

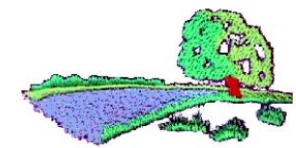
## Brentfield Primary School Pupil Premium Strategy Report 2017-2018

### Pupil Premium Information

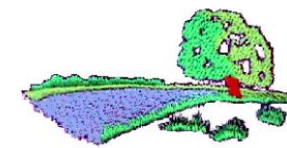
The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. For the financial year 2017-18 the school will receive £1,320 for each child registered as eligible for free school meals at any point in the last 6 years. For looked after pupils the school will receive £1,900 for each pupil.

We have high aspirations for all our pupils and strive to provide learning opportunities and targeted support to enable every child to flourish. As we recognise that not all pupils who are academically or socially disadvantaged are registered for free school meals, we reserve the right to allocate Pupil Premium funding to support any pupil, or group of pupils, identified by the school as being at a significant disadvantage.

Projected PPG Amount: £195,360		Proposed Spend: £376,800		Actual Received:	
Current Number of Pupil Premium pupils in each year group					
	Total number of pupils	Total number of PP pupils	PP & SEND (% of PP chn)	PP Boys (% of PP chn)	PP Girls (% of PP chn)
Nursery	36	5 (13.9%)	0 (0%)	3 (60%)	2 (40%)
Reception	69	8 (11%)	3 (38%)	2 (25%)	6 (75%)
Year 1	85	12 (14.1%)	3 (25%)	7 (58.3%)	5 (41.6%)
Year 2	87	22 (25.3%)	8 (36.3%)	12(54.5%)	10(45.4%)
Year 3	87	18 (20.7%)	7 (38.8%)	7 (38.8%)	11(61.1%)
Year 4	85	24 (28.2%)	5 (20.8%)	16(66.6%)	8(33.3%)
Year 5	91	36 (39.6%)	5(13.8%)	14 (38.8%)	22 (61.1%)
Year 6	87	36 (41.4)	6(16.6%)	23(63.8%)	13 (36.1%)
All	522	148 (28.4)	34(22.9%)	79 (53.3%)	69 (46.6%)



<b>Current Attainment</b> <i>(Data taken from Inspection Dashboard)</i>		
	<b>Pupils eligible for PP</b> <small>(School non-PP pupils)</small>	<b>All pupils</b> <small>(National Average in brackets for all pupils)</small>
<b>EYFS: % of pupils attaining Good Level of Development</b>	<b>29% (70%) 2018</b>	<b>66% (72%) 2018</b>
<b>Phonics</b>		
<b>Year 1 Phonics Screening Attainment</b>	<b>67% (75%) 2018</b>	<b>74% (82%) 2018</b>
<b>Year 2 Cumulative Phonics Screening Attainment</b>	<b>62% (71%) 2018</b>	<b>70% (92%) 2018</b>
<b>KS1</b>	<b>Pupils eligible for PP</b> <small>(School non-PP pupils)</small>	<b>All pupils</b> <small>(National Average in brackets for all pupils)</small>
<b>Reading, percentage at age related expectation</b>	<b>78% (77%) 2018</b>	<b>77% (75%) 2018</b>
<b>Writing, percentage at age related expectation</b>	<b>67% (59%) 2018</b>	<b>62% (70%) 2018</b>
<b>Maths, percentage at age related expectation</b>	<b>82% (77%) 2018</b>	<b>78% (76%) 2018</b>
<b>KS1</b>	<b>Pupils eligible for PP</b> <small>(School non-PP pupils)</small>	<b>All pupils</b> <small>(National Average in brackets for all pupils)</small>
<b>Reading, percentage at greater depth</b>	<b>33% (24%) 2018</b>	<b>27% (26%) 2018</b>
<b>Writing, percentage at greater depth</b>	<b>33% (20%) 2018</b>	<b>24% (16%) 2018</b>
<b>Maths, percentage at greater depth</b>	<b>30% (22%) 2018</b>	<b>24% (22%) 2018</b>



KS2	Pupils eligible for PP (School non-PP pupils)	All pupils (National Average in brackets for all pupils)
Reading: percentage at ARE	51% (50%) 2018	57% (75%) 2018
Writing: percentage at ARE	43% (44%) 2018	49% (78%) 2018
Maths: percentage at ARE	57% (50%) 2018	59% (76%) 2018

KS2	Pupils eligible for PP (School non-PP pupils)	All pupils (National Average in brackets for all pupils)
Reading: percentage at above age related expectation	8% (6%) 2018	8% (28%) 2018
Writing: percentage at above age related expectation	3% (4%) 2018	4% (20%) 2018
Maths: percentage at above age related expectation	16% (6%) 2018	12% (24%) 2018

