

1. Summary information					
School	Brunswick Park Primary School				
Academic Year	2018-19	Total PP budget	£287,000	Date of most recent PP Review	July 2018
Total number of pupils	417	Quality of teaching for all	£30,000	Date for next internal review of this strategy	July 2019
Number of pupils	174	Targeted Support	£252,000		
		Other Approaches	£5,000		

2. Current attainment and progress (KS2)		
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, writing and maths combined (average)	1.2	
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

2018	<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	73%	64% (all pupils nationally)
KS2 progress score for disadvantaged pupils in reading, writing and maths combined (average)	1.1	TBC
KS2 progress score for disadvantaged pupils in reading	TBC	TBC
KS2 progress score for disadvantaged pupils in writing	TBC	TBC
KS2 progress score for disadvantaged pupils in maths	TBC	TBC
2.Current attainment (KS1)		
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%
2018	<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	61%	75% (all pupils nationally)
% achieving the expected standard and above in writing	64%	70% (all pupils nationally)
% achieving the expected standard and above in maths	68%	76% (all pupils nationally)

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

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| A. | The writing skills of 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 in a number of year groups. Many experience difficulties forming grammatically correct sentences. They also have problems with spelling and punctuation. As a result, the proportions of disadvantaged pupils writing at ARE or above are lower than for other pupils in the school and nationally (particularly in KS1). |
| 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 or nationally. They do not read as widely or as fluently as pupils from non-disadvantaged backgrounds. As a result, the proportions of disadvantaged pupils reading at ARE or above are lower than for other pupils in the school and nationally (particularly in KS1). |

External barriers (*issues which may also require action outside school*)

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| C. | 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. |
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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 and above are closer to or broadly in line with other pupils nationally, particularly in KS1</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>2019 EYFS Profile - % of disadvantaged pupils achieving the ELGs in writing broadly in line with the % of other pupils nationally (to within 5%)</p> <p>2019 KS1 Statutory Assessments - % of disadvantaged pupils achieving the expected standard/greater depth in writing broadly in line with other pupils nationally (to within 5%)</p> <p>2019 KS2 Statutory Assessments - % of disadvantaged pupils achieving the expected standard/greater depth in writing matches or exceeds the % other pupils nationally</p> <p>2019 KS1 Statutory Assessments - % of disadvantaged pupils achieving the expected standard/greater depth from each prior attainment starting point (high, middle and low) broadly in line with the % other pupils nationally</p> <p>2018 KS2 Statutory Assessments - % of disadvantaged pupils achieving the expected standard/greater depth from each prior attainment starting point (high, middle and low) broadly in line with the % other pupils nationally</p>

<p>B.</p>	<p>Raised attainment of disadvantaged pupils in reading and phonics so that the proportions of disadvantaged pupils working at ARE and above are closer to or broadly in line with other pupils nationally, particularly in KS1</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>2019 EYFS Profile - % of disadvantaged pupils achieving the ELGs in writing broadly in line with the % of other pupils nationally (to within 5%)</p> <p>2019 KS1 Statutory Assessments - % of disadvantaged pupils achieving the expected standard/greater depth in writing broadly in line with other pupils nationally (to within 5%)</p> <p>2019 KS2 Statutory Assessments - % of disadvantaged pupils achieving the expected standard/greater depth in writing matches or exceeds the % other pupils nationally</p> <p>2019 KS1 Statutory Assessments - % of disadvantaged pupils achieving the expected standard/greater depth from each prior attainment starting point (high, middle and low) broadly in line with % other pupils nationally</p> <p>2019 KS2 Statutory Assessments - % of disadvantaged pupils achieving the expected standard/greater depth from each prior attainment starting point (high, middle and low) broadly in line with % other pupils nationally</p>
<p>C.</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 2018 to July 2019 in RWM (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>

5. Planned expenditure

Academic year	£287,000
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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: £25,000**

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	Introduction of new Literary Curriculum (with revised medium term plans for teaching writing based on the use of new texts)	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.	Identified teachers in each year group to attend courses on developing pupils' writing skills 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. Subject leaders and experienced teachers used to support year group planning.	Deputy Head English Subject Leaders	£4,000
	Staff training on delivering high quality writing lessons (e.g. effective planning using the Literary Curriculum, modelling of writing process, differentiation)				£4000
	Differentiated success criteria used in lessons to improve assessment for learning				£2000
	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.				£4500
	Use of 'everytime' writing skills developed in lessons outside of English				£500
					<u>Review Date: July 2019</u>

