



## Statement of Intent for Pupil Premium Funding 2017-2018

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 2017-18

Total number of pupils on roll April 2017:	420
Total number of pupils eligible for PPG:	59
Amount of PPG per pupil:	£1320
Total number of LAC or Adopted pupils	5
Amount of PPG per pupil: LAC or Adopted	£1,900
Total income allocated for PPG:	£1320x59 = £ 77,880 £1,900x5 = £9,500 Total: £87,380

Year Group	No of disadvantaged children
R	4
1	14
2	9
3	7
4	8
5	8
6	14



<b>Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	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>B.</b>	Where PP pupils also have high levels of SEN.	
<b>C.</b>	Less PP children compared to non PP children are reaching 'Greater Depth' in core curriculum areas	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Low attendance rates impacting on the progress and attainment of PP children.	
<b>Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve oral language skills for pupils eligible for PP. <ul style="list-style-type: none"> <li>• Key Stage 1 Results</li> <li>• Phonics Check</li> </ul>	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>B.</b>	Accelerated rates of progress across KS2 for high attaining pupils eligible for PP <ul style="list-style-type: none"> <li>• Key Stage 2 Results</li> </ul>	Accelerated rates of progress for PP pupils to achieve at least in line with national expectations.
<b>C.</b>	Accelerated rates of progress across the school for pupils eligible for PP in Writing. <ul style="list-style-type: none"> <li>• In school tracking data for each year group.</li> </ul>	Pupils eligible for PP reach at least national expectations for writing.
<b>D.</b>	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

## Evaluation of Impact from Pupil Premium Funding 2016/17

<b>Funding for 2016-2017</b>	
£88,440	
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 (Owls Service)	Improve oral language skills for pupils eligible for PP.	£5,927	7 children, 1 passed early learning goals, 1 passed phonics screen. Progress made under her care but not enough to meet standards.
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.	£21,840	Monitoring of maths and English books demonstrated that feedback both verbal and written was beneficial and allowed pupils learning to develop. Early intervention in FS and Key Stage 1 is beneficial and the gaps are diminishing.
HLTA focus support for PP children	Provide high quality interventions and feedback to raise attainment of PP children to diminish the difference to their non PP peers.	£6,240	In the EYFS the progress the pupils have made following PP support is greater than that of their peers.
Reasoning Training for Staff	To provide all staff with quality first teaching strategies to support the teaching of mathematics, raising attainment in mathematics.	£500	All staff have attended reasoning training and through book monitoring it is evident that reasoning is taking place daily in lessons. Reasoning now has a higher profile within the school and the SIP recognised the impact within pupil's books.
Beanstalk Readers	To improve confidence in reading and provide an opportunity to read regularly.	£910	Pupil's confidence develops and the pupils have the opportunity to read regularly with an adult.
Literacy Tree Training for Staff	To provide all staff with quality first teaching strategies to support the teaching of SPaG, raising attainment in English.	£1000	All staff are aware of the SPaG expectations throughout both key stages. Pupils benefit from high quality SPaG teaching. Improved SPaG results in Key Stage 2 and phonics screen results above national expectations for three consecutive years.

### 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>	£8,800	Families have been supported and have visited the school regularly. The attendance of specific pupils has improved following input from the FLO.
Forest School	To achieve and develop confidence and self-esteem through hands-on learning experiences in a woodland or natural environment with trees.	£2439	<p>An oversubscribed Forest Schools Club ran throughout the year, pupils developed their social skills and experienced enriched opportunities.</p> <p>Writing groups in Key Stage 1 took place in the forest and 2 out of the 4 pupils that attended these sessions reached the expected standard in writing and the other 2 reached working towards the expected standard, moving from pre key stage expectations.</p> <p>The Enrichment club on a Friday was also oversubscribed. All pupils in FS visited the forest and the benefit of this was commented on in parent questionnaire feedback.</p>
Play therapy	To support children to express their experiences and feelings through a natural, self-guided, self-healing process in a safe environment	£3055	Settled children into school to support the children's well-being. Worked with parents and teachers. LAC child made enough progress to be signed off from play therapy, enabling another two pupils to benefit from the service. One pupil now uses strategies to manage behaviour outbursts independently.
Sensory Circuits	To provide support for children with ADHD/ASD to transition into school in the morning so that they are ready to learn.	£947	100% of children felt more settled about coming in from home/school. Teachers feedback shows that pupils come to the classroom ready to learn, this contributed to one pupil reaching GLD in FS and one pupil reaching EXS in writing and GDS in reading and maths.

