

Statement of Intent for Pupil Premium Funding 2019 - 2020

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.



Brunswick House
Primay School

What is Pupil Premium?

Total number of pupils on roll January 2019:	420
Total number of pupils eligible for PPG:	57
Amount of PPG per pupil:	£1320
Total number of LAC or Adopted pupils	7
Amount of PPG per pupil: LAC or Adopted	£2300
Total number service pupils	2
Amount of PPG per pupil: Service	£300
Total income allocated for PPG:	£1,320x62 = £ 75,240 £2,300x5 = £ 16,100 £300 x2 = £ 600 Total: £91,940

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 May 2019 Census



Evaluation of Impact from Pupil Premium Funding 2018/19

Review of Funding for 2018-2019	
£93,340	
Number of PP	67

Desired outcome	Areas of Spend	Total Spend	Evaluation of Impact
Improve oral language skills for pupils eligible for PP.	Forest School External Speech and Language Therapist Speech and Language Link Subscription	£7,309	50% of pupils eligible for pupil premium passed the phonics screen and 20% passed the Year 2 retakes. This is below local and national averages. This will continue to be a focus with additional Speech and Language training offered to TAs so more groups can be run. Teaching staff new to Key Stage 1 will have additional phonics training. The school will also look to invest in a phonics catch up programme for those who have not passed the Year 1 screen.
Accelerated rates of progress across KS2 for high attaining pupils eligible for PP	Focus interventions for PP children – Reading, Writing and Maths Achievement for All Programme Providing high quality and engaging texts as well as enrichment experiences	£27,906	In reading and writing the percentage of PP pupils reaching the higher standard has increased since July 2018. In some year groups the figure has doubled, indicating that pupils have made accelerated progress.
Accelerated rates of progress across the school for pupils eligible for PP in Reading and Writing.	TA support and focus marking for PP children including focus interventions for PP children – Reading, Writing and Maths Beanstalk Readers Sensory Circuits	£25,442	88% of PP pupils made good or better progress in reading , 83% in writing and 95% in maths. 32% of PP pupils made better than good progress in reading, 19% in writing and 21% in maths. Tailored intervention systems in the next academic year will focus on accelerated progress as well as achievement for all training for teaching assistants and teachers.
Attendance of Pupil Premium children to be in line with non pp nationally	FLO support Breakfast Club places and additional staff	£18,454	By the end of Term 6, PP attendance was 94.4% , <u>2% above the 2017/18 national indicator</u> for this group and 0.5% above the school statistic for the previous year.

	<p>Transport Costs</p> <p>Attendance celebrations and reward vouchers</p> <p>Attendance officer</p>		<p>The school family liaison officer supported the school's attendance initiative by arranging the purchase of bus tickets; buying alarm clocks to help with getting up in time, and supporting other families with pick-ups and drop offs when required.</p> <p>If this help was not provided, these children would have struggled to attend school.</p>
<p>Increase self-esteem, emotional literacy and resilience</p>	<p>FLO support</p> <p>Forest School</p> <p>Emotional Literacy Group</p> <p>Play Therapy</p> <p>School uniform and equipment</p> <p>Staff CPD on Bereavement, Trauma and Attachment</p> <p>Dandelion Time</p>	<p>£11,902</p>	<p>2018/19 Pupil Survey shows that 100% of children feel happy in school</p> <p>The allocation of funding for a part time FLO has provided PP pupils and their families with essential emotional support. This has enabled parents to access out of school services and support systems which in turn improves their resilience and their ability to support their child.</p> <p>The Flo has also worked alongside external agencies and families to strengthen communication.</p> <p>PP children have been able to access the school family liaison officer during the school day.</p>
<p>Increased opportunities for enrichment and extracurricular opportunities</p>	<p>Contributions to School Trips and Residential Places as paid for before and after school</p> <p>sports clubs</p> <p>Swimming</p> <p>Music lessons</p> <p>Salvation Army Experiences</p>	<p>£2,327</p>	<p>Pupil feedback.</p> <p>100% of PP pupils have regular opportunities for enrichment within school. This has seen an increase in particular in their attendance at sport and music clubs. PP pupils have also represented the school in sports teams throughout the year. The vast majority of PP pupils have attended residential trips and the Salvation Army have provided residential camps for 5 PP pupils during the summer holidays. 12 PP pupils are also in receipt of music lessons and have showcased their talents in assembly to the whole school.</p>

Previous attainment (EYFS Results July 2019)		
Good Level of Development GLD	<i>Pupils eligible for PP - BH</i>	<i>Pupils eligible for PP national averages 2018</i>
% achieving GLD	100%	74%

Previous attainment (Year 1 Phonics Results July 2019)		
Age Related Expectations ARE	<i>Pupils eligible for PP - BH</i>	<i>Pupils eligible for PP KENT averages 2019</i>
% achieving ARE in Phonics	50%	66%

Previous Attainment (End of KS1 Results July 2019)		
Age Related Expectations ARE	<i>Pupils eligible for PP - BH</i>	<i>Pupils eligible for PP KENT averages 2019</i>
% achieving ARE in Phonics retakes	20%	
% achieving ARE in reading	58%	58%
% achieving ARE in writing	50%	52%
% achieving ARE in maths	66%	61%

Statutory Assessment 2018/19 Academic Year		
Previous Attainment (End of KS2 Results July 2019)		
Age Related Expectations ARE	<i>Pupils eligible for PP - BH</i>	<i>Pupils eligible for PP KENT averages 2019</i>
% achieving ARE in reading, writing and maths combined	44%	52%
% achieving ARE in reading	44%	62%
% achieving ARE in writing	66%	70%
% achieving ARE in spelling, punctuation and grammar	44%	63%
% achieving ARE in maths	55%	65%

