

1. Summary information					
School	Brunswick Park Primary School				
Academic Year	2016-17	Total PP budget		Date of most recent PP Review	July 2015
Total number of pupils	508	Number of pupils eligible for PP	217	Date for next internal review of this strategy	July 2017

2. Current attainment and progress		
<b>2015</b>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving Level 4b or above in reading, writing & maths (or equivalent)	<b>74%</b>	80%
% making at least 2 levels of progress in reading (or equivalent)	<b>93%</b>	92%
% making at least 2 levels of progress in writing (or equivalent)	<b>90%</b>	95%
% making at least 2 levels of progress in maths (or equivalent)	<b>98%</b>	91%
<b>2016</b>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving the expected standard in reading, writing and maths at the end of KS2	<b>51%</b>	53%
KS2 progress score for disadvantaged pupils in reading	<b>-0.16</b>	
KS2 progress score for disadvantaged pupils in writing	<b>0.26</b>	
KS2 progress score for disadvantaged pupils in maths	<b>2.90</b>	

3. Barriers to future attainment (for pupils eligible for PP)		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	The reading skills of some pupils eligible for pupil premium (e.g. word level decoding strategies and/or comprehension skills) are not as well developed as those of other pupils in the school. As a result, achievement in reading is lower for disadvantaged pupils than other pupils in some year groups (particularly current Y3, Y4 and Y6). In addition, higher attaining disadvantaged pupils in KS1 and KS2 made slower rates of progress compared to other pupils nationally from similar starting points based on the statutory assessment outcomes in reading in 2016	
<b>B.</b>	The writing skills of some pupils eligible for pupil premium (e.g. application of SPAG related skills) are not as well developed as those of other pupils. Consequently, achievement in writing is lower for disadvantaged pupils than for other pupils in a number of year groups. This is also the case for high attaining disadvantaged pupils in Y6.	
<b>C.</b>	There are behaviour issues for a small group of pupils in Y4 (most of whom are eligible for Pupil Premium) which, at times, is having a negative impact on the progress of these pupils and their peers in lessons	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	A number of pupils eligible for pupil premium come from backgrounds of high deprivation with long term social care issues. This has a negative impact on their attendance and personal well-being which, in turn, has an impact on their achievement in school	
4. Desired outcomes ( <i>Desired outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	<p>Raised attainment of disadvantaged pupils in reading so that the proportions of disadvantaged pupils working at ARE in each year group are closer to or in line with that of other pupils in the school.</p> <p>High attaining disadvantaged pupils make rates progress in reading in KS1 and KS2 which are close to or in line with other pupils nationally from similar starting points</p>	<p>100% disadvantaged pupils make at least expected progress and 60% better than expected progress in reading (as defined by the school's tracking system) in 2016-17</p> <p>20% increase in the percentage of disadvantaged pupils working at ARE in reading in each year group by July 2017</p> <p>2017 KS2 Statutory Assessments: Average Progress score of high attaining disadvantaged pupils in reading shows they make rates of progress which match that of other pupils nationally (e.g. + 0)</p> <p>2017 KS1 Statutory Assessments : All high attaining disadvantaged pupils (Exceeding GLD) assessed in reading as greater depth at the end of Y2</p>

<p><b>B.</b></p>	<p>Raised attainment of disadvantaged pupils in writing so that the proportions of disadvantaged pupils working at ARE in each year group are closer to or in line with that of other pupils in the school.</p> <p>High attaining disadvantaged pupils make rates progress in writing in KS1 and KS2 which are close to or in line with other pupils nationally from similar starting points.</p>	<p>100% disadvantaged pupils make at least expected progress and 60% better than expected progress in writing (as defined by the school's tracking system) in 2016-17</p> <p>20% increase in the percentage of disadvantaged pupils working at ARE in writing in each year group by July 2017</p> <p>2017 KS2 Statutory Assessments: Average Progress score of high attaining disadvantaged pupils in writing shows they make rates of progress which match that of other pupils nationally (e.g. + 0)</p> <p>2017 KS1 Statutory Assessments : All high attaining disadvantaged pupils (Exceeding GLD) assessed in writing as greater depth at the end of Y2</p>
<p><b>C.</b></p>	<p>Behaviour issues in Y4 pupils addressed effectively</p>	<p>Reduced number of behaviour incidents recorded in Y4 compared to 2015-16.</p> <p>No external exclusions</p>
<p><b>D.</b></p>	<p>Increased levels of achievement for most vulnerable disadvantaged pupils under social care supervision</p>	<p>Those disadvantaged pupils registered under social care supervision make rates of progress which are in line with other disadvantaged pupils in the school</p>

