

1. Summary information					
School	Brunswick Park Primary School				
Academic Year	2017-18	Total PP budget	£323,000	Date of most recent PP Review	July 2017
Total number of pupils	454	Quality of teaching for all	£30,000	Date for next internal review of this strategy	July 2018
Number of pupils	247	Targeted Support	£287,000		
		Other Approaches	£6,000		

2. Current attainment and progress (KS2)		
2016	<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	51%	53%
KS2 progress score for disadvantaged pupils in reading	-0.16	0.3
KS2 progress score for disadvantaged pupils in writing	0.26	0.1
KS2 progress score for disadvantaged pupils in maths	2.90	0.2
2017	<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	65%	61%
KS2 progress score for disadvantaged pupils in reading	2.7	0.3
KS2 progress score for disadvantaged pupils in writing	-0.2	0.2
KS2 progress score for disadvantaged pupils in maths	1.2	0.3

2.Current attainment (KS1)		
2016	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving the expected standard and above in reading	51%	78%
% achieving the expected standard and above in writing	33%	70%
% achieving the expected standard and above in maths	56%	77%
2017	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving the expected standard and above in reading	58%	79%
% achieving the expected standard and above in writing	50%	72%
% achieving the expected standard and above in maths	53%	79%
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	<p>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 in the school or nationally. Consequently, these pupils do not achieve the same standards as other pupils in writing at the end of KS1 and KS2.</p> <p>In addition, some high attaining disadvantaged pupils experience difficulty developing the appropriate writing skills within the higher standards of the curriculum (e.g. developing specific language features) by the end of a key stage. As a result, the proportions of higher attaining disadvantage pupils writing above ARE are lower compared to other pupils in a number of year groups.</p>	

<p>B.</p>	<p>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 or nationally. As a result, these pupils do not achieve the same standards as other pupils, particularly at the end of EYFS, Y1 (phonics) and KS1.</p> <p>This is also the case for some higher attaining disadvantaged pupils. Although they can read fluently, their higher level reading and comprehension skills are not as well developed as other higher attaining pupils in the school or nationally, particularly in KS1 and lower KS2. Consequently, the proportions of higher attaining disadvantage pupils reading above ARE are lower compared to other pupils in a number of year groups.</p>
<p>External barriers <i>(issues which may also require action outside school)</i></p>	
<p>C.</p>	<p>A number of pupils eligible for pupil premium come from backgrounds of high deprivation with very challenging social and personal issues. This has a negative impact on their personal well-being which, in turn, has an impact on their achievement in school. Indeed, many pupils from these backgrounds often arrive in the school's Nursery and Reception with personal and social skills well below what is expected for a child of that age. As a result, their development, from both a social and academic perspective, can be significantly slower than for other pupils.</p>
<p>D</p>	<p>A number of pupils eligible for pupil premium have poor attendance and/or punctuality which is having a negative impact on their progress and attainment. Overall absence for disadvantaged pupils was 4.1% in 2016-17 compared to 2.8% for other pupils in the school</p> <p>Of pupils whose attendance less than 90% during the last academic year, nearly two-thirds came from disadvantaged backgrounds. Of these pupils, 56% were working below age related expectations at the end of the year.</p>

4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	<p>Raised attainment of disadvantaged pupils in writing so that the proportions of disadvantaged pupils working at ARE are closer to or broadly in line with other pupils nationally, particularly in EYFS and KS1</p> <p>Raised attainment of higher attaining disadvantaged pupils in writing so that the proportions working above ARE are at least in line with that of other higher attaining pupils nationally.</p>	<p>20% increase in the percentage of disadvantaged pupils working at ARE in writing in each year group by July 2018 (Teacher Assessment)</p> <p>2018 EYFS Profile - % of disadvantaged pupils achieving the ELGs in writing closer to the % of other pupils nationally (15% reduction in difference from 2017)</p> <p>2018 KS1 Statutory Assessments - % of disadvantaged pupils achieving the expected standard in writing broadly in line with other pupils nationally (to within 3%)</p> <p>2018 KS2 Statutory Assessments - % of disadvantaged pupils achieving the expected standard in writing matches or exceeds the % other pupils nationally</p> <p>2018 KS1 Statutory Assessments - 100% of high attaining disadvantaged pupils (Exceeding GLD at end of Reception) assessed in writing as greater depth at the end of Y2</p> <p>2018 KS2 Statutory Assessments - 100% of high attaining disadvantaged pupils (Achieving L3 in KS1) assessed as writing at the higher standard at the end of Y6</p> <p>Above data will not include those pupils with EHCPs or complex SEN</p>

