated to schools for pupils who have registered for Free school meals (FSM) at any point in the last six years, pupils who are looked after by the local authority for more than six months and children of service personnel. The purpose of this additional funding is to narrow the attainment gap between them and their peers.

Pupil Premium Spend Fund from April 2018 Census

Year Group	No of disadvantaged children
R	8
1	14
2	7
3	8
4	8
5	8
6	14

Total number of pupils on roll April 2018:	420
Total number of pupils eligible for PPG:	62
Amount of PPG per pupil:	£1320
Total number of LAC or Adopted pupils	5
Amount of PPG per pupil: LAC or Adopted	£2300
Total income allocated for PPG:	£1,320x62 = £ 81,840 £2,300x5 = £11,500 Total: £93,340



Evaluation of Impact from Pupil Premium Funding 2017/18

Review of Funding for 2017-2018			
£94,560			
Number of PP	68		
Priority 1 – Higher rates of progress and higher attainment of PP pupils in core curriculum subjects.			
Area of Spend	Objective	Cost	Impact/Level of success
Speech and Language Therapy	Improve oral language skills for pupils eligible for PP.	£2,970	Speech and language therapist from OWLs, became no longer available – there was also little measurable impact. School allocated TA to completing Speech Link and Language Link assessments and interventions. Focus work on individuals has shown progress. Next year, this is to become a bigger focus with increased TA time to carry out interventions and assessments.
TA Interventions and focus marking for PP children	Provide high quality interventions and feedback to raise attainment of PP children to diminish the difference to their non PP peers.	£35,748	In all year groups PP children are making good or better progress across all subjects. Although there remain some differences to non PP peers, teachers and TAs identify focus children through pupil progress meetings and supply additional support and feedback. Book monitoring shows that PP children receive high levels of support and additional feedback from TAs.
Beanstalk Readers	To improve confidence in reading and provide an opportunity to read regularly.	£1,239	Some inconsistency in Beanstalk volunteers, especially in Year 2. All children taking part have made good progress in reading and are reading more regularly. To continue again next year.
Additional CPD for Staff	To provide all staff with quality first teaching strategies to support questioning and challenging in core subjects.	£1,344	A wide range of CPD made available to staff: Literacy Tree – spelling Maths Reasoning Inset Dyslexia Staff Meeting Reading Benchmarking Meeting SEN Support Inset
Speech Link	Improve oral language skills for pupils eligible for PP.	£450	Speech Link used for identified children in Key Stage 1 and large number in FS. Small group of PP children identified for SEN register and referrals made to Speech and Language Therapy.

			Interventions from Speech Link introduced, and one child was signed off from SALT as a result.
Clicker 7	To support the progress of lower attaining writers, especially with spelling, grammar and punctuation.	£2,208	Clicker 7 training took place in Term 5. A large number of PP and SEN children are already using to support in writing outcomes. Review to take place in Term 2 of 2018-19 to assess impact.
Additional Deputy Headteacher	To improve outcomes for PP children	£17,453	DHTs have worked with individuals to develop their confidence to enable them to be working in the class with others. DHTs have run additional enrichment activities and supported emotional wellbeing of PP groups. DHTs have run Year 2 and 6 interventions for PP children.
Priority 2 – Social, Emotional and Mental Health			
Area of Spend	Objective	Cost	Impact/Level of success
Flo support	<p>To empower parents to take an active role in their child's social, emotional and educational development.</p> <p>To support parents regarding a range of issues that impacts their ability to parent effectively.</p> <p>Provide a range of activities for parents that encourage them to be safe, healthy, enjoy and achieve economic well-being.</p>	£8,796	<p>Flo has been integral to insuring that PP families feel supported and part of the school community. Communication has improved and relationships have been built.</p> <p>Additional emotional support has been provided to ensure emotional well-being of vulnerable children.</p> <p>FLO has worked hard to improve the attendance of PP children by working with children and their families</p> <p>FLO regularly checks on health and well-being of children.</p>
Forest School	To achieve and develop confidence and self-esteem through hands-on learning experiences in a woodland or natural environment with trees.	£1,520	50% of PP children have achieved GLD in EYFS. All EYFS children have benefited from Forest School with weekly lessons. Plan is to increase this next year so that children from all year groups can benefit. Ensure someone additional is trained in Forest School next year.
Play therapy	To support children to express their experiences and feelings through a natural, self-guided, self-healing process in a safe environment.	£4,430	7 children have received play therapy over the year, 3 of which were eventually signed off due to significant progress made. Progress reports from parents, teachers and therapist show significant well-being improvements which directly impacting in class progress too.

