

1. Summary information					
School	Brunswick Park Primary School				
Academic Year	2019-20	Total PP budget	£253,440	Date of most recent PP Review	September 2019
Total number of pupils	393	Quality of teaching for all	£25,000	Date for next internal review of this strategy	September 2020
Number of pupils	181	Targeted Support	£223,440		
		Other Approaches	£5,000		

2. Current attainment and progress (KS2)		
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 %
KS2 progress score for disadvantaged pupils in reading, writing and maths combined (average)	1.1	TBC
KS2 progress score for disadvantaged pupils in reading	1.8	0.3
KS2 progress score for disadvantaged pupils in writing	0.6	0.2
KS2 progress score for disadvantaged pupils in maths	1	0.3

2019	<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	82%	65% (all pupils nationally)
KS2 progress score for disadvantaged pupils in reading, writing and maths combined (average)	TBC	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)		
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)
2019	<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	67%	TBC
% achieving the expected standard and above in writing	66%	TBC
% achieving the expected standard and above in maths	71%	TBC
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers		

<p>A.</p>	<p>The majority of pupils eligible for pupil premium experience difficulties forming grammatically correct sentences. This is related to their writing skills. They face difficulties in applying the correct grammar and punctuation. As a result, the percentage of disadvantaged pupils (particularly in KS1) writing at ARE or above is lower than for other pupils in the school and nationally.</p>
<p>B.</p>	<p>Pupils eligible for pupil premium have not developed their reading skills (e.g. word level decoding strategies and/or comprehension skills) as well as 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 other pupils in the school and nationally (particularly in KS1).</p>
<p>External barriers</p>	
<p>C.</p>	<p>The majority of pupils eligible for pupil premium come from families of deprived socio-economic backgrounds. This has a negative impact on the pupils' personal well-being, which results in poor school performance. This is evident in Teacher Assessments which confirm that pupils arrive to Nursery and Reception with personal skills that are well below the age related expectations. As a result of this, the academic and behavioural development of those pupils can be considerably slower than of other pupils in school.</p>
<p>4. Desired outcomes</p>	
<p>Success criteria</p>	

<p>A.</p>	<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>2020 EYFS Profile - % of disadvantaged pupils achieving the ELGs in writing broadly in line with the % of other pupils nationally (to within 5%)</p> <p>2020 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>2020 KS2 Statutory Assessments - % of disadvantaged pupils achieving the expected standard/greater depth in writing matches or exceeds the % other pupils nationally</p> <p>2020 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>2020 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>
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<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>2020 EYFS Profile - % of disadvantaged pupils achieving the ELGs in writing broadly in line with the % of other pupils nationally (to within 5%)</p> <p>2020 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>2020 KS2 Statutory Assessments - % of disadvantaged pupils achieving the expected standard/greater depth in writing matches or exceeds the % other pupils nationally</p> <p>2020 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>2020 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>2020 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 2019 to July 2020 in RWM (three tracking points in relation to STAR assessment framework)</p> <p>20% increase in the percentage of disadvantaged pupils in Y1 working at ARE in RWM by July 2018</p>

5. Planned expenditure

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	Targeted support to new and developing teachers to improve the quality of teaching and learning for writing	We aim at ensuring 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. This is related to the pupils inability to demonstrate an understanding of SPAG related skills during discrete test style exercises. This is evident in data outcomes for writing and SPAG attainment in KS2.	Leadership impact meetings scheduled each half term to review progress against chosen strategies.	Deputy Head English Subject Leaders	£4,000
	Information and good practice disseminated in phase and staff meetings.		£4,000		
	Peer observations of experienced teachers demonstrating good practice.		£2,000		
	School monitoring framework to include half termly book scrutinies and learning walks for English, Science and Humanities to monitor impact of training and support.		Subject Leaders	£4,500	
				£500	
	Introduction of the revised Literary Curriculum (with revised medium term plans for teaching writing based on the use of new texts)				
	Staff training on delivering high quality writing lessons (e.g. effective planning using the Literary Curriculum, modelling of writing process, differentiation)				
	Differentiated success criteria used in lessons to improve assessment for learning, including Science and Humanities.				
	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>Increase in attainment and progress in reading</p>	<p>Introduction of the new Guided Reading approach across the school, to improve the quality of teaching and learning.</p> <p>Ongoing staff training and development on high quality phonics provision.</p> <p>Ongoing staff training and support on developing pupils' comprehension skills (e.g. reciprocal reading with Y4-6 pupils)</p>	<p>As evident in research, there is a link that good reading skills have an impact on academic success. Therefore, the school will 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.</p>	<p>Leadership impact meetings scheduled each half term to review progress against chosen strategies</p> <p>The English Leader (for reading) appointed to oversee school improvement initiatives in relation to reading.</p> <p>Leader to attend training on developing pupils' reading comprehension skills and reciprocal reading.</p> <p>Information and good practice disseminated in phase and staff meetings.</p> <p>School monitoring framework to include half termly learning walks to monitor provision in guided reading and phonics.</p>	<p>Deputy Head English Subject Leaders</p>	<p>£3,000</p> <p>£1,000</p> <p>£6,000</p> <p><u>Review Date:</u> <u>September 2020</u></p>