<p>B.</p>	<p>Raised attainment of disadvantaged pupils in reading and phonics so that the proportions of disadvantaged pupils working at ARE are closer to or broadly in line with other pupils nationally, particularly in EYFS and KS1</p> <p>Raised attainment of higher attaining disadvantaged pupils in reading so that the proportions working above ARE are at least in line with that of other higher attaining pupils nationally.</p>	<p>20% increase in the percentage of disadvantaged pupils working at ARE in reading in each year group by July 2018 (Teacher Assessment)</p> <p>2018 EYFS Profile - % of disadvantaged pupils achieving the ELGs in reading closer to the % of other pupils nationally (15% reduction in difference from 2017)</p> <p>2018 Phonics Screening Check - % of disadvantaged pupils achieving the expected standard broadly in line with other pupils nationally (to within 5%)</p> <p>2018 KS1 Statutory Assessments - % of disadvantaged pupils achieving the expected standard in reading broadly in line with other pupils nationally (to within 3%)</p> <p>2018 KS2 Statutory Assessments - % of disadvantaged pupils achieving the expected standard in reading matches or exceeds the % other pupils nationally</p> <p>2018 KS1 Statutory Assessments : 100% of high attaining disadvantaged pupils (Exceeding GLD at end of Reception) assessed in reading as greater depth at the end of Y2</p> <p>2018 KS2 Statutory Assessments : 100% of high attaining disadvantaged pupils (Achieving L3 in KS1) assessed as reading at the higher standard at the end of Y6</p>
<p>C.</p>	<p>Improved attendance of disadvantaged pupils (particularly those whose attendance was less than 90% in 2016-17), so that it is in line with the average for other pupils both in the school and nationally</p>	<p>Average attendance for disadvantaged pupils matches the average for other pupils in the school and nationally</p> <p>Improved attendance for all those disadvantaged pupils with absence rates of more than 10%. Attendance for these pupils between 93-96%</p> <p>All the above pupils make at least expected progress in RWM by July 2018 with 40% making better than expected progress.</p> <p>Above data will not include those pupils with EHCPs or complex SEN</p>

<p>D.</p>	<p>Improved communication, personal and social development of disadvantaged pupils, particularly in EYFS and Y1 so that they have appropriate behaviour for learning and the necessary communication skills to access an age appropriate curriculum</p>	<p>2018 EYFS profile - 100% of disadvantaged pupils achieve the ELGS in all prime areas of learning within the EYFS curriculum</p> <p>100% of disadvantaged pupils make at least expected progress from Sept 2017 to July 2018 (three tracking points in relation to STAR assessment framework)</p> <p>20% increase in % of disadvantaged pupils in Y1 working at ARE in RWM by July 2018</p> <p>Above data will not include those pupils with EHCPs or complex SEN</p>
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5. Planned expenditure

Academic year	£323,000
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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 **Total Budgeted Cost: £30,000**

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented	Staff lead	Cost and Review Date
Increase in attainment and progress in writing	<p>Staff training on delivering high quality writing lessons (e.g. effective planning using the Literacy Tree, modelling of writing process, differentiation)</p> <p>Individual writing targets introduced for all pupils linked to STAR assessment framework</p> <p>Differentiated success criteria used in lessons to improve assessment for learning</p> <p>End of Key Stage SMART targets introduced for each pupil for writing which are aspirational (expected progress + challenge). Progress against targets (particularly for disadvantaged children reviewed and closely monitored during PPMs</p> <p>English, Science and Humanities medium term plans reviewed and adapted to ensure all pupils have well planned opportunities to write at length and within different contexts.</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, including within Science and Humanities subjects.</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>Subject leaders and experienced teachers used to support year group planning.</p> <p>School monitoring framework to include half termly book scrutinies for English, Science and Humanities to monitor impact of training and support.</p> <p>Leadership impact meetings scheduled each half term to review progress against chosen strategies</p>	<p>Deputy Head</p> <p>English</p> <p>Subject Leaders</p>	<p>£18,000</p> <p>Jan 2018</p>