Sensory Circuits	To provide support for children with ADHD/ASD to transition into school in the morning so that they are ready to learn.	£855	Lower uptake of PP children in sensory circuits, despite positive impact of those who do attend. This provision is to be promoted to incorporate more PP children, taking referrals from class teachers. Additional TA to be trained so that period of sensory circuits can be extended for more children to attend.
Well Being Group	To develop children's wellbeing and provide emotional support, in particular with the transition to secondary school.	£1,900	20 PP children have benefited from these groups. Children's social communication has improved, including reduce anxiety and improved behaviour. New friendships have been formed. Children enjoy groups and want to join. Many parents commenting on success of the groups, passing on their thanks. Well-being group impact from parents and pupils was extremely positive. Groups to continue next year.
Enrichment Experiences	To provide experiences to enrich children's extra curriculum opportunities such as sport, music and science.	£775	4 children have received music lessons. 34 children receive sports club enrichment. To increase range of PP children that receive this support next year.
Additional 1:1 TA Speech and Language Support	To improve oral language skills for pupils eligible for PP.	£3,115	School allocated TA to completing Speech Link and Language Link assessments and interventions. Focus work on individuals has shown progress. Next year, this is to become a bigger focus with increased TA time to carry out interventions and assessments. A speech and Language therapist will be employed to work along side TA.
Priority 3 - Attendance			
Area of Spend	Objective	Cost	Impact/Level of success
Breakfast club and After School Club	To provide wrap around care, encouraging early attendance and breakfast provided.	£3,423 £1,110	<i>% of children attending breakfast club over the year</i> <i>After school club funding stopped.</i>
School uniform/equipment	To provide financial support to parents when purchasing school uniform or equipment.	£1,280	School uniform has not been widely taken up, this needs to be promoted more next year so that all parents are aware of their uniform entitlement.
Transport costs	To use as an incentive for children to attend school regularly.		School have collected children and dropped home to improve consistent absentees.
Attendance celebrations and reward vouchers	To raise attendance of PP children to be in line with or above national non-pp.	£620	Attendance in down from 95.4% to 93.9% - this is due to some repeated absentee cases from specific families. Various class

Attendance Officer	To ensure PP attendance is tracked and monitored regularly the school reacts accordingly.	£1,000	rewards have been widely received and children compete each week for attendance reward. More work to be done next year to identify specific family barriers and engage them more in working on improving attendance. Regular support meetings to be put in place.
Educational visits (part funded)	To support disadvantaged children and families with extra-curricular activities.	£4,534	All PP children given chance to experience a wide range of enrichment experiences – part funded by the school to ensure they do not miss out and have same opportunities as others.
Residential visits (part funded)	To provide disadvantaged children with the opportunity to attend the year 6 PGL residential and year 4 Bushcraft.		All PP children able to attend PGL and Bushcraft, helping them to develop and build friendships and positive experiences with their class. Payment plans put in place to support families with contributing towards this.

Statutory Assessment 2017/18 Academic Year		
Previous Attainment (End of KS2 Results July 2018) - 14 Children		
Age Related Expectations ARE	<i>Pupils eligible for PP - BH</i>	<i>Pupils eligible for PP national averages 2017</i>
% achieving ARE in reading, writing and maths combined	57%	67%
% achieving ARE in reading	64%	77%
% achieving ARE in writing	64%	81%
% achieving ARE in spelling, punctuation and grammar	50%	82%
% achieving ARE in maths	62%	80%

Previous Attainment (End of KS1 Results July 2018) - 7 Children		
Age Related Expectations ARE	<i>Pupils eligible for PP - BH</i>	<i>Pupils eligible for PP national averages 2017</i>
% achieving ARE in Phonics	86%	
% achieving ARE in reading	72%	79%
% achieving ARE in writing	29%	72%
% achieving ARE in maths	58%	79%

Previous attainment (Year 1 Phonics Results July 2018) – 13 children		
Age Related Expectations ARE	<i>Pupils eligible for PP - BH</i>	<i>Pupils eligible for PP national averages 2016</i>
% achieving ARE in Phonics	62%	84%

Previous attainment (EYFS Results July 2018) – 8 Children		
Good Level of Development GLD	<i>Pupils eligible for PP - BH</i>	<i>Pupils eligible for PP national averages 2017</i>
% achieving GLD	50%	

Commentary of Spending

Specific interventions that are put in place at Brunswick are guided by the recommendations and evidence from the Sutton Trust. We support disadvantaged pupils who are either under attaining or underachieving in core subjects. In addition to this, interventions and support programmes are put in place for pupils who may have emotional barriers to learning. Financial support is given to disadvantaged pupils to access wider enrichment opportunities, such as clubs and educational visits.

Beyond all of this, Brunswick allocates a comparatively large proportion of the PPG to staffing to facilitate small group teaching where effective feedback can be personalised for each pupil. Disadvantaged pupils who attain above Age Related Expectations also benefit from small group interventions.

Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Oral language skills for PP pupils in Key Stage 1 are lower than those of non PP children; this ultimately slows reading and maths progress	
B.	Developing higher achieving PP children to achieve greater depth	
C.	Low reading and writing attainment for PP children in Key Stage 2	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Low attendance rates impacting on the progress and attainment of PP children.	
E.	Low self-esteem, emotional literacy and resilience.	
F.	Limited enrichment and extra-curricular opportunities.	
Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills for pupils eligible for PP. <ul style="list-style-type: none"> • Key Stage 1 Results • Phonics Check 	PP eligible pupils achieve above national average for age expected progress by the end of Key Stage 1 and pass their phonics check in Year 1.
B.	Accelerated rates of progress across KS2 for high attaining pupils eligible for PP <ul style="list-style-type: none"> • Key Stage 2 Results 	Increased % of PP children converting to Greater Depth at Key Stage 2
C.	Accelerated rates of progress across the school for pupils eligible for PP in Reading and Writing. <ul style="list-style-type: none"> • In school tracking data for each year group. 	Percentage of Pupils eligible for PP reaching at least national expectations for reading and writing is closing to Non PP peers in Key Stage 2
D.	Attendance of Pupil Premium children to be in line with non pp nationally	Improved and regular attendance impacts on targets achieved and good progress being made % of PP children attending school is in line with non PP peers
E.	Increase self-esteem, emotional literacy and resilience	Pupil Surveys show children are happy in school Positive behaviour from PP pupils resulting in reduced FTE Children ready and prepared for transitions Children have pride in their work

F.	Increased opportunities for enrichment and extra curriculum opportunities	Pupil feedback. 100% of PP report have regular opportunities for enrichment. Parent feedback consolidates this. Increased life skills and experiences.
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Proposed Spending for Pupil Premium Funding 2018/19

Funding for 2018-2019 £93,340	
Number of PP	67
62x£1320	£81 840
5x£2300 LAC	£11 500
Total	£93340

Desired outcome	Chosen Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?
Improve oral language skills for pupils eligible for PP.	Additional TA to deliver Speech and Language Therapy Additional CPD for Staff – Including Speech and Language Therapy Makaton Forest School Employ Speech and Language Therapist	Reading and Writing continue to be areas where PP children perform lower than non PP peers, including Phonics check. Trends over the last few years have shown high percentages of children coming in with speech and language difficulties. There continues to be children in need of support in Year R and Year 1.	Designated TA to run interventions and liaise with Speech and Language therapists. PP lead and SENCO to oversee and monitor assessment and progress of Speech and Language Link Assessment which will be carried out to measure progress. Further referral to NHS Speech and language link to be made in timely manner.
Accelerated rates of progress across KS2 for high attaining pupils	Focus interventions for PP children – Reading, Writing and Maths	In recent years, the conversion of higher attaining pupils PP pupils in Foundation and KS1, has not carried	Higher attaining PP pupils will be tracked from end of Key Stage results and discussed at PP progress meetings.

eligible for PP	Providing high quality and engaging texts as well as enrichment experiences	through to KS2 SATs results. The percentage of PP children achieving GDS in English is below national – providing the opportunity to read and discuss high	
Accelerated rates of progress across the school for pupils eligible for PP in Reading and Writing.	TA support and focus marking for PP children Focus interventions for PP children – Reading, Writing and Maths Beanstalk Readers Providing high quality and engaging texts as well as enrichment experiences Sensory Circuits	Although PP children make good progress, gaps are not closing to non PP peers, across all year groups. Focussed interventions as well as additional support and feedback in class is to ensure not just good progress but differences are diminishing. Reading and English skills continue to be a barrier to learning and providing more engaging texts and reading opportunities is proven to improve literacy outcomes.	TA support and training on interventions. Provision maps to show PP support and impact every term. PP children to be identified and discussed and pupil progress meetings termly. Observations and book scrutinies to monitor the impact of TA support for PP children.
Attendance of Pupil Premium children to be in line with non pp nationally	Flo support Breakfast Club School uniform and equipment Transport Costs Attendance celebrations and reward vouchers Attendance officer	Despite PP attendance increasing over the last year, it remains below 95% as of May 2018 – 94.1% FLO and AO support to work alongside families to help them overcome barriers to attendance. Including regular attendance meetings and communications to parents. Specific rewards to encourage praise regular attendance.	Termly attendance meetings to discuss impact. Low attending pupils to be discussed at pupil progress meetings. FLO report of support and impact to PP meetings. AO to monitor and track regular low attendance.
Increase self-esteem, emotional literacy and	Flo support Forest School Emotional Literacy Group	We have noticed an increase in the number of children with anxiety, low	Pupil progress meetings to monitor and track progress of children who attend

resilience	Play Therapy School uniform and equipment	self-esteem and well-being. Attainment and progress are less likely to improve unless children feel safe and secure in themselves. Forest school, play therapy and emotional literacy groups have all had a strong and positive impact on all children who attend.	groups. Pupil surveys and well-being scales to assess impact. Provision maps to track PP children's involvement in groups and impact. Reports from FLO, Emotional Literacy Group and Play Therapist at the end of sessions or interventions.
Increased opportunities for enrichment and extra curriculum opportunities	Forest School Contributions to School Trips and Residential Places on clubs such as football club Music lessons Bike Maintenance Workshops	To improve attainment outcomes, children require an understanding of the world. Increasing children's exposure to experiences will improve well-being, self-esteem but also knowledge and understanding of the world. Thus enabling them to empathise, infer as well as provide stimulus for writing.	Pupil and parent surveys