<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>Use of new reading materials to support the teaching of reading (e.g. comprehension express, project X, new non-fiction texts)</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>£3000</p> <p>£1000</p> <p>£6000</p> <p><u>Review Date: July 2019</u></p>

ii. Targeted support

Total Budgeted Cost: £257,000

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>Additional teachers/staff allocated to each year group to support the teaching of English (resulting in smaller class sizes)</p> <p>Low attaining PP children taught in small classes for English with a teacher and additional adult (groups of 10-15 pupils)</p> <p>Fourth teacher (SENCO) allocated to Y4 to teach English to a group of 5 PPG pupils with spelling difficulties and dyslexia.</p> <p>Additional intervention teacher allocated to Y3 in the afternoon to take small group interventions linked to improving spelling, handwriting and sentence construction.</p> <p>Additional intervention teacher allocated to Y4 in the afternoon to take small group interventions linked to improving spelling, handwriting and sentence construction.</p>	<p>Although Brunswick Park is now a 2 form entry school, we have ensured that there are additional teachers/staff in each year group who can teach a group/class of pupils (smaller targeted groups of mostly PPG pupils). This also reduces the overall size of the two main classes in each year group to 20-23 pupils. As a result, teachers will be able to focus more closely on the needs of each pupil in their class.</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.</p> <p>Impact on pupil progress monitored by DH (Assessment Coordinator) through half termly progress meetings and book scrutinies.</p>	<p>Assistant Heads for phases</p>	<p>£31000</p> <p>£9000</p> <p>£16000</p> <p>£14000</p> <p><u>Review Date:</u> <u>Jan 2019</u></p>

<p>Increase in attainment and progress in reading</p>	<p>Additional teachers/staff allocated to each year group to support the teaching of reading (resulting in smaller class sizes)</p> <p>Low attaining PP children taught in small classes for reading with a teacher and additional adult (groups of 10-15 pupils)</p> <p>Fourth teacher (SENCO) allocated to Y4 to teach English to a group of 5 PPG pupils with phonics/decoding difficulties and dyslexia.</p> <p>Additional intervention teacher allocated to Y3 in the afternoon to deliver 1:1 reading support for underachieving/at risk PPG pupils</p> <p>Additional intervention teacher allocated to Y4 in the afternoon to deliver 1:1 reading support for underachieving/at risk PPG pupils</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 Y3-6</p> <p>Programme of Beanstalk reading volunteers to be established to listen to children read on a weekly basis (disadvantaged pupils targeted in Y2 and Y3)</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>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?</p> <p>Reading benchmark assessments to take place at the beginning and end of intervention programmes (delivered over the duration of a term) – What progress have pupils made? What has been the impact?</p>	<p>Deputy Head English Subject Lead for reading</p>	<p>See above for targeted support in writing</p> <p>£1500</p> <p>£2500</p> <p>£20000</p> <p>£1000</p> <p>£6000</p> <p>£32000</p> <p>£21000</p> <p><u>Review Date:</u> <u>Jan 2019</u></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 Matters' 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 Matters' team, with the class teacher and art therapist in weekly dialogue in relation to pupil outcomes.</p>	<p>Assistant Head for Inclusion</p>	<p>£12000</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>£24000</p>
	<p>Additional intervention /SEN teacher to be employed in EYFS and Y1 in the autumn term, 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>£46000</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>£2000</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 Inclusion to oversee the running and organisation of the Breakfast Club</p>	<p>AH for Pupil Behaviour and Welfare/ Designated Safeguarding Lead</p>	<p>£12000</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>		<p>AH for Inclusion</p>	<p>£29000</p>
					<p><u>Review Date:</u> <u>Jan 2019</u></p>