**5. Planned expenditure**

<b>Academic year</b>	<b>£353, 760</b>
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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**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented</b>	<b>Staff lead</b>	<b>When will you review</b>
Increase in attainment and progress in reading	<p>Staff training and development on high quality phonics provision</p> <p>Staff training on developing pupils' comprehension skills (e.g. reciprocal reading with KS2 high attainers)</p> <p>Establish new AfL practices in reading (e.g. marking expectations, targets)</p>	<p>Many studies highlight the intrinsic link that reading has to academic success so we will invest PP funding in developing teachers' subject knowledge and skills in delivering high quality phonics and guided reading sessions to all pupils (including the use of effective assessment procedures). This approach will also incorporate the use and purchase of new teaching resources. The OFSTED 2014 report on the use of PP also highlights that developing an effective approach to reading is central to the success of all effective schools in reducing the attainment gap between disadvantaged and other pupils.</p>	<p>Identified teachers in each year group to attend courses on developing reading Information and good practice disseminated in phase and staff meetings.</p> <p>Videos of teachers used to highlight good practice.</p> <p>Peer observations of experienced teachers demonstrating good practice.</p>	Deputy Head English Subject Leaders	Jan 2017

<p>Increase in attainment and progress in writing</p>	<p>Staff training on delivering high quality writing lessons (e.g. effective planning, modelling of writing process, differentiation)</p> <p>Review and refine AfL practices in writing</p>	<p>While pupils can often demonstrate an understanding of SPAG related skills during discrete test style exercises, they sometimes have difficulty applying them consistently in their independent writing (there is a significant difference in writing and SPAG attainment in KS2). We need to make sure that all teachers, particularly those new to the school, have a clear understanding of how to teach writing (through effective planning, modelling and differentiation) so that all pupils, including those from disadvantaged backgrounds, become more confident writers and can apply their understanding of SPAG skills in the context of different styles of writing.</p>	<p>Identified teachers in each year group to attend courses on developing pupils' writing skills</p> <p>Information and good practice disseminated in phase and staff meetings.</p> <p>Videos of teachers used to highlight good practice.</p> <p>Peer observations of experienced teachers demonstrating good practice.</p>	<p>Deputy Head English Subject Leaders</p>	<p>Jan 2017</p>
<p><b>Total budgeted cost</b></p>					<p>£18 000</p>

## ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
<p>Increase in attainment and progress in reading</p>	<p>Additional home reading resources/programme set up for disadvantaged pupils, particularly in KS2.</p> <p>Disadvantaged pupils to have access to computers and online reading resources (e.g. Bug Club) during school hours (e.g. lunchtime club)</p> <p>Programme of reading volunteers to be established to listen to children read on a weekly basis (disadvantaged pupils targeted particularly in Y3 and Y4)</p> <p>Reading intervention groups (pm) with Disadvantaged High attainers focusing on reciprocal reading strategies and higher level comprehension skills</p>	<p>A number of pupils from disadvantaged backgrounds do not read regularly at home (evidenced through pupil questionnaires and interviews) and this has impacted on their progress. This trend seems to be more apparent as pupils move into KS2. Pupils have quoted a lack of good books to read, parents not having enough time to read with them and other interests (e.g. playing computer games) as barriers to reading regularly. By providing a range of new home reading books, access to computers at lunchtime and opportunities to read with volunteers, we aim to encourage children, especially those from disadvantaged backgrounds, to read more widely and often.</p>	<p>Deputy Head to oversee the purchase of new reading resources (aimed at lower KS2). PP children identified who would benefit from additional home reading resources. Reward system in place to encourage pupils to read at home on a weekly basis. Reading records used as evidence sources.</p> <p>Bug Club programme purchased in the autumn term. Training for staff and pupils in how to use it. Lunchtime clubs established targeted at PP children</p> <p>Letters sent out to parents and reading volunteer register created. Timetable agreed with teachers for selected pupils to read with volunteers. Reading records used as evidence sources.</p>	<p>Deputy Head</p>	<p>March 2017</p>