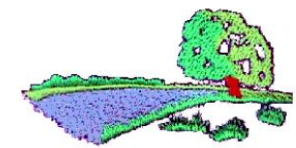
	Desired Outcomes (based on prior data)	Success Criteria																																																																																																												
<b>A</b>	To narrow the attainment gap between disadvantaged pupils and pupils nationally in KS2.	<p>Pupils eligible for PP in all year groups but specifically end of KS2 make rapid progress by the end of the school year to ensure that all pupils (in receipt of PP or not) meet age related expectations.</p> <p><b>Outcomes 2018:</b></p> <table border="1"> <thead> <tr> <th>Year 6</th> <th colspan="5">Reading %</th> <th colspan="4">Writing %</th> <th colspan="4">Maths %</th> <th colspan="4">RWM%</th> </tr> <tr> <th>2017-18</th> <th colspan="2">School 18</th> <th colspan="3">National 18</th> <th colspan="2">School 18</th> <th colspan="2">National 18</th> <th colspan="2">School 18</th> <th colspan="2">National 18</th> <th colspan="2">School 18</th> <th colspan="2">National 18</th> </tr> <tr> <th></th> <th>NiC</th> <th>ARE+</th> <th>GD</th> <th>ARE+</th> <th>GD</th> <th>ARE+</th> <th>GD</th> <th>ARE+</th> <th>GD</th> <th>ARE+</th> <th>GD</th> <th>ARE+</th> <th>GD</th> <th>ARE+</th> <th>GD</th> <th>ARE+</th> <th>GD</th> </tr> </thead> <tbody> <tr> <td>All pupils</td> <td>85</td> <td>51</td> <td>7</td> <td>71</td> <td>28</td> <td>44</td> <td>4</td> <td>76</td> <td>20</td> <td>53</td> <td>11</td> <td>76</td> <td>24</td> <td>32</td> <td>0</td> <td>64</td> <td>10</td> </tr> <tr> <td>SATs Group</td> <td>76</td> <td>57</td> <td>8</td> <td>71</td> <td>28</td> <td>49</td> <td>4</td> <td>76</td> <td>20</td> <td>59</td> <td>12</td> <td>76</td> <td>24</td> <td>36</td> <td>0</td> <td>64</td> <td>10</td> </tr> <tr> <td>Disadvantaged</td> <td>37</td> <td>51</td> <td>8</td> <td>64</td> <td>18</td> <td>43</td> <td>3</td> <td>67</td> <td>11</td> <td>57</td> <td>16</td> <td>64</td> <td>14</td> <td>32</td> <td>0</td> <td>48</td> <td>4</td> </tr> </tbody> </table>	Year 6	Reading %					Writing %				Maths %				RWM%				2017-18	School 18		National 18			School 18		National 18		School 18		National 18		School 18		National 18			NiC	ARE+	GD	ARE+	GD	ARE+	GD	ARE+	GD	ARE+	GD	ARE+	GD	ARE+	GD	ARE+	GD	All pupils	85	51	7	71	28	44	4	76	20	53	11	76	24	32	0	64	10	SATs Group	76	57	8	71	28	49	4	76	20	59	12	76	24	36	0	64	10	Disadvantaged	37	51	8	64	18	43	3	67	11	57	16	64	14	32	0	48	4
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<b>B</b>	To increase the number of disadvantaged pupils achieving and exceeding GLD at the end of EYFS	<p>The number of disadvantaged pupils achieving GLD are in line or better than non-disadvantaged pupils.</p> <p><b>Outcomes 2018:</b>  <b>GLD Disadvantaged: 29%</b>  <b>GLD Non-disadvantaged: 70%</b>  <b>GLD Cohort: 66%</b></p>																																																																																																												
<b>C</b>	Sustain the number of disadvantaged pupils	<p>The number of pupils reaching phonics threshold levels is at least in line with national expectation.</p> <p><b>Year 1 Disadvantaged: 67%</b></p>																																																																																																												



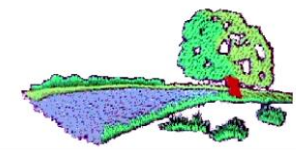
	meeting threshold in phonics screening in KS1.	<b>Year 1 Non-disadvantaged:</b> 75% <b>Year 2 Disadvantaged:</b> 62% <b>Year 2 Non-disadvantaged:</b> 71%
<b>D</b>	To narrow the gap between most able disadvantage and most able non-disadvantaged children in Years 2 and 6 (Ofsted 2016)	Less than 5% differential in attainment in reading, writing and maths between most able disadvantaged pupils and most able pupils.  Year 2: no most able disadvantaged pupils in the year 2 cohort in 2017-18. Data shows that at the end of KS2 in 2018, there was a -3% differential in reading, writing and maths when comparing the performance of most able disadvantaged pupils to most able pupils.  <b>Year 6 Outcomes 2018:</b> <b>Most Able Disadvantaged (Most Able)</b> <b>R: 88% (91%)</b> <b>W: 88% (91%)</b> <b>M: 88% (91%)</b>
<b>E</b>	Pupils and families with emotional, behavioural or mental health issues receive appropriate support and advice.	85% of service users rate the support received as good and above.