iii. Other approaches					Total Budgeted Cost: £5,000
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>Last year BPPS worked 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 had additional cooking lessons each week with recipes they could, and were expected to, cook at home. They also wrote about their experiences each week, focusing on individual writing targets that had been set by the class teacher each fortnight during individual pupil conferencing sessions. This will continue this year although the school will not be part of the formal 'Challenge the Gap' programme</p>	<p>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 have shown a real passion and enthusiasm for this area of the curriculum in the past and we believe it will provide an important stimuli 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. The programme proved successful last year in developing pupil's enthusiasm, both in terms of cooking and writing (see below) and we hope it will have a similar impact this year.</p>	<p>DH to have half termly meetings with staff involved (teacher and special projects leader) to monitor progress of the pupil.</p> <p>DH to have meetings with the parents of the children involved so that they are aware of the expectations of the programme and their role within it.</p>	<p>Tom Mitchell (DH)</p>	<p>Half termly</p>

6. Review of expenditure – Key Approaches 2017-18

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
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<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>High level impact: Percentage of pupils achieving the expected standard in phonics in Y1 remained at to 82% (2018) in the line with the national average figure. The percentage of disadvantaged pupils passing the screening check increased from 70% (2017) to 80% (2018) narrowing the gap in attainment between disadvantaged pupils at BPPS and other children nationally (84%).</p>	<p>This will continue (see above). However, more training opportunities still need to be organised for KS2 teachers and teaching assistants (particularly those working with intervention groups) who still teach many children with poor decoding skills (e.g. SEN)</p>	<p>£6000</p>
	<p>Staff training on developing pupils' comprehension skills (e.g. reciprocal reading with Y4-6 pupils)</p>	<p>High level impact: % of pupils achieving the expected standard or above at the end of KS2 increased slightly in 2018 with 85% of pupils achieving the expected standard (10% above national) and 24% achieving the higher standard (in line with national). The percentage of disadvantaged pupils achieving the expected standard remained at 81% (still above the average for other pupils nationally) while 30% achieved the higher standard (in line with national).</p>	<p>More monitoring needs to take place of pupil's reading journals to ensure that they are developing a wide range of comprehension skills which are age and text appropriate. Evidence of the development of comprehension skills in guided reading sessions is not always evident or recorded in journals</p>	<p>£4000</p>
	<p>Individual reading targets introduced for all pupils linked to STAR assessment framework</p>	<p>Low-Medium impact: Although new reading targets were introduced, their use, as an AFL tool, was not widespread and had limited impact on the development of pupils reading skills.</p>	<p>Although standards in reading have been maintained throughout the school in 2017-18, more effective monitoring needs to take place to ensure that pupils know their targets and are able to identify key reading skills which they need to develop</p>	<p>£500</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>High level impact: The introduction of SMART targets for reading has helped leaders/teachers become more aspirational in their end of key stage goals for pupils. As a result, there is a greater level of challenge in conversations during pupil progress meetings about what pupils are expected and are able to achieve. This has helped to improve standards, particularly for disadvantaged pupils.</p>	<p>Ongoing through half termly pupil progress meetings</p>	<p>£1500</p>