<p>Increase in attainment and progress in writing</p>	<p>Identified underachieving PP children in Y5 taught by DH in a daily intervention class (10-15 pupils)</p> <p>Underachieving PP children in Y3 taught by an additional, experienced teacher in an intervention class three days per week.</p> <p>Writing intervention group for high attaining disadvantaged pupils in Y3/4</p>	<p>We want to provide extra support to underachieving disadvantaged children to help accelerate their rates of progress in writing. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie.</p>	<p>Opportunities for additional teachers to plan and prepare with other year group teachers during PPA Impact on pupil progress monitored by DH (Assessment Coordinator) through half termly progress meetings and book scrutinies</p>	<p>Deputy Head</p>	<p>Jan 2017</p>
<p>Improve the personal and social development of most vulnerable disadvantaged pupils (and increase achievement levels)</p>	<p>Art therapy 1:1 sessions for vulnerable pupils as part of the 'People Matters' programme</p> <p>Home School Liaison Officer employed to work with vulnerable families</p>	<p>Art Therapy is well documented, in numerous research studies, as an effective support measure for children suffering from anxiety, mental health issues or social problems. We will use this form of therapy to build confidence and self-esteem in pupils, particularly those from very disadvantaged backgrounds, which will have a positive impact on their academic progress.</p> <p>Vulnerable children and families will be further supported by HSLO who will help to resolve problems and ensure that children attend school regularly</p>	<p>This programme will be overseen by the Assistant Head with responsibility for pupil welfare and behaviour. Referrals will be made to the 'People Matters' team, with the class teacher and art therapist in weekly dialogue in relation to pupil outcomes.</p> <p>Academic progress of participants will be tracked by the Assessment Coordinator. Attendance and welfare of pupils will be monitored by AH and Safeguarding Lead</p>	<p>Assistant Head (Pupil Welfare and Behaviour)</p> <p>Designated Safeguarding Lead</p>	<p>March 2017</p>
<p><b>Total budgeted cost</b></p>					<p>£90 000</p>

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Problem behaviour in Y4 addressed	Identify targeted behaviour intervention strategies for pupils whose behaviour is causing concern Identified pupils allocated Y6/adult mentors Develop restorative approaches with a focus on positive behaviour and rewards	The EEF toolkit suggests that targeted interventions matched to specific pupils with particular needs or behavioural issues can be effective.	AH for pupil welfare and behaviour will work closely with the class teachers in the year group to ensure that behaviour systems and strategies are implemented effectively. Half termly meetings will take place with parents to discuss behaviour issues and academic progress. Assessment coordinator will monitor academic progress, ensuring that any improvements in behaviour translate into improved attainment.	Assistant Head (Pupil Welfare and Behaviour)	Jan 2017
Increase in attainment and progress in writing and reading	Easter School for underachieving pupil in Y6, mainly from disadvantaged backgrounds (also targeting high attainers)	This would involve an additional week of teaching and learning (mornings only) during the Easter holidays for identified pupils. Classes would be small, consisting of no more than 10 pupils so that teaching can be specifically targeted at the individual needs of pupils. The EEF toolkit suggests that targeted interventions matched to specific pupils with particular needs can be effective.	Pupils, areas of need and gaps in learning identified through assessments and testing in the Spring Term. Meetings with parents to explain how the Easter School works. Experienced teachers employed with understanding of the Y6 curriculum. Rewards for pupils with 100% attendance	Assistant Head for KS2	July 2017
<b>Total budgeted cost</b>					<b>£20 000</b>

