

1. Summary information					
<b>School</b>	Brunswick Park Primary School				
<b>Academic Year</b>	2021-22	<b>Total PP budget</b>	£239,410	<b>Date of most recent PP Review</b>	July 2021
<b>Total number of pupils</b>	380	<b>Quality of teaching for all</b>	£30,000	<b>Date for next internal review of this strategy</b>	July 2022
<b>Number of pupils eligible for</b>	187	<b>Targeted Support</b>	£204,410		
		<b>Other Approaches</b>	£5,000		

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

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<b>% achieving the expected standard and above in writing</b>	<b>65%</b>	<b>73% (all pupils nationally)</b>
<b>% achieving the expected standard and above in maths</b>	<b>74%</b>	<b>77% (all pupils nationally)</b>
<b>3. Barriers to future attainment (for pupils eligible for PP)</b>		
<b>In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)</b>		
<b>A.</b>	<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>	
<b>B.</b>	<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>	
<b>External barriers (<i>issues which may also require action outside school</i>)</b>		
<b>C.</b>	<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>	

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>	<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 2022 (Teacher Assessment).</li> <li>• 2022 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>• 2022 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>• 2022 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>• 2022 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>• 2022 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>

<b>B.</b>	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.	<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 2022 (Teacher Assessment).</li><li>• 2022 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>• 2022 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>• 2022 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>• 2022 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>• 2022 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>
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<b>C.</b>	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.	2022 EYFS profile - 80% or more of disadvantaged pupils achieve the ELGS in all prime areas of learning within the EYFS curriculum.  80% or more of disadvantaged pupils in Year 1 make at least expected progress from Sept 2021 to July 2022 in RWM (three tracking points in relation to STAR assessment framework).  10% increase in the percentage of disadvantaged pupils in Year 1 working at ARE in RWM by July 2022.
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i. Quality of teaching for all – Planned Expenditure					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>£4,000</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.	English Subject Leaders	<b>£4000</b>
	Differentiated success criteria used in lessons to improve assessment for learning.		Videos of teachers used to highlight good practice.		<b>£2000</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.		Peer observations of experienced teachers demonstrating good practice.	Subject Leaders	<b>£4500</b>
			Subject leaders and experienced teachers used to support year group planning.		<b>£500</b>
			School monitoring framework to include termly book scrutinies for		<b>Review Date: July 2022</b>

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	New teachers taught modelled to writing approaches and school expectations.		English, Science and Humanities to monitor impact of training and support.		
<b>i. Quality of teaching for all – Planned Expenditure</b>					
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>B. Increase in attainment and progress in reading</b>	Ongoing staff training and development on high quality phonics provision.	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>£5000</b>
	Ongoing staff training and support on developing pupils' comprehension skills (e.g. Reciprocal Reading and Cracking Comprehension with Years 4-6 pupils).		The English Leader (for reading) appointed to oversee school improvement initiatives in relation to reading.	English Subject Leaders	<b>£3000</b>
	Introduction and implementation of the Little Wandle Letters and Sound reading scheme		Information and good practice disseminated in phase and staff meetings.		<b>£7000</b>
	Introduction of the Cracking Comprehension assessment tools		School monitoring framework to include termly learning walks to monitor provision in guided reading and phonics.		

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	to assess the pupils' progress and attainment.		Reading leader to attend training on developing pupils' reading comprehension skills and phonics.		<b>Review Date: July 2021</b>
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**ii. Targeted support – Planned Expenditure**
**Total Budgeted Cost: £204,410**

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.  We want to provide extra support to underachieving disadvantaged children to help accelerate their rates of progress in writing. Small group interventions with	Opportunities for additional teachers to plan and prepare with other year group teachers during PPA.  Impact on pupil progress monitored by the Deputy Head Teacher (Assessment Coordinator) through half termly progress meetings and book scrutinies.  Daily interventions completed in Year 6 reading, writing and maths.	Assistant Head Teachers for each Phase	£25000
	Additional teachers/support staff allocated to each year group to support the teaching of English (resulting in smaller class sizes).			DHT	£9000
	The Assistant Head Teachers and Deputy Head Teacher will teach small groups of PP pupils in Year 6.			SENCO	£11000
	Additional adults in Years 1-5 will complete small group interventions				£10000

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	<p>linked to improving spelling, handwriting and sentence construction.</p> <p>Speech and Language specialist 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>highly experienced staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie.</p>	<p>Monitor the quality of spelling and grammar interventions.</p> <p>SENCO to evaluate the effective implementation and impact of speech and language interventions.</p> <p>SENCO to evaluate the impact of dyslexia interventions.</p>	<p>SENCO</p>	<p><b><u>Review Date:</u></b> <b><u>January, April and July 2022</u></b></p>
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Cost and Review Date</b>
<b>B. Increase in attainment and progress in reading</b>	<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</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</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>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>DHT/ AHT/ Reading Lead</p>	<p>See above for targeted support in writing</p> <p>£1500</p> <p>£2500</p> <p>£15000</p>



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C. Improve the personal and social development of disadvantaged pupils (and increase achievement levels)	Learning Mentor with vulnerable families	Vulnerable children and families will be further supported by learning mentor who will support the pupils' well-being within and outside the family.	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.	Assistant Head for Inclusion	<b>£9000</b>
	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.	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.	Academic progress of participants will be tracked by the Assessment Coordinator. Attendance and welfare of pupils will be monitored by AH and Safeguarding Lead.	AH for Pupil Behaviour and Welfare/ Designated Safeguarding Lead	<b>£15000</b>
	Funded Places for disadvantaged in Breakfast Club	Evidence from previous years, shows that the school journeys improve pupil's confidence and self-esteem, particularly in Y3	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.	AH for EYFS/KS1	<b>£35000</b>
	Special Projects – Small group cooking sessions with targeted pupils	Funded places in the breakfast club ensure that targeted pupils arrive at school on time and attend more regularly than they did before.  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	Meetings for parents so they are well informed about what happens	AH for Pupil Behaviour and Welfare/ Designated Safeguarding Lead  AH for Inclusion	<b>£2000</b>  <b>£12000</b>

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		about issues related to healthy eating as the cooking is all based on vegetables grown in the school garden.	AH for Inclusion to oversee the running and organisation of the Breakfast Club		<b>£28410</b>  <u>Review</u> <u>Date: July</u> <u>2022</u>
<b>iii. Other approaches – Planned expenditure</b>					<b>Total budget cost: £5000</b>
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  Improve the personal and social development of disadvantaged pupils (and increase achievement levels)	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	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	DH to have half termly meetings with staff involved (teacher and special projects leader) to monitor progress of the pupil.  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.	DHT	£5000

	<p>conferencing sessions. This will continue this year although the school will not be part of the formal 'Challenge the Gap' programme.</p>	<p>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>			
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**Review and Evaluation of Pupil Premium strategy 2020-2021:**

Desired outcome	Desired outcome	Desired outcome	Desired outcome
<b>Increase in attainment and progress in reading</b>	<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 Y6).</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 July 2021 showed that more than 70% 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. 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, 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><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 July 2021, the percentage of pupils on track to achieve the expected standard and above in writing was variable between year groups.</p> <p>AfL practices in writing were constantly reviewed and improved throughout 2020-21, 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 2020-21. 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>
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	<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>targeted PP children have more than one opportunity to engage in cooking.</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
<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