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.	To diminish the attainment difference between PP and pupils eligible for PP in Reading, Writing and Maths. <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, writing and maths is closing to non PP peers by the end of Key Stage 2
C.	Attendance of Pupil Premium children to be above PP nationally	Improved and regular attendance impacts on targets achieved and good progress being made % of PP children attending school is above the national indicator
D.	Increase self-esteem, emotional literacy and resilience of pupils	Pupil surveys show children are happy in school Positive behaviour and behaviour for learning from PP pupils is observed - this impacts on presentation and outcomes. PP children are prepared for transitions, as well as their move to secondary school. PP children have pride in their work

E.	Provide high quality opportunities for curriculum enrichment that enable PP children to recall knowledge they have learnt and apply to other areas of their learning	Pupil feedback. 100% of PP pupils report that they have regular opportunities for enrichment. Parent feedback consolidates this. Increased life skills and experiences reflect in knowledge being applied in other areas of the curriculum.
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Proposed Spending for Pupil Premium Funding 2019-20

Funding for 2019-2020 Based on January 2019 Census	
Number of PP	69
£1,320x62	£ 75,240
£2,300x5	£ 16,100
£300 x2	£ 600
Total	£91,940

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.	<p>TAs delivering specific and tailored speech and language interventions</p> <p>Speech and Language Link software</p> <p>Phonics catch up intervention for children who do not pass the phonics screen</p> <p>Additional CPD for Staff – Including Speech and Language Therapy Makaton</p> <p>Forest School (including CPD for additional teacher to be trained)</p> <p>Speech and Language Therapist termly visits</p>	<p>Reading and writing continue to be areas where PP children perform lower than non PP peers, including Phonics check.</p> <p>Trends over the last few years have shown high percentages of children coming in with speech and language difficulties.</p> <p>There continues to be children in need of support in Year R and Year 1.</p>	<p>Designated TA to run interventions and liaise with Speech and Language therapists.</p> <p>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.</p> <p>Further referrals to NHS Speech and language link to be made and actions implemented to support pupils.</p>
Accelerated rates of progress across the school for pupils eligible for PP in Reading, Writing and Maths.	<p>Achievement for All Programme</p> <p>Structured Conversations – including supply to cover conversations</p> <p>TA/CT focus support and intervention for PP children</p> <p>Focus interventions for PP children – Reading, Writing and Maths</p>	<p>Although PP children make good progress, gaps have not completely closed compared to their non PP peers in all year groups.</p> <p>Focussed interventions as well as additional support and feedback in class is to ensure not just good progress but closed gaps.</p> <p>Reading and English skills continue to provide barriers to learning.</p>	<p>Provision maps to show PP support and impact term on term.</p> <p>Attendance at structured conversations and parent feedback on these sessions monitored.</p> <p>PP children to be identified and discussed and pupil progress meetings termly.</p> <p>Observations and book scrutinies to monitor the impact of TA support for PP children.</p>

	<p>Phonics/Writing catch up interventions for children in KS2 who did not pass the phonics screen in Year 1</p> <p>Beanstalk Readers</p> <p>Providing high quality and engaging texts as well as enrichment experiences</p> <p>Opportunities to participate in the Greenaway and Carnegie shadowing scheme</p>	<p>More engaging texts and reading opportunities are needed to improve literacy outcomes.</p> <p>Engage parents of PP children in their child's progress, with regular discussions to ensure clarity over next steps and emotional well-being support.</p>	<p>Termly data on all year groups including end of Key Stage SATs results.</p>
Attendance of Pupil Premium children to be above national indicator	<p>Designated family liaison officer (Flo)</p> <p>Breakfast Club places</p> <p>School uniform and equipment</p> <p>Transport costs</p> <p>Attendance celebrations and reward vouchers</p> <p>Designated attendance officer</p>	<p>Despite PP attendance increasing over the last year, it remains marginally below the national average of 95.2% (94.4%)</p> <p>FLO and AO support to work alongside families to help them overcome barriers to attendance. Including regular attendance meetings and communications to parents.</p> <p>Specific rewards to encourage praise regular attendance.</p>	<p>Monthly attendance meetings to discuss impact.</p> <p>Low attending pupils discussed at pupil progress meetings.</p> <p>FLO report of support and impact to PP meetings.</p> <p>AO to monitor and track regular low attendance.</p>
Increase self-esteem, emotional literacy and resilience	<p>Flo support</p> <p>Forest School</p> <p>Emotional Literacy group</p> <p>Play Therapy</p> <p>School uniform and equipment</p> <p>Sensory Circuits</p> <p>Use of well being toolkit</p>	<p>We have noticed an increase in the number of children with anxiety, low self-esteem and well-being.</p> <p>Attainment and progress are less likely to improve unless children feel safe and secure in themselves.</p> <p>Forest school, play therapy and emotional literacy groups have all had a strong and positive impact on all children who attend.</p>	<p>Regular pupil progress meetings to monitor and track progress of children who attend groups.</p> <p>Pupil surveys and well-being scales to assess impact.</p> <p>Provision maps to track PP children's involvement in groups and impact.</p> <p>Reports from FLO, Emotional Literacy Group and Play Therapist at the end of sessions or interventions.</p>
Increased opportunities for enrichment and extracurricular opportunities	<p>Forest School</p> <p>Contributions to school trips and residential places</p> <p>Paid sports clubs before and after school</p>	<p>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.</p>	<p>Pupil and parent surveys</p> <p>Attendance of pupils on residentials, trips and at clubs they may otherwise not be able to afford.</p> <p>Pupils' ability to engage with other areas of the curriculum and apply their knowledge.</p>

	Music lessons		Increase in attendance at additional clubs such as music lessons.
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