## 6. Review of expenditure – Key Approaches 2015-16

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve personal and social development of most vulnerable disadvantaged pupils	Funded Places for disadvantaged pupils on residential school journeys	High level impact in terms of improving children's confidence and self-esteem, particularly the Y3 school journey.	This will continue although communication with parents could be improved to reassure them about health and safety concerns (some parents who were offered places for their children declined as they didn't want to leave overnight).	£4000
	Funded Places for disadvantaged in Breakfast Club	Breakfast club has ensured that targeted pupils (with issues around attendance) now attend school more regularly and, as a result, their academic has improved with all attendees making at least expected progress during 2016-17.	This will continue due to high level impact. This year we will try to expand provision to the after school clubs as well.	£12000
	Special Projects – Small group cooking sessions with targeted pupils	High level impact: In pupil interviews, children point to cooking classes as one of the areas of the curriculum they enjoy most. This has helped children to become more aware about issues related to healthy eating as the cooking is all based on vegetables grown in the school garden	This will continue due to high level impact. This year we will aim to expand provision so that targeted PP children have more than one opportunity to engage in cooking.	£16000
Improve attainment of disadvantaged pupils in EYFS	Additional teacher employed in the EYFS to facilitate more targeted group work for underachieving PP children	<p>High Level impact. Attainment for PP children (% achieving a Good Level of Development) exceeded that of other children in Reception. There was a big gap the previous year.</p> <p>From this cohort, 100% of pupils made at least expected progress from starting points in the Nursery with 33% making better than expected progress</p>	Additional teaching support will continue although this will now be offered through the Assistant Head for Early Years.	£25000

<p>Improve attainment in reading and writing of disadvantaged pupils in KS1</p>	<p>Additional, experienced teacher employed in KS1 to undertake targeted group work with underachieving PP children</p>	<p>Impact has been mixed. The additional teacher was used effectively in phonics interventions which targeted underachieving pupils. As a result, the percentage of pupils from disadvantaged backgrounds passing the phonics screening test was broadly in line with that of other pupils (-13% difference the previous year).</p> <p>However, in terms of outcomes at the end of KS1, the impact was less effective. Indeed, there were large differences in the percentage of disadvantaged pupils achieving the expected standard in reading, writing and maths compared to other pupils in Y2 in 2016.</p>	<p>A range of interventions in KS1 will continue to help accelerate the progress of underachieving pupils, particularly those from disadvantaged backgrounds but it is important that these interventions take place on a regular basis and are not affected by staff absence. One of the reasons that the Y2 interventions had less impact on attainment was that they did not always take place with the teacher often having to cover classes instead. This needs to be avoided as much as possible going forward.</p>	<p><b>£30000</b></p>
<p>Improve attainment in reading and writing of disadvantaged pupils in KS2</p>	<p>Underachieving PP children in Y6 taught by an additional, experienced teacher (Mondays/Tuesdays) in small group sessions, including after school booster lesson</p>	<p>High level impact: All pupils who received this intervention support made at least expected progress from their starting points at the beginning of the year with a high proportion making better than expected progress. As a result, many of these pupils reached the expected standard in reading, writing and maths at the end of Y6.</p>	<p>This will continue and also target high attaining PP children in writing. It is important that the teacher is given time to plan interventions jointly with the other Y6 teachers.</p>	<p><b>£21000</b></p>