Secret Agents – Emotional Wellbeing Group	To develop children’s wellbeing and provide emotional support, in particular with the transition to secondary school.	£312	Children in this group grew in confidence over the year and began to discuss their worries, especially over transitioning to secondary school.
Enrichment Experiences	To provide experiences to enrich children’s extra curriculum opportunities such as sport, music and science.	£1,256	Many children benefited from football and tennis coaching before and after school, as well as music lessons in school. Foundation stage children were also able to experience chickens hatching and discuss the science behind this.
Additional Deputy Head teacher supplement	To lead on the monitoring and coordination of PP funding and tracking progress of pupils.  To support children by providing pastoral care, emotional, well-being and behaviour support.  To deliver high quality teaching and intervention.	£17,986	The Deputy Head ran regular intervention groups in the build up to the end of Key Stage SATs. With significant progress seen in Key Stage 1. An increased focus will be needed on Key Stage 2 next academic Year.  Deputy Head used regularly to help support and manage behaviour and well-being of PP child who struggles settling into mainstream school.

**Priority 3 - Attendance**

<b>Area of Spend</b>	<b>Objective</b>	<b>Cost</b>	<b>Impact/Level of success</b>
After school club places	To provide wrap around care, ensuring increased attendance and meal provided.	£3,410	Many parents took up the place of extra school club to provide wrap around care, however some PP children did not attend
Breakfast club	To provide wrap around care, encouraging early attendance and breakfast provided.	£2950	This has contributed significantly to the increase in the raised attendance of PP children.
School uniform/equipment	To provide financial support to parents when purchasing school uniform or equipment.	£453	Only a small number of parents took up the option of free uniform vouchers. This is to be advertised more next academic year.
Transport costs	To use as an incentive for children to attend school regularly.	£1110	Attendance for one pupil has improved since the introduction of a bus pass.
Attendance tea parties and reward vouchers	To encourage expected attendance of 95%	£1020	Attendance of PP children rose from 94.5 to 95.4 by the end of the academic Year. This is to be continued next year to push

			towards target of 97%.
Educational visits (part funded)	To support disadvantaged children and families with extra-curricular activities	£3,038	PP children were given the opportunity to attend trips with payments subsidised by 50% of the cost as otherwise may not have been able to attend.
Residential visits (part funded)	To provide disadvantaged children with the opportunity to attend the year 6 PGL residential and year 4 Bushcraft.	£3,300	PP children were given the opportunity to attend trips with payments subsidised by 50% of the cost as otherwise may not have been able to attend.
Attendance Officer Including HT meetings	To ensure PP attendance is tracked and monitored regularly the school reacts accordingly.	£1,947	Attendance of PP children rose from 94.5 to 95.4 by the end of the academic Year. This is to be continued next year to push towards target of 97%.

### **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.

## Summary of Attainment of disadvantaged pupils (2016/17)

### Writing

Year Group	PP expected	Non PP Expected	PP GDS	Non PP GDS	Progress PP
<b>1 (9 pp)</b>	67%	79%	0%	17%	1.09
<b>2 (8 pp)</b>	75%	77%	13%	23%	1.06
<b>3 (6 pp)</b>	33%	72%	0%	31%	0.97
<b>4 (6 pp)</b>	67%	74%	0%	9%	0.98
<b>5 (10 pp)</b>	60%	74%	10%	14%	1.01
<b>6 (12 pp)</b>	58%	85%	0%	19%	0.98

### Reading

Year Group	PP expected	Non PP Expected	PP GDS	Non PP GDS	Progress PP
<b>1 (9 pp)</b>	67%	83%	0%	44%	1.06
<b>2 (8 pp)</b>	88%	87%	38%	48%	1.08
<b>3 (6 pp)</b>	67%	87%	17%	42%	1.03
<b>4 (6 pp)</b>	50%	85%	33%	26%	0.98
<b>5 (10 pp)</b>	60%	84%	20%	31%	0.99
<b>6 (12 pp)</b>	50%	81%	8%	33%	0.95