<p>Increase in attainment and progress in reading</p>	<p>Staff training and development on high quality phonics provision</p> <p>Staff training on developing pupils' comprehension skills (e.g. reciprocal reading with Y4-6 pupils)</p> <p>Individual reading targets introduced for all pupils linked to STAR assessment framework</p> <p>End of Key Stage SMART targets introduced for each pupil for reading which are aspirational (expected progress + challenge). Progress against targets (particularly for disadvantaged children reviewed and closely monitored during PPMs)</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>New English Leader (for reading) appointed to oversee school improvement initiatives in relation to reading. Leader to attend training on developing pupils' reading comprehension skills and reciprocal reading. Information and good practice disseminated in phase and staff meetings. Videos of teachers used to highlight good practice. Peer observations of experienced teachers demonstrating good practice.</p> <p>School monitoring framework to include half termly learning walks to monitor provision in guided reading and phonics.</p> <p>Leadership impact meetings scheduled each half term to review progress against chosen strategies</p>	<p>Deputy Head English Subject Leaders</p>	<p>£12,000 Jan 2018</p>

ii. Targeted support

Total Budgeted Cost: £287,000

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost and Review Date
<p>Increase in attainment and progress in writing</p>	<p>Setting introduced across Y2-6 with pupils streamed into either a high attaining set or two middle/low attaining sets</p> <p>Identified underachieving PP children in Y6 taught by specialist intervention teachers (4 days) in a daily intervention class (10-15 pupils)</p> <p>Identified underachieving PP children in Y5 taught by specialist intervention teacher during the Autumn Term (10 pupils)</p>	<p>Although there is no publicised evidence that streaming pupils according to ability leads to improved attainment, evidence from trials last year at BPPS shows that this did have positive impact on pupil progress and attainment, particularly in those year groups where there were big differences in attainment. However, middle and low attaining pupils are still taught in mixed ability classes to ensure that lower attaining pupils encounter rich language and curriculum opportunities</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>New Raising Achievement Board of the Governing Body will review pupil progress half termly and the impact of these measures.</p>	<p>Assistant Heads for phases</p>	<p>£41,000 Jan 2018</p>

<p>Increase in attainment and progress in reading</p>	<p>Setting introduced across Y2-6 for guided 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>School Librarian to deliver 1:1 reading catch up programme to targeted disadvantaged pupils in Y3-5</p> <p>Programme of Beanstalk reading volunteers to be established to listen to children read on a weekly basis (disadvantaged pupils targeted in Y2)</p> <p>Reading intervention groups (pm) with disadvantaged High attainers focusing on reciprocal reading strategies and higher level comprehension skills</p> <p>Daily Phonics interventions (15 minutes per day for targeted pupils) in Y1 and Y2 delivered by teaching assistants.</p> <p>Intervention teacher working in Y3 (pm) to deliver catch up phonics programme to pupils who didn't pass the screening check in KS1 or have poor decoding skills</p> <p>Dyslexia support 1:1 sessions targeting disadvantaged pupils with very low attainment in writing and reading</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>Through intervention and targeted support we want to ensure that as many pupils as possible are reading at the standard expected for their age by the end of the key stage.</p>	<p>English Leader 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 renewed for the Autumn term. Training for new staff and pupils in how to use it. Lunchtime clubs established targeted at PP children.</p> <p>Deputy Head to review pupil achievement data and identify target pupils for reading intervention with school librarian (higher attainers and those with slow progress). Pupil progress tracked half-termly through PPMs. Are they on track to meet end of year targets? New Raising Achievement Board of the Governing Body will review pupil progress half termly and the impact of these measures.</p>	<p>Deputy Head English Subject Lead for reading</p>	<p>£98 000 Jan 2018</p>
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<p>Improve attendance of disadvantaged pupils</p>	<p>AIG (A. Head) and Attendance Officer to have weekly meetings with EWO to discuss and track attendance of disadvantaged pupils whose absence is a cause for concern.</p> <p>Home School Liaison Officer to have regular meetings with targeted families to ensure their children come to school regularly and on time. This to be followed up by A.Head if absence rates continue with warning letters and attendance meetings.</p> <p>Reward systems in place for each child whose attendance is a cause for concern.</p>	<p>It is well documented that pupils with low attendance do not achieve as well as other pupils who attend school regularly. If pupils are regularly missing lessons, they are less likely to make expected progress and achieve end of year and key stage targets. It's vitally important therefore to measures in place to ensure that they attend school every day.</p>	<p>Leadership impact meetings will take place on half termly basis with HT to evaluate progress towards attendance targets.</p> <p>New Raising Achievement Board of the Governing Body will review attendance and the impact of these measures.</p>	<p>Assistant Head for Pupil Behaviour and Welfare</p>	<p>£12 000 Jan 2018</p>
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<p>Improve the personal and social development of disadvantaged pupils (and increase achievement levels)</p>	<p>Art therapy 1:1 sessions for vulnerable pupils as part of the 'People Matter' programme</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>This programme will be overseen by the Assistant Head with responsibility for pupil welfare and behaviour. Referrals will be made to the 'People Matter' team, with the class teacher and art therapist in weekly dialogue in relation to pupil outcomes.</p>	<p>Assistant Head for Inclusion</p>	<p>£136 000 March 2018</p>
	<p>Home School Liaison Officer employed to work with vulnerable families</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>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>AH for Pupil Behaviour and Welfare/ Designated Safeguarding Lead</p>	
	<p>Additional intervention teacher and SEN teacher to be employed in EYFS and Y1, focusing on development of communication, personal and social skills of targeted pupils, including the disadvantaged.</p>	<p>To ensure that pupils in EYFS and Y1 have the best possible start to their education and enter into Y2 with age appropriate learning skills, additional teachers will support class teachers with small group work, targeting pupils with very specific needs.</p>	<p>The intervention programmes and transition curriculum will be overseen by the AH for KS1 and EYFS. Outcomes of pupils will be monitored and evaluated closely through the school's termly monitoring and evaluation framework.</p>	<p>AH for EYFS/KS1</p>	
	<p>Funded Places for disadvantaged pupils on residential school journeys</p>	<p>Evidence from previous years, shows that the school journeys improve pupil's confidence and self-esteem, particularly in Y3</p>	<p>Meetings for parents so they are well informed about what happens</p>	<p>AH for Pupil Behaviour and Welfare/ Designated Safeguarding Lead</p>	
	<p>Funded Places for disadvantaged in Breakfast Club</p>	<p>Funded places in the breakfast club ensure that targeted pupils arrive at school on time and attend more regularly than they did before.</p>	<p>AH for EYFS and KS1 to oversee the running and organisation of the Breakfast Club</p>	<p>AH for Inclusion</p>	
<p>Special Projects – Small group cooking sessions with targeted pupils</p>	<p>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</p>				

