



Pupil Premium Strategy 2017-18

Pupil Premium is additional funding given to schools to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The pupil premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'). Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel. (There are no children of service personnel currently at Brook House Primary.)

The Government believes that it is for schools to decide how the Pupil Premium Grant (PPG), allocated per eligible pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. Schools are required to publish online information about how they have used the Premium. This is to ensure that parents and others are made fully aware of the attainment of pupils covered by the Premium.

Schools should continue to seek ways to encourage parents and carers to apply for FSM where pride, stigma or changing circumstances act as barriers to its take-up. Ofsted continue to evaluate the use of Pupil Premium funding by schools to ensure that they are focusing it on disadvantaged pupils and ensure that differences are diminishing.

At Brook House Primary we pride ourselves on having high aspiration and ambition for all pupils, regardless of their background. We operate a no excuse culture, setting children up to have the skills, knowledge and confidence to succeed. Our mission is to ensure that every pupil achieves academic success.

Some interventions are adopted on a whole school basis and are not restricted to FSM registered pupils only. However, the implementation of some intervention programmes would not have been possible without the Pupil Premium. The majority of school strategies are targeted towards improvement in the attainment and progress of pupils. A number of these key strategies are resourced from the school's main budget, including educational support staff and an intervention programme. We have allocated the additional Pupil Premium funding to specific initiatives to support the most disadvantaged pupils.

The key objective is to ensure differences are diminishing between pupil groups against national standards. It must also be remembered that there can be children who, whilst being eligible for FSM and Pupil Premium, are not low attaining but may not be maximising their full potential. We must therefore never confuse eligibility for the Pupil Premium with low ability. We must focus on supporting all disadvantaged children to achieve the highest levels.

Funding is allocated within the school budget by financial year. This budget enables the school to plan its intervention and support programme. Expenditure is therefore planned and implemented by academic year as shown

Aims

- Make decisions about the spending of Pupil Premium funding based on educational research
- Make decisions about the spending of Pupil Premium based on our knowledge of the children and their families
- Ensure that staff are aware of the potential barriers to learning for FSM and LAC pupils
- Track the attainment and progress of pupils on FSM as a group and ensure this is in line with the progress and attainment of the whole class
- Measure the success of intervention programmes through impact analysis

Year group and how many Pupil Premium Children	Main Barriers to educational achievement	Intervention and Rationale	Cost	How is the impact to be measured? Strategy
Reception - 12 children	Language 33% EAL Maslow hierarchy of needs (Esteem Belonging Safety Psychological) SEND Support (0) Language - Speaking and Listening, PSED skills and understanding.	Whole school quality, targeted Boosters. Whole School EP and Outreach to offer support and Speech and Language Therapists. Cariss Creative Therapists Specialist Intervention Teachers Whole School Educational resources & experiences. Opportunities for teachers to improve their teaching. Overall Pupil Premium Costs.	£20,000 £ 20,000.00 £21,450 £ 72,150 £ 4640 - EWO £2160 £140,400	100% of Teaching is good to Outstanding Pupils are receiving quality feedback to support learning EOY GLD 70% + Children are KS1 ready Children develop a love of reading. Parents are better equipped to support their children at home. Language skills are developed well. Progress of children is at least good.
Year 1 – 16 Children	19% EAL Maslow hierarchy of needs (Esteem Belonging Safety Psychological) SEND Support (3)	Whole school quality first teaching Additional 1:1 Daily reading Targeted Boosters Autumn 2- Summer 1 Read Write Inc. resourcing Homework Club after school Reading comments books to go home Whole school EP and Outreach support To offer support and early identification of needs as well as support and training for staff Artist in Residence target children to develop fine and gross motor skills/confidence, expression, confidence Whole School Speech and Language therapists To support pupils in the use of language in lessons, broadening vocabulary and developing confidence in speech Parent Workshops- To provide additional support for parents to enhance further learning at home Data Analysis To ensure clear data tracking systems to drive teaching and learning and ensure all pupils make the progress expected at in		Phonics Screening 85% or above 100% of Teaching is good to Outstanding Pupils are receiving quality feedback to support learning Those children who are identified as having SEND, receive the appropriate learning support and are making rapid gains in their learning, given their needs. Parents are better equipped to support their children at home