



1. Summary information					
School	Brunswick Park Primary School				
Academic Year	2020-21	Total PP budget	£252895	Date of most recent PP Review	July 2020
Total number of pupils	382	Quality of teaching for all	£30,000	Date for next internal review of this strategy	July 2021
Number of pupils eligible for	187	Targeted Support	£217895		
		Other Approaches	£5,000		

2. Current attainment and progress (KS2)		
2019	<i>Pupils eligible for PP (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	85%	71% (all pupils nationally)
KS2 progress score for disadvantaged pupils in reading, writing and maths combined (average)	1.1	Data not available
KS2 progress score for disadvantaged pupils in reading	2.87	0.32
KS2 progress score for disadvantaged pupils in writing	2.76	0.27
KS2 progress score for disadvantaged pupils in maths	1.16	0.37
2. Current attainment (KS1)		
2019	<i>Pupils eligible for PP (school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving the expected standard and above in reading	68%	78% (all pupils nationally)
% achieving the expected standard and above in writing	65%	73% (all pupils nationally)
% achieving the expected standard and above in maths	74%	77% (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*)

- |           |   |
|-----------|---|
| <b>A.</b> | 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.  |
| <b>B.</b> | 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). |

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

- |           |  |
|-----------|--|
| <b>C.</b> | 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. |
|-----------|--|

4. Desired outcomes		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>	<ul style="list-style-type: none"> <li>• 10% increase in the percentage of disadvantaged pupils working at ARE in writing in each year group by July 2021 (Teacher Assessment).</li> <li>• 2021 EYFS Profile- percentage of disadvantaged pupils achieving the ELGs in writing broadly in line with the percentage of other pupils nationally (to narrow gap within 5%).</li> <li>• 2021 KS1 Statutory Assessments -percentage of disadvantaged pupils achieving the expected standard/greater depth in writing broadly in line with other pupils nationally (to narrow the gap within 5%).</li> <li>• 2021 KS2 Statutory Assessments -percentage of disadvantaged pupils achieving the expected standard/greater depth in writing matches or exceeds the percentage of other pupils nationally.</li> <li>• 2021 KS1 Statutory Assessments - percentage of disadvantaged pupils achieving the expected standard/greater depth from each prior attainment starting point (high, middle and low) broadly in line with the percentage of other pupils nationally.</li> <li>• 2021 KS2 Statutory Assessments – percentage of disadvantaged pupils achieving the expected standard/greater depth from each prior attainment starting point (high, middle and low) broadly in line with the percentage of other pupils nationally.</li> </ul>

<p><b>B.</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>	<ul style="list-style-type: none"> <li>• 10% increase in the percentage of disadvantaged pupils working at ARE in reading in each year group by July 2021 (Teacher Assessment).</li> <li>• 2021 EYFS Profile- percentage of disadvantaged pupils achieving the ELGs in writing broadly in line with the percentage of other pupils nationally (to narrow gap within 5%).</li> <li>• 2021 KS1 Statutory Assessments -percentage of disadvantaged pupils achieving the expected standard/greater depth in writing broadly in line with other pupils nationally (to narrow the gap within 5%).</li> <li>• 2021 KS2 Statutory Assessments -percentage of disadvantaged pupils achieving the expected standard/greater depth in writing matches or exceeds the percentage of other pupils nationally.</li> <li>• 2021 KS1 Statutory Assessments - percentage of disadvantaged pupils achieving the expected standard/greater depth from each prior attainment starting point (high, middle and low) broadly in line with the percentage of other pupils nationally.</li> <li>• 2021 KS2 Statutory Assessments – percentage of disadvantaged pupils achieving the expected standard/greater depth from each prior attainment starting point (high, middle and low) broadly in line with the percentage of other pupils nationally.</li> </ul>
<p><b>C.</b></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>	<ul style="list-style-type: none"> <li>• 2021 EYFS profile - 100% of disadvantaged pupils achieve the ELGS in all prime areas of learning within the EYFS curriculum.</li> <li>• 100% of disadvantaged pupils in Year 1 make at least expected progress from Sept 2020 to July 2021 in RWM (three tracking points in relation to STAR assessment framework).</li> <li>• 10% increase in the percentage of disadvantaged pupils in Year 1 working at ARE in RWM by July 2021.</li> </ul>