iii. Other approaches

Total Budgeted Cost: £6,000

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 implementation?
<p>Increase in attainment and progress in writing</p> <p>Improve the personal and social development of disadvantaged pupils (and increase achievement levels)</p>	<p><u>CHALLENGE THE GAP</u> BPPS is working with a cluster of schools in Southwark as part of a DfE funded programme to improve outcomes for disadvantaged pupils called 'Challenge the Gap'. As part of the programme, 15 PP pupils in Y4 will have additional cooking lessons each week with recipes they can, and will be expected to, cook at home. They will also write about their experiences each work, focusing individual writing targets that have been set by the class teacher each fortnight during individual pupil conferencing sessions.</p>	<p>'Challenge the Gap' has been running for a number of years in different areas of the country and has experienced excellent results in improving outcomes for disadvantaged pupils, particularly at primary school level. The school has decided to adopt pupil conferencing as a key strategy in its approach as there is widespread research (e.g. John Hattie's studies) that effective teacher feedback to pupils is crucial in raising educational standards. Other schools who have adopted pupil conferencing as part of the programme have also reported a significant improvement in outcomes for disadvantaged pupils. Cooking has been chosen as the medium through which a lot of the writing will take place, as the children (those 15 who have been identified) have shown a real passion and enthusiasm for this area of the curriculum in the past and we believe it will provide an important stimulus to further develop their writing skills. By providing additional cooking lessons, the children will also be learning life-long lessons and skills which will help them as they grow older and become more independent. If successful this approach will be expanded to other year groups in the school</p>	<p>The school has enrolled on the 'Challenge the Gap' programme and will meet half termly with other schools and the project leaders to review its implementation and ensure that there is tangible and measurable impact on outcomes for disadvantaged pupils.</p>	<p>Deputy Head</p>	<p>Half termly during Challenge the Gap workshops</p>