Improve attainment and progress of SEND pupils eligible for pupil premium	Speech and Language Therapy and Development sessions	Speech and Language therapy sessions have been targeted at pupils with complex special needs, many of whom are eligible for pupil premium. These sessions are very important in helping to develop the speech and language skills of these pupils. However, their progress is not yet being measured through quantifiable outcomes which presents challenges when measuring impact.	These sessions will continue. To help monitor the impact of these interventions more carefully, the SENCO and S&L therapists will meet on a regular basis each half term to ensure that future provision is based on clear measurable outcomes for each pupil and that these outcomes are tracked, recorded and quantified.	<b>£25000</b>
	Dyslexia support 1:1 sessions targeting disadvantaged pupils with very low attainment in writing and reading	A number of children eligible for pupil premium, who experience difficulties reading and writing, receive weekly dyslexia support during 1:1 teaching sessions with a trained specialist. These sessions are extremely important in helping these pupils develop their decoding and spelling skills (teacher assessment records show) which, in turn, is leading to improved levels of fluency, confidence and independence when undertaking reading and writing tasks in the classroom.	These sessions will continue and also focus on low attaining PP children in Y3 who have difficulty with phonics. To help measure their impact more effectively, the SENCO will work with the Dyslexia specialist on developing further measures to help evaluate pupil progress and outcomes (e.g. measuring reading ages at different points)	<b>£24760</b>
	Small group sessions in writing and maths run by HLTAs for disadvantaged pupils with low attainment in Y4 and Y5	These interventions were targeted at pupils with complex special needs who are not able to access the curriculum at an age related level. Their progress is assessed through a different assessment framework (B-Squared) where the curriculum outcomes are based on smaller steps. Within this assessment framework, the vast majority of pupils made at least expected progress over the course of the year in writing and maths.	Additional support from HLTAs in these year groups will continue but this will be targeted in class rather than through small group sessions.	<b>£35000</b>
	Small group sessions in phonics run by teaching assistants in Y1	High impact: These short 10-15 minute interventions took place on daily basis for a number of pupils who were not completely secure with their phonics at the beginning of the year. Although not all PP pupils passed the phonics screening check, all experienced significant improvements in blending phonemes (June test compared to earlier tests in the year)	These interventions will continue and also incorporate PP children from Y2 who did not pass the screening check in 2016.	<b>£33000</b>

## 7. Additional detail

Achievement of disadvantaged pupils at Brunswick Park Primary School – Summary

### 1. Percentage of pupils reaching a GLD at the end of Reception in 2016

Pupils	2016 BPPS	2016 BPPS (Excluding pupils with EHCPs)	2016 National	2015 BPPS	2015 National
All Pupils	67	70	69*	66	66
Disadvantaged Pupils	69	75	tbc	38	52
Other Pupils	65	67	tbc	74	69

\*tbc

### 2. Percentage of pupils passing the phonics screening check in Y1 in 2016

Pupils	2016 BPPS	2016 BPPS (Excluding pupils with EHCPs)	2016 National	2015 BPPS	2015 National
All Pupils	69	77	81	71	77
Disadvantaged Pupils	65	76	69	58	66
Other Pupils	74	78	83	82	80

## 2. Percentage of pupils reaching the expected standard at the end of KS1 in 2016

Pupils	Reading			Writing			Maths		
	2016 BPPS	2016 BPPS <small>(Excluding pupils with EHCPs)</small>	2016 Nat.	2016 BPPS	2016 BPPS <small>(Excluding pupils with EHCPs)</small>	2016 Nat.	2016 BPPS	2016 BPPS <small>(Excluding pupils with EHCPs)</small>	2016 Nat.
All Pupils	66	70	74	53	56	65	69	71	73
Disadvantaged Pupils	51	56	60	33	36	50	56	61	58
Other Pupils	84	87	77	77	80	68	84	83	75

## 3. Percentage of pupils reaching the expected standard at the end of KS2 in 2016

Pupils	Reading			Writing			Maths		
	2016 BPPS	2016 BPPS <small>(Excluding pupils with statements or recently arrived from abroad with no English who will be discounted)</small>	2016 Nat.  Other	2016 BPPS	2016 BPPS <small>(Excluding pupils with statements or recently arrived from abroad with no English who will be discounted)</small>	2016 Nat.  other	2016 BPPS	2016 BPPS <small>(Excluding pupils with statements or recently arrived from abroad with no English who will be discounted)</small>	2016 Nat.  other
All Pupils	61	68	66	66	75	74	78	83	70
Disadvantaged Pupils	62	68	71	68	75	79	83	90	75
Other Pupils	59	68	71	63	75	79	70	75	75

4. Percentage of pupils reaching the expected standard at the end of KS2 in reading, writing and maths combined in 2016

<b>Pupils</b>	<b>2016 BPPS</b>	<b>2016 BPPS</b> <small>(Excluding pupils with statements or recently arrived from abroad with no English)</small>	<b>2016 National</b>
<b>All Pupils</b>	50	57	53
<b>Disadvantaged Pupils</b>	51	55	60
<b>Other Pupils</b>	48	59	60