<p>Increase in attainment and progress in writing</p> <p>(I. Quality Teaching for All)</p>	<p>Staff training on delivering high quality writing lessons (e.g. effective planning, modelling of writing process, differentiation)</p>	<p>High level impact: The percentage of pupils achieving the expected standard and above in writing increased significantly in 2017 at both KS1 and KS2 (see statutory assessment data below). This was also reflected in the increased attainment of disadvantaged pupils at both key stages. At KS1, for example, 64% of disadvantaged pupils achieved the expected standard in 2018 (up from 50% in 2016) and 18% achieved greater depth (up from 8% the previous year). At KS2, meanwhile, 81% of disadvantaged pupils achieved the expected standard in 2018 (up from 74% in 2017) while 27% achieved the higher standard (up from 14% the previous year). This was the result of very effective teachers who knew their pupils' areas for development very well and were able to plan appropriately for their next steps.</p>	<p>Staff training on delivering high quality writing lessons is a key priority for the English subject leader for writing. BPPS has a number of new teachers, including NQTS, and they will need to be effectively supported so they quickly understand, and are able to embed in their practice, key pedagogical components in the teaching of writing. This will need to involve a range of CPD opportunities for new and existing staff such as peer observations, team teaching and planning, visiting other schools and 1:1 coaching.</p>	<p>£8000</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>Medium level impact: AfL practices in writing were constantly reviewed and improved throughout 2017-18, particularly in relation to marking, pupil writing targets and the use of success criteria. While progress has been made in improving teacher's practice in all these areas, it is not yet consistent across all year groups and therefore pupil outcomes, including those for disadvantaged pupils, have been variable (e.g. Y4)</p>	<p>The development of AfL practices in writing will continue to be a priority for the English subject leader with a particular focus on the planning and use of relevant success criteria which should be driving the teaching and learning in English writing lessons. In order to establish greater consistency in practice, the school's monitoring of writing needs to be regular and effective, especially in the way that areas for development are fed back to teachers so they have a clear understanding of what they need to do to improve.</p>	<p>£2000</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>High Level impact: See above for reading</p>	<p>See above for reading</p>	<p>£1500</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>High Level impact: New Medium Term plans were written for English, Science and Humanities on a half termly basis during 2017-18. School monitoring showed that, as a result, pupils experienced a lot more opportunities to develop their writing skills in subject areas outside of English and were regularly writing at length over sustained periods.</p>	<p>Plans will need to be continually reviewed and updated. Last year teachers worked closely with subject leaders in devising new plans for English, Science and humanities (provided with additional PPA to prepare the plans). This worked very well as teachers were much clearer about expectations and progression in pupil's learning. These arrangements will continue in 2018-19</p>	<p>£6500</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>Medium level impact: Progress of disadvantaged pupils in reading was variable across KS2. Impact of interventions and additional resources was more visible in Y5 and Y6 where a much higher proportion of disadvantaged pupils were reading at the expected standard by end of the year than in September (see below)</p>	<p>Additional reading resources and lunchtime clubs will continue for disadvantaged clubs but the school needs to be more proactive and systematic in its approach in ensuring that those pupils who are not reading regularly at home are given the opportunity to do so at school.</p>	<p>£2000</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>Y6 - % of PPG pupils reading at ARE increased from 65% to 81% Y5 - % of PPG pupils reading at ARE increased from 52% to 67% Y4 - % of PPG pupils reading at ARE decreased from 56% to 53% Y3 - % of PPG pupils reading at ARE remained static from 57%</p>		<p>£3000</p>
	<p>School Librarian to deliver 1:1 reading catch up programme to targeted disadvantaged pupils in Y3-5</p>	<p>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 and the skill of the adults leading the intervention. For example, the reading intervention groups with the school librarian took place each week without fail and many of those pupils involved made accelerated progress based on their starting and finishing points (PM benchmarks). However, some of the pupils reading with the Beanstalk volunteers who were less skilled did not make expected rates of progress over the year.</p>	<p>The school librarian and Beanstalk readers will continue to deliver reading interventions of for individual pupils who have been identified in each year group as making slower rates of progress. However, this will be supplemented by interventions in the afternoon (Y2,Y3 and Y4) who will focus on developing the fluency and comprehension of identified pupils in these year groups with weekly 1:1 reading sessions.</p>	<p>£19000</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>£1000</p>
	<p>Reading intervention groups (pm) with disadvantaged High attainers focusing on reciprocal reading strategies and higher level comprehension skills</p>			<p>£7000</p>
	<p>Daily Phonics interventions (15 minutes per day for targeted pupils) in Y1 and Y2 delivered by teaching assistants.</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 70% (2017) to 80% (2018) closing the gap on other pupils nationally.</p>	<p>Interventions to continue</p>	<p>£34000</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>Low impact: None of the children who received intervention in Y3 acquired the level of phonic knowledge to enable them to pass the screening. However, this can largely be attributed to the fact that all the pupils in this intervention group had a high degree of special needs (EHCPs, autism) and found it difficult to</p>	<p>For those pupils that have not passed the screening check by the end of Y2, there has to be an understanding that phonics is not going to work as the key strategy for decoding and reading fluently- other strategies need to be employed. Although these pupils will continue to be taught phonics in guided reading sessions, additional intervention in KS2, will need to focus on different approaches to reading.</p>	<p>£9000</p>
	<p>Dyslexia support 1:1 sessions targeting disadvantaged pupils with very low attainment in writing and reading</p>	<p>High Impact: 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>These sessions will continue with the same pupils (low attaining PP children) who are now in Y4.</p>	<p>£23000</p>