6. Review of expenditure – Key Approaches 2016-17

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
<p>Increase in attainment and progress in reading</p> <p>(i. Quality Teaching for All)</p>	<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>High level impact: Percentage of pupils achieving the expected standard in phonics in Y1 increased from 69% (2016) to 82% (2017). The percentage of disadvantaged pupils passing the screening check increased from 63% (2016) to 70% (2017) narrowing the gap in attainment between disadvantaged pupils at BPPS and other children nationally (84%).</p> <p>High level impact: % of pupils achieving the expected standard or above increased significantly in 2017 with 83% of pupils achieving the expected standard (up from 63% in 2016) and 41% achieving the higher standard (up from 8% in 2016). The percentage of disadvantaged pupils achieving the expected standard increased from 62% (2016) to 79% (2017) while those achieving the higher standard increased from 4% (2016) to 37% (2017). These 2017 figures are likely to exceed that of other pupils nationally</p> <p>Low impact: Due to the focus on writing in 2016-17, staff development on AfL practices was very limited.</p>	<p>This will continue (see above). However, more training opportunities will be organised for KS2 teachers and teaching assistants who still teach many children with poor decoding skills, particularly those with SEN.</p> <p>Most staff training went into developing reciprocal reading strategies for Y5 and Y6 teachers and their pupils. This training now needs to be disseminated to other year groups, particularly current Y2, Y3 and Y4 where progress of some high attaining disadvantaged pupils was less than expected.</p> <p>Further support and training needs to take place for Y2 teachers so they can target the reading comprehension skills of their high attaining pupils more effectively in guided reading.</p> <p>Developing AfL practices in reading will be a priority for the new English subject leader for reading, particularly establishing pupil targets so they children can become more reflective learners.</p>	<p><u>Quality Teaching for All strategies to improve reading and writing</u></p> <p>£18000</p>

<p>Increase in attainment and progress in reading</p> <p>(ii. Targeted Support)</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>Medium level impact: All the key intervention strategies to improve attainment in reading were implemented during the year but the results were mixed depending on how frequently they took place. For example, the reading intervention groups for high attainers, based on reciprocal reading, took place each week without fail and many of those pupils involved made accelerated progress; reading at the higher standard by the end of the year. Pupil's enthusiasm and enjoyment of reading also increased through these interventions, particularly those who were using Bug Club. However, the impact of reading volunteers was much more limited. Despite a strong recruitment drive, few parents showed an interest in volunteering and of those who did, they did not commit for very long.</p>	<p>A range of interventions for reading 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. Therefore, their delivery will be undertaken principally by BPPS staff whose timetable is not likely to keep changing (e.g. school librarian).</p> <p>These will continue (see above for targeted support)</p> <p>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)</p>	<p><u>Targeted support to improve reading</u></p> <p>£12000</p>
	<p>Reading intervention groups (pm) with Disadvantaged High attainers focusing on reciprocal reading strategies and higher level comprehension skills</p>	<p>See above</p>		<p>£35 000</p>
	<p>Small group sessions in phonics run by teaching assistants in Y1 and Y2</p> <p>Dyslexia support 1:1 sessions targeting disadvantaged pupils with very low attainment in writing and reading</p>	<p>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, the percentage of disadvantaged pupils passing the screening check increased from 63% (2016) to 70% (2017) closing the gap on other pupils nationally.</p> <p>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.</p>		<p>£25 000</p>