ii. Targeted support					Total Budgeted Cost: £223,440
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
Increase in attainment and progress in writing	Low attaining PP children taught in small classes for English with a teacher or an additional adult (groups of 10-15 pupils).	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.	Opportunities for additional teachers to plan and prepare with other year group teachers during PPA.	Assistant Heads for phases	£25,000
	The school's SENCO will be allocated to Y4 to teach English to a group of 5 PPG pupils with spelling difficulties and dyslexia. Additional teachers/staff allocated to each year group to support the teaching of English (resulting in smaller class sizes).				£6,000
	The Assistant Headteachers and Deputy Headteacher will teach small groups of PP pupils in Y2 and Y6.				£12,000
	Additional adults in Y2, Y3 and Y4 will complete to Y4 will complete small group interventions linked to improving spelling, handwriting and sentence construction.				
	Speech and Language specialist TA will complete interventions with pupils in Y2-4 to support pupils with relevant difficulties.				£7,000
Dyslexia support 1:1 sessions targeting disadvantaged pupils with very low attainment in writing and reading	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.	Senior Leaders and SENCO to monitor the quality of interventions and train the staff where necessary.			<u>Review Date: September 2020</u>

<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>Additional intervention teacher allocated to Y3 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. 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 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.</p> <p>Reading benchmark assessments to take place at the beginning and end of intervention programmes (delivered over the duration of a term) –</p>	<p>Deputy Head</p> <p>English Subject Lead for reading</p>	<p>See above for targeted support in writing</p> <p>£1,500</p> <p>£10,000</p> <p>£1,000</p> <p>£6,000</p> <p>£20,000</p> <p>£21000</p> <p><u>Review Date: September 2020</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>£12,000</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>Assistant Head for Pupil Behaviour and Welfare/ Designated Safeguarding Lead</p>	<p>£24,000</p>
	<p>Additional intervention /SEN TA 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>£34,940</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>£2,000</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 Inclusion</p>	<p>£12,000</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>£29,000</p>
<p>Review Date: Sep 2020</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>Deputy Head</p>	<p>Half termly</p> <p>SLT to monitor the impact of the programme and decide on next steps</p>
Review and Evaluation of Pupil Premium strategy 2018-2019:					
Desired outcome	Chosen action / approach	Estimated impact:		Lessons learnt –Next Steps	