Increase in attainment and progress in writing (ii.Targeted Support)	Setting introduced across Y2-6 with pupils streamed into either a high attaining set or two middle/low attaining sets	<p>Medium level impact: Progress of disadvantaged pupils in writing was variable across Y2-6. Impact of setting was more visible in Y2, Y5 and Y6 where a much higher proportion of disadvantaged pupils made better than expected progress and were working at ARE by the end of the year (see below)</p> <p>Y6 - 34% of PPG pupils made better than expected progress in writing while those working at ARE increased from 57% to 81% Y5 – 24% % of PPG pupils made better than expected progress in writing while those working at ARE increased from 49% to 53% Y4 - 18% of PPG pupils made better than expected progress in writing while those working at ARE remained static at 41% Y3 - 9% of PPG pupils made better than expected progress in writing while those working at ARE decreased from 49% to 53% Y2 - 36% of PPG pupils made better than expected progress in writing while those working at ARE decreased from 54% to 64%</p>	The impact of setting was more noticeable last year in the high attaining sets where higher proportions of pupils made better than expected progress. To ensure better rates of progress for MAPs this year, middle and high attaining pupils will remain in class together and be taught by the class teacher. Those LAPs unable to access the curriculum will be taught in small class intervention groups	£20000
	Identified underachieving PP children in Y6 taught by DH (4 days) in a daily intervention class (10-15 pupils)	<p>High level impact: Of the 7 disadvantaged pupils (all working below ARE in September 2017), 6 achieved the expected standard by the end of the year. All seven made better than expected progress.</p>	Y6 intervention will continue in 2018-19. This will be extended to 5 days per week	£14000
	Identified underachieving PP children in Y5 taught by specialist intervention teacher during the Autumn Term (10 pupils)	<p>Medium level impact: All pupils who received this intervention support in Y5 made at least expected progress from their starting points during the autumn term although none of the group made better than expected progress</p>	Two HLTAs have been assigned to Y5 to support with intervention groups in the morning, targeting low attaining/underachieving disadvantaged pupils. Intervention teachers have also been assigned to Y3 and Y4. Senior Leaders will run intervention groups in Y6	£13000

<p>Improve the personal and social development of most vulnerable disadvantaged pupils (and increase achievement levels)</p> <p>(ii.Targeted Support)</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>High Level Impact: Additional teacher was employed mainly in Y1 throughout the year and played an important in supporting low attaining pupils and helping them to access the Y1 curriculum. As a result a number of PPG pupils who didn't achieve a GLD at the end of Reception were judged to be working at ARE at the end of Y1. (% of PPG pupils in Y1 working at the ARE in reading, writing and maths increased from 50% to 60% by the end of the year).</p>	<p>Additional intervention/SEN teacher will support with nurture groups in Reception and Y1 during the Autumn term. They will then be employed to support low attaining pupils in Y2 for the following two terms.</p>	<p>£52000</p>
	<p>Art therapy 1:1 sessions for vulnerable pupils as part of the 'People Matters' 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 Matters' 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 still be used, understood and shared more effectively between teachers and the 'People Matters' team. The Assistant Head for Inclusion will facilitate this.</p>	<p>£16000</p>
	<p>Home School Liaison Officer employed to work with vulnerable families</p>	<p>High level impact: The new HSL has worked very effectively with a number of families from disadvantaged backgrounds, providing support and advice to help them overcome various financial and domestic difficulties. She is currently working with over 20 families (positively effecting the lives of more than forty pupils who attend BPPS).</p>	<p>To continue on a part-time basis, working three days per week.</p>	<p>£23000</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>£3000</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 2017-18.</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>£14000</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>£28000</p>