## Maths

Year Group	PP expected	Non PP Expected	PP GDS	Non PP GDS	Progress
<b>1 (9 pp)</b>	67%	79%	0%	21%	1.00
<b>2 (8 pp)</b>	88%	83%	0%	27%	1.00
<b>3 (6 pp)</b>	50%	89%	17%	38%	0.97
<b>4 (6 pp)</b>	50%	81%	0%	17%	0.93
<b>5 (10 pp)</b>	60%	82%	0%	22%	1.00
<b>6 (12 pp)</b>	53%	92%	25%	29%	1.02

### Year 1 Phonics

PHONICS	Whole Cohort	PP Children
<b>Year 1</b>	<b>87%</b>	<b>57.1%</b>
<b>Year 2 retakes</b>	<b>50%</b>	<b>N/A</b>
<b>Year 1 and 2 Cumulative</b>	<b>93%</b>	<b>100%</b>

### Headline data

- End of Key Stage 1 SATs data show PP children are in line with or above non PP children in Reading, Writing and Maths
- Progress in Year 1 and Year 2 of PP children is good or better, particularly in reading and writing
- In Year 6 PP children results were in line with non PP children for Greater Depth in mathematics.
- All PP children have passed phonics retake by the time they leave Key Stage 1
- In Key Stage 2 – PP children perform significantly below non PP children in achieving expected in Reading, Writing and Maths

## Proposed Spending for Pupil Premium Funding 2017/18

Funding for 2017-2018	
<b>£87 380</b>	
Number of PP	<b>64</b>
61x£1300	<b>£77 880</b>
5x£1900 LAC	<b>£9500</b>

Focus Area	Possible Spending	Desired Impact	Estimated Spend	% of budget
<b>Curriculum</b>	Speech and Language Therapy	Improve oral language skills for pupils eligible for PP.	<b>£34,592</b>	<b>40%</b>
	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.		
	HLTA focus support for PP children	Provide high quality interventions and feedback to raise attainment of PP children to diminish the difference to their non PP peers.		
	Beanstalk Readers	To improve confidence in reading and provide an opportunity to read regularly.		
	Additional CPD for Staff	To provide all staff with quality first teaching strategies to support questioning and challenging in core subjects.		
	Providing high quality and engaging texts as well as enrichment experiences	To engage reluctant readers in regular reading and to promote and motivate higher quality writing experiences.		
	Clicker 7	To support the progress of lower attaining writers, especially with spelling, grammar and punctuation.		
<b>Social, emotional and behavioural</b>	Flo support	To empower parents to take an active role in their child's social, emotional and educational development.  To support parents regarding a range of issues that impacts their ability to parent	<b>£34,592</b>	<b>40%</b>

		effectively.  Provide a range of activities for parents that encourage them to be safe, healthy, enjoy and achieve economic well-being.		
	Forest School	To achieve and develop confidence and self-esteem through hands-on learning experiences in a woodland or natural environment with trees.		
	Play therapy	To support children to express their experiences and feelings through a natural, self-guided, self-healing process in a safe environment.		
	Sensory Circuits	To provide support for children with ADHD/ASD to transition into school in the morning so that they are ready to learn.		
	Well Being Group	To develop children's wellbeing and provide emotional support, in particular with the transition to secondary school.		
	Enrichment Experiences	To provide experiences to enrich children's extra curriculum opportunities such as sport, music and science.		
	Additional 1:1 TA for behaviour support	To support children by providing pastoral care, emotional, well-being and behaviour support.		
	Additional Deputy Head teacher supplement	To lead on the monitoring and coordination of PP funding and tracking progress of pupils.  To deliver high quality teaching and intervention.  To support children by providing pastoral care, emotional, well-being and behaviour support.		
<b>Attendance</b>	Breakfast club	To provide wrap around care, encouraging	<b>£17,476</b>	<b>20%</b>

		early attendance and breakfast provided.		
	School uniform/equipment	To provide financial support to parents when purchasing school uniform or equipment.		
	Transport costs	To use as an incentive for children to attend school regularly.		
	Attendance celebrations and reward vouchers	To raise attendance of PP children to be in line with or above national non-pp.		
	Educational visits (part funded)	To support disadvantaged children and families with extra-curricular activities.		
	Residential visits (part funded)	To provide disadvantaged children with the opportunity to attend the year 6 PGL residential and year 4 Bushcraft.		
	Attendance Officer	To ensure PP attendance is tracked and monitored regularly the school reacts accordingly.		

**Date of next review 1<sup>st</sup> May 2018**