<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 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>High level impact: Percentage of pupils achieving the expected standard in phonics in Y1 remained at to 82% (2019) in the line with the national average figure. The percentage of disadvantaged pupils passing the screening check increased from 93% (2019) 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 at the end of KS2 increased slightly in 2019 with 86% of pupils achieving the expected standard (above national average) and 22% achieving the higher standard (in line with national). The percentage of disadvantaged pupils achieving the expected standard increased to 91% (still above the average for other pupils nationally) while 24% achieved the higher standard (in line with national).</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>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>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>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>Although standards in reading have been maintained throughout the school in 2018-19, 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>Ongoing through half termly pupil progress meetings</p>
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<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>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>High level impact: The percentage of pupils achieving the expected standard and above in writing increased in 2019 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, 68% of disadvantaged pupils achieved the expected standard in 2019 (up from 64% in 2016) and 19% achieved greater depth (up from 18% the previous year). At KS2, meanwhile, 86% of disadvantaged pupils achieved the expected standard in 2019 (up from 81% in 2018) while 19% achieved the higher standard. 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>Medium level impact: AfL practices in writing were constantly reviewed and improved throughout 2018-19, 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>High Level impact: See above for reading</p> <p>High Level impact: New Medium Term plans were written for English, Science and Humanities on a half termly basis during 2018-19. 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>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>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>See above for reading</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 2019-20.</p>
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<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>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>Dyslexia support 1:1 sessions targeting disadvantaged pupils with very low attainment in writing and reading</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>Y6 - % of PPG pupils reading at ARE increased from 81% to 85% Y5 - %of PPG pupils reading at ARE decreased from 63% to 56% Y4 - % of PPG pupils reading at ARE increased from 53% to 61% Y3 - % of PPG pupils reading at ARE increased from 57% to 59%</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>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 83% (2018) to 93% (2019) closing the gap on other pupils nationally.</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>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>The school librarian and Beanstalk readers will continue to deliver reading interventions 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>Interventions to continue</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>These sessions will continue with the same pupils (low attaining PP children) who are now in Y4.</p>
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<p>Increase in attainment and progress in writing</p> <p>(ii.Targeted Support)</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 DH (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>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 - 20% of PPG pupils made better than expected progress in writing while those working at ARE increased from 81% to 86%</p> <p>Y5 – 7% % of PPG pupils made better than expected progress in writing while those working at ARE decreased from 53% to 46%</p> <p>Y4 - 13% of PPG pupils made better than expected progress in writing while those working at ARE remained static at 41%</p> <p>Y3 - 26% of PPG pupils made better than expected progress in writing while those working at ARE decreased from 53% to 64%</p> <p>Y2 - 22% of PPG pupils made better than expected progress in writing while those working at ARE increased from 64% to 66%</p> <p>High level impact: Of the 7 disadvantaged pupils (all working below ARE in September 2018), 6 achieved the expected standard by the end of the year. All seven made better than expected progress.</p> <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>	<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</p> <p>Y6 intervention will continue in 2019-20. This will be extended to 5 days per week</p> <p>One HLTA has 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.</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>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>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>Funded Places for disadvantaged pupils on residential school journeys</p> <p>Funded Places for disadvantaged in Breakfast Club.</p> <p>Special Projects – Small group cooking sessions with targeted pupils.</p>	<p>High Level Impact: Additional teacher was employed mainly in Y1 throughout the year and played an important role 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 60% to 80% by the end of the year).</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>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 affecting the lives of more than forty pupils who attend BPPS).</p> <p>High level impact in terms of improving children's confidence and self-esteem, particularly the Y3 school journey.</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 2019-2020.</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>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>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>To continue on a part-time basis, working three days per week.</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>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>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>
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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>High Level Impact: Attendance of disadvantaged pupils (96.61%) was higher than for non-disadvantaged (95.56%) pupils at the school and in line with the national average for primary schools.</p> <p>However, in 2018-19, the number of disadvantaged pupils with attendance concerns remained at 4%.</p>	<p>The school no longer employs an EWO as of September 2018 as the service has been cut by the LA.</p> <p>There was no decrease in the amount of disadvantaged pupils with attendance concerns. Therefore, 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>
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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 60% 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 in 2019 (23%).</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 is not currently 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>
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6. 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			
	Sch 2016	Sch 2017	Sch 2018	Sch 2019	Sch 2016	Sch 2017	Sch 2018	Sch 2019	Sch 2016	Sch 2017	Sch 2018	Sch 2019	Sch 2016	Sch 2017	Sch 2018	Sch 2019	Sch 2016	Sch 2017	Sch 2018	Sch 2019	Sch 2016	Sch 2017	Sch 2018	Sch 2019
Disad.	51	58	61	67	33	50	64	66	56	53	68	74	8	13	18	29	3	8	18	25	8	13	14	35
Other	84	81	80	81	77	81	77	81	84	84	82	77	29	28	31	27	10	16	20	18	23	28	37	23

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			
	Sch 2016	Sch 2017	Sch 2018	Sch 2019	Sch 2016	Sch 2017	Sch 2018	Sch 2019	Sch 2016	Sch 2017	Sch 2018	Sch 2019	Sch 2016	Sch 2017	Sch 2018	Sch 2019	Sch 2016	Sch 2017	Sch 2018	Sch 2019	Sch 2016	Sch 2017	Sch 2018	Sch 2019
Disad.	62	81	81	85	68	74	81	86	83	81	76	82	4	40	30	18	4	14	27	21	11	23	24	25
Other	67	77	91	86	71	74	73	86	71	84	73	95	17	39	14	22	17	10	18	27	17	35	23	36