### Planned Expenditure 2017-2018

	Action	Amount Allocated:	New or Continued Action:	Targeted Group:	Intended Outcome:	Monitored by:	Impact & Review:
Learning and the Curriculum	Accelerating Progress Practitioners (APPs): TAs x 3	£45,000	Continued	Whole School	Progress and attainment can be accelerated through targeted interventions and pre-teaching in targeted year groups.	SLT	Additional TAs in Year 2 with a focus on reading and writing. Support from TAs enabled class teachers to target support for those pupils working at greater depth



	Additional Teachers: Y5/Y6 Maths teacher Y6 Literacy Teacher Y2 Maths teacher Y2 English Teacher	£151,200	Continued	Y2 And Y6 targets groups	Less than 5% differential in attainment in reading, writing and maths between most able disadvantaged pupils and most able non-disadvantaged pupils.	SLT	Data shows that at the end of KS2 in 2018, there was a -3% differential in reading, writing and maths when comparing the performance of most able disadvantaged pupils to most able pupils.
	Implement Catch Up Literacy/ Numeracy	£4,000	New	Targeted Pupils Yrs. Years 3 & 4	Through the delivery of specific Literacy & Maths interventions, targeted children in KS2 make accelerated progress and gaps in learning are filled.	SLT/ Inclusion Leader	Literacy moved to 2018-19. Maths – 8 children targeted from Y3&4 average improvement over 6 months 1.7 months
	Reading Recovery Support and Additional Reading Support	£30,000	Continued	Whole School	Identified pupils take part in a targeted, daily reading programme to accelerate progress towards end of key stage expectations.	SLT/ Inclusion Leader	Over the academic year, 8 pupils targeted for intervention and 7 completed level 18 and one discontinued to learning difficulties. 15 children targeted for reading intervention in Y2.
	EP	£3600	New	Targeted Pupils KS2	Early intervention and support for pupils with complex needs.	Inclusion Lead	12 children assessed across the school. Appropriate support put in place.
	Develop Early Years Provision through specialist training from Centre	£6,000	New	Early Year	Number of disadvantaged pupils reaching GLD is in line with non disadvantaged peers.	YGL/SLT	Disadvantaged pupils reaching GLD in 2018 was 29% compared to 58% for non-disadvantaged pupils.



	of Excellence						
Social, Emotional and Mental Health (incl. behaviour)	Speech & Language Therapist	£34,000	Continued	Whole School	Targeted support for students with additional Speech and Language needs.	Inclusion Leader	All pupils in need of an assessment were seen within 4 weeks of referral. Therapy plans written.
	TaMHS	£12,000	Continued	Whole School	Feedback from families and teachers show improvements in areas of concern.	Inclusion Leader	80% of children indicate improvement in area of need with 20% referred on to Place 2 Be.
	Place2Be Training	£20000	New	Whole School	Staff trained in dealing with issues relating to social and emotional difficulties.	Inclusion Leader	Implemented in 2018-19
	Specialist Learning Mentor	£22,000	New	Whole School	To reduce the number of exclusions	Inclusion Leader	2 learning mentors. 1 x KS1 and 1 x KS2 supported pupils in danger of exclusion. Reduction in classroom behaviour incidents.
	School Counsellor	£12,000	Continued	Whole School and families	Children have access to support address social, emotional difficulties.	Inclusion Leader	16 pupils accessed 1:1 sessions. Transition programme in Year 6 took place for all pupils. Drop in sessions offered for all KS2 pupils.
Enrichment Within and Beyond the Curriculum	Educational Experiences	£5,000	Continued	Whole School with a focus on pupils in receipt of PP funding	All pupils are able to participate fully in school trips, residential trips and in-school educational workshops and performances	SLT	Box Clever – workshops linked to anti bullying Y5&6 A-Life – Healthy eating and living for Reception parents Y6 residential trip subsidised for vulnerable pupils x 4 Wizard theatre subsidised for all pupils
	Musical Instruments	£1000	Continued	Years 4/5	Talented pupils given the opportunity to play a musical instrument.	Music Subject Leader/ SLT	No PPG pupils identified.



Families and Community	Family Support Worker	£35,000	Continued	Whole School and families	Families within the school community feel supported by and have good communication links with the school.	Inclusion Leader	Position not filled.
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