<p>Increase in attainment and progress in writing</p> <p>(ii. Targeted Support)</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>Underachieving PP children in Y6 taught by an additional, experienced teacher (Mondays/Tuesdays) in small group sessions, including after school booster lesson</p>	<p>Medium level impact: All pupils who received this intervention support in Y5 made at least expected progress from their starting points at the beginning of the year with a high proportion making better than expected progress.</p> <p>However, the impact of the intervention teacher in Y3 was more variable due to issues around year group planning which did not always lead to high quality outcomes</p> <p>Due to intervention priorities in other year groups, the school did not have the resources to provide additional intervention groups for high attaining disadvantaged pupils in Y3/4.</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. All of these pupils reached the expected standard in writing at the end of Y6</p>	<p>During the autumn term, initial targeted support for writing will focus on upper KS2, Y1 and EYFS, although as the year progresses this will be reviewed and support re-allocated to other year groups. Setting has also been introduced, mainly as a measure to challenge the more able children in the school more effectively (as they were not always being differentiated for effectively in mixed ability classes). High attaining disadvantaged pupils will be targeted for additional support by teachers in the top set.</p> <p>Additional adult support will be extended to 4 days per week to ensure that underachieving pupils working slightly below ARE at the end of Y5 (particularly those from disadvantaged backgrounds) achieve the expected standard at the end of Y6.</p>	<p><u>Targeted support to improve writing</u></p> <p>£35 000</p> <p>£21,500</p>
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<p>Improve the personal and social development of most vulnerable disadvantaged pupils (and increase achievement levels)</p> <p>(ii. Targeted Support)</p>	<p>Art therapy 1:1 sessions for vulnerable pupils as part of the 'People Matter' programme</p>	<p>High Level Impact: A number of pupils, often suffering emotional trauma or difficulties as a result of their family background, received 1:1 counselling through art therapy sessions as part of the 'People Matter' programme. The majority of these are from disadvantaged backgrounds. If the impact of these sessions was analysed from a purely academic perspective then it would be mixed (as not all participants made expected progress in RWM). However, in terms of improving or maintaining the child's well-being, these sessions were invaluable and played an extremely important safeguarding role.</p>	<p>This programme will continue (as described above). Although their attainment and progress data was tracked throughout the year, this could be used, understood and shared more effectively between teachers and the 'People Matter' team. The Assistant Head for Inclusion will facilitate this.</p>	<p><u>Targeted Support to improve personal and social development</u> £10000</p>
	<p>Home School Liaison Officer employed to work with vulnerable families</p>	<p>Low level impact: This role was not filled until the Spring term and then the first HSL left quite soon after being appointed. The second HSL was not appointed until later in the Summer term and is still in the early stages of the role.</p>	<p>Close support will need to be given to the new HSL (working closely with all the Assistant Heads) so she has a good understanding of the expectations of the role as well as the families she'll be working with.</p>	<p>£22000</p>
	<p>Funded Places for disadvantaged pupils on residential school journeys</p>	<p>High level impact in terms of improving children's confidence and self-esteem, particularly the Y3 school journey.</p>	<p>This will continue although parents need to be reassured about health and safety concerns (some parents who were offered places for their children declined as they didn't want to leave overnight).</p>	<p>£4000</p>
	<p>Funded Places for disadvantaged in Breakfast Club</p>	<p>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.</p>	<p>This will continue due to high level impact. This year we will try to expand provision to the after school clubs as well.</p>	<p>£12000</p>
	<p>Special Projects – Small group cooking sessions with targeted pupils</p>	<p>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</p>	<p>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 (See Challenge the Gap project).</p>	<p>£17000</p>

<p>Problem behaviour in Y4 addressed</p>	<p>Identify targeted behaviour intervention strategies for pupils whose behaviour is causing concern</p> <p>Identified pupils allocated Y6/adult mentors</p> <p>Develop restorative approaches with a focus on positive behaviour and rewards</p>	<p>AH for pupil welfare and behaviour worked closely with the Learning Leader and class teachers in the year group to ensure that behaviour systems and strategies were implemented effectively.</p> <p>The A Head and Learning Leader held half termly meetings with parents to discuss behaviour issues and academic progress.</p> <p>The high expectations of behaviour, regular monitoring and good communication with parents ensured that the behaviour problems which existed in Y3 were largely eradicated by the end of Y4</p>		<p>£3000</p>
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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

	School 2017	National 2017	School 2016	National 2016
All Pupils	56	71	67	69
Disadvantaged Pupils	50		67	72
Other Pupils	59		67	72

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

	School 2017	National 2017	School 2016	National 2016
All Pupils	82	81	69	81
Disadvantaged Pupils	70		63	83
Other Pupils	92		74	83

3. Percentage of pupils reaching the expected standard or above at the end of KS1 in 2017

	Reading			Writing			Maths		
	School 2017	School 2016	National 2017	School 2017	School 2016	National 2017	School 2017	School 2016	National 2017
All Pupils	68	66	76	64	53	68	67	69	75
Disadvantaged Pupils	58	51	79	50	33	72	53	56	79
Other Pupils	81	84	79	81	77	72	84	84	79

4. Percentage of pupils reaching the expected standard or above at the end of KS2 in 2017 (unvalidated)

	Reading			Writing			Maths		
	School 2017	School 2016 (validated)	National 2017	School 2017	School 2016 (validated)	National 2017	School 2017	School 2016 (validated)	National 2017
All Pupils	80	63	71	74	69	76	82	79	75
Disadvantaged Pupils	79	62	77	72	68	81	81	83	80
Other Pupils	81	67	77	74	71	81	84	71	80

5. Percentage of pupils reaching the expected standard at the end of KS2 in reading, writing and maths combined in 2017 (unvalidated)

	School 2017	School 2016 (validated)	National 2017
All Pupils	66	52	61
Disadvantaged Pupils	65	51	
Other Pupils	68	52	