## 5. Planned expenditure

Academic year 2020-2021	£252895
-------------------------	---------

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

## i. Quality of teaching for all

Total Budgeted Cost: £30,000

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost and Review Date
<b>A. Increase in attainment and progress in writing</b>	Introduction of the Revised 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 often 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 to attend courses on developing pupils' writing skills.	Deputy Head Teacher	<b>£4,500</b>
	Staff training on delivering high quality writing lessons (e.g. effective planning using the Literary Curriculum, modelling of writing process, differentiation).		Information and good practice disseminated in phase and staff meetings. Videos of teachers used to highlight good practice.	English Subject Leaders	<b>£4,500</b>
	Differentiated success criteria used in lessons to improve assessment for learning.		Peer observations of experienced teachers demonstrating good practice.		<b>£2,500</b>
	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.		Subject leaders and experienced teachers used to support year group planning.	Subject Leaders	<b>£5,500</b>
	Use of 'every time' writing skills developed in lessons outside of English.		School monitoring framework to include half termly book scrutinies for English, Science and Humanities to monitor impact of training and support.		<b>£1000</b>
					<b><u>Review Date: July 2021</u></b>

<b>B. Increase in attainment and progress in reading</b>	Embedding the new whole class teaching approach for reading across KS1 and KS2, to improve the quality of teaching and learning.	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.	Leadership impact meetings scheduled each half term to review progress against chosen strategies.	Deputy Head Teacher	<b>£3,500</b>
	Ongoing staff training and development on high quality phonics provision.		The English Leader (for reading) appointed to oversee school improvement initiatives in relation to reading.	English Subject Leaders	<b>£2,000</b>
	Ongoing staff training and support on developing pupils' comprehension skills (e.g. Reciprocal Reading and Cracking Comprehension with Years 4-6 pupils).		Reading leader to attend training on developing pupils' reading comprehension skills and reciprocal reading.		<b>£6,500</b>
			Information and good practice disseminated in phase and staff meetings.		
			School monitoring framework to include half termly learning walks to monitor provision in guided reading and phonics.		
					<b><u>Review Date: July 2021</u></b>

ii. Targeted support		Total Budgeted Cost: £217,895			
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
<b>A. Increase in attainment and progress in writing</b>	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/support 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 are 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 Head Teachers for each Phase	£65,000
	Additional teachers/support staff allocated to each year group to support the teaching of English (resulting in smaller class sizes).				
	The Assistant Head Teachers and Deputy Head Teacher will teach small groups of PP pupils in Year 2 and Year 6.	We want to provide extra support to underachieving disadvantaged children to help accelerate their rates of progress in writing. Small group interventions with highly experienced staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie.	Impact on pupil progress monitored by the Deputy Head Teacher (Assessment Coordinator) through half termly progress meetings and book scrutinies.		
	Additional adults in Year 2, Year 3 and Year 4 will complete small group interventions linked to improving spelling, handwriting and sentence construction.				
	Speech and Language specialist TA will complete interventions with pupils in Years 2-4 to support pupils with relevant difficulties.				
Dyslexia support 1:1 sessions targeting disadvantaged pupils with very low attainment in writing and reading.				<b><u>Review Date:</u></b> <b><u>July 2021</u></b>	



<p><b>B. Increase in attainment and progress in reading</b></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.</p> <p>Disadvantaged pupils to have access to computers and online reading resources (e.g. Bug Club) during school hours (e.g. lunchtime club).</p> <p>Programme of 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. 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. Reading records used as evidence sources.</p> <p>Bug Club programme renewed for 2020-2021. 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).</p> <p>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).</p>	<p>Deputy Head Teacher</p> <p>English Subject Lead for reading</p>	<p>£80,000</p> <p><b><u>Review Date:</u></b> <b><u>July 2021</u></b></p>
---	---	---	---	--	--

<p><b>C. Improve the personal and social development of disadvantaged pupils (and increase achievement levels)</b></p>	<p>Home School Liaison Officer employed to work with vulnerable families.</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>Funded Places for disadvantaged in Breakfast Club.</p> <p>Special Projects – Small group cooking sessions with targeted pupils.</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. 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>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. Evidence from previous years, shows that the school journeys improve pupil's confidence and self-esteem, particularly in Y3. 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>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>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>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>Meetings for parents so they are well informed about what happens.</p> <p>AH for Inclusion to oversee the running and organisation of the Breakfast Club.</p>	<p>Assistant Head Teacher for Inclusion</p> <p>AH for Pupil Behaviour and Welfare / Designated Safeguarding Lead</p> <p>AH for EYFS/KS1</p> <p>AH for Pupil Behaviour and Welfare / DSL</p>	<p>£72,895</p> <p><b><u>Review Date:</u></b> <b><u>July 2021</u></b></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	Cost and Review Date
<p><b>Increase in attainment and progress in writing</b></p> <p><b>Improve the personal and social development of disadvantaged pupils (and increase achievement levels)</b></p>	<p>In previous years 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 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>	Deputy Head Teacher	<p>£5,000</p> <p><b>Review Date:</b> July 2021</p>