<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>Medium Level Impact: Attendance of disadvantaged pupils (95.87) was higher than for non-disadvantaged (95.43) pupils at the school and in line with the national average for primary schools.</p> <p>Of the disadvantaged pupils who had attendance concerns in 2016-17 (below 90%) all saw their attendance improve in 2017-18 and half saw it rise above 90%</p> <p>However, in 2017-18, the number of disadvantaged pupils with attendance concerns (below 90%) doubled from 2% to 4%.</p>	<p>The school no longer employs an EWO as of September as the service has been cut by the LA.</p> <p>However, the school will continue to carefully monitor the attendance of all pupils, especially those from disadvantaged backgrounds. There are now robust tracking and monitoring procedures in place to ensure that any at risk pupils/families are quickly identified and strategies put in place to improve attendance.</p>	<p>£12 000</p>
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<p><u>Other Approaches</u> Challenge the Gap with the aim of: Increasing in attainment and progress in writing</p> <p>Improve the personal and social development of disadvantaged pupils (and increase achievement levels)</p>	<p>BPPS worked 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 had additional cooking lessons each week with recipes they could, and were expected to, cook at home. They also wrote about their experiences each week, focusing on individual writing targets that had been set by the class teacher each fortnight during individual pupil conferencing sessions.</p>	<p>Medium-High impact: Teachers in Y4 reported that there had been a noticeable difference in attitudes to writing for a number of children who took part in the project, particularly amongst the boys. Although it would be wrong to now describe all the children as 'enthusiastic' writers, according to their teachers, they've become a lot more confident in their writing and are much better at 'getting their ideas down onto paper'. They are able to write at greater length over a longer, sustained period of time which was not always evident when they were in Y3.</p> <p>Although nearly 50% of the pupils achieved their target grade by the end of the project, there was no increase in the percentage of pupils working at ARE in writing.</p> <p>Of the children who took part in the project, ten have made expected rates of progress in writing from their starting points at the beginning of the year (3 tracking points) while another four have made better than expected rates of progress (4+ tracking points). Higher rates of progress and improvements in writing were generally more evident when there was greater parent involvement with more opportunities for the child to practise writing at home.</p>	<p>Although the school will no longer be formally part of the 'Challenge the Gap' project, we still intend to run a similar intervention programme with a new group of PP pupils in Y4, based on cooking and pupil conferencing. However, if the programme is to have a greater impact on improving pupil attainment in writing, more consideration and planning needs to be given to the follow up writing sessions to ensure that pupils are having the opportunity to write in a greater range of styles. Pupils also need to be more aware of their targets which are set during pupil conferencing.</p>	<p>£6000</p>
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7. Additional detail

Achievement of disadvantaged pupils at Brunswick Park Primary School – Summary

Proportions of disadvantaged Pupils in KS1 achieving the expected standard or above compared to other pupils

	% expected standard or above												% greater depth											
	Reading				Writing				Maths				Reading				Writing				Maths			
	Nat 2017	Sch 2016	Sch 2017	Sch 2018	Nat 2017	Sch 2016	Sch 2017	Sch 2018	Nat 2017	Sch 2016	Sch 2017	Sch 2018	Nat 2017	Sch 2016	Sch 2017	Sch 2018	Nat 2017	Sch 2016	Sch 2017	Sch 2018	Nat 2017	Sch 2016	Sch 2017	Sch 2018
Disad.	79	51	58	61	72	33	50	64	79	56	53	68	28	8	13	18	18	3	8	18	23	8	13	14
Other	79	84	81	80	72	77	81	77	79	84	84	82	28	29	28	31	18	10	16	20	23	23	28	37

Proportions of disadvantaged Pupils in KS2 achieving the expected standard or above compared to other pupils

	% expected standard or above												% greater depth											
	Reading				Writing				Maths				Reading				Writing				Maths			
	Nat 2017	Sch 2016	Sch 2017	Sch 2018	Nat 2017	Sch 2016	Sch 2017	Sch 2018	Nat 2017	Sch 2016	Sch 2017	Sch 2018	Nat 2017	Sch 2016	Sch 2017	Sch 2018	Nat 2017	Sch 2016	Sch 2017	Sch 2018	Nat 2017	Sch 2016	Sch 2017	Sch 2018
Disad.	77	62	81	81	81	68	74	81	80	83	81	76	29	4	40	30	21	4	14	27	27	11	23	24
Other	77	67	77	91	81	71	74	73	80	71	84	73	29	17	39	14	21	17	10	18	27	17	35	23