**Review and Evaluation of Pupil Premium strategy 2019-2020:**

Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned
<p><b>Increase in attainment and progress in reading</b></p> <p><b>(i.Quality Teaching for All)</b></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.</p> <p>Disadvantaged pupils to have access to computers and online reading resources (e.g. Bug Club) during school hours (e.g. lunchtime club).</p> <p>Programme of Beanstalk reading volunteers to be established to listen to children read on a weekly basis (disadvantaged pupils targeted in Y2 and Y3).</p>	<p>Although there is not available data for phonics at a national level due to the outbreak of COVID-19, the school data outcomes in March 2020 showed that 75% of Year 1 pupils were on track to pass the phonics screening test.</p> <p>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>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 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>Ongoing through half termly pupil progress meetings.</p>

<p><b>Increase in attainment and progress in writing</b></p> <p><b>(I. Quality Teaching for All)</b></p>	<p>Low attaining PP children taught in small classes for English with a teacher or an additional adult (groups of 10-15 pupils).</p> <p>Additional teachers/support staff allocated to each year group to support the teaching of English (resulting in smaller class sizes).</p> <p>The Assistant Head Teachers and Deputy Head Teacher will teach small groups of PP pupils in Year 2 and Year 6.</p> <p>Additional adults in Year 2, Year 3 and Year 4 will complete small group interventions linked to improving spelling, handwriting and sentence construction.</p> <p>Speech and Language specialist TA will complete interventions with pupils in Years 2-4 to support pupils with relevant difficulties.</p> <p>Dyslexia support 1:1 sessions targeting disadvantaged pupils with very low attainment in writing and reading.</p>	<p>Medium impact: As evident in data outcomes in March 2020, the percentage of pupils on track to achieve the expected standard and above in writing increased in 2020 at both KS1 and KS2 (in comparison to 2019).</p> <p>AfL practices in writing were constantly reviewed and improved throughout 2019-2020, 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. Year 4)</p> <p>High Level impact: New Medium Term plans were written for English, Science and Humanities on a half termly basis during 2019-2020. 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. This year BPPS has a number of new teachers 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>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 2020-2021.</p>
--	---	--	---

<p><b>Increase in attainment and progress in reading</b></p> <p><b>(ii.Targeted Support)</b></p>	<p>Additional home reading resources/programme set up for disadvantaged pupils, particularly in KS2.</p> <p>Disadvantaged pupils to have access to computers and online reading resources (e.g. Bug Club) during school hours (e.g. lunchtime club)</p> <p>Programme of 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 Year 1 and Year 2 delivered by teaching assistants.</p> <p>Intervention teacher working in Y3 (pm) to deliver catch up phonics programme to pupils who didn't pass the screening check in KS1 or have poor decoding skills</p> <p>Dyslexia support 1:1 sessions targeting disadvantaged pupils with very low attainment in writing and reading</p>	<p>Medium level impact: As evident in data outcomes (March 2020), progress of disadvantaged pupils in reading was variable across KS2. Impact of interventions and additional resources was more visible in Year 5 and Year 6 where a much higher proportion of disadvantaged pupils were reading at the expected standard in comparison to 2019.</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 up to Spring Term.</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. The percentage of disadvantage pupils in Year 1 on track to pass their phonics screening check rose at 73%</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>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>Dyslexia sessions will continue with the same pupils (low attaining PP children) who are now in Y4.</p>
--	---	---	---

<p><b>Improve the personal and social development of most vulnerable disadvantaged pupils (and increase achievement levels)</b></p> <p><b>(ii.Targeted Support)</b></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 Home School Liaison Officer employed to work with vulnerable families</p> <p>Funded Places for disadvantaged pupils on residential school journeys Funded Places for disadvantaged in Breakfast Club.</p> <p>Special Projects – Small group cooking sessions with targeted pupils</p>	<p>High Level Impact: Additional adults were employed in Year 1 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 on track to achieve ARE at the end of Year 1 (March 2020).</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). 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 good progress between September 2019 and March 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>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. However, there is no plan for residential trips in 2020-2021.</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.</p>
---	---	--	---

## 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
<b>Disad.</b>	51	58	61	67	33	50	64	66	56	53	68	74	8	13	18	29	3	8	18	25	8	13	14	35
<b>Other</b>	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
<b>Disad.</b>	62	81	81	85	68	74	81	86	83	81	76	82	4	40	30	18	4	14	27	21	11	23	24	25
<b>Other</b>	67	77	91	86	71	74	73	86	71	84	73	95	17	39	14	22	17	10	18	27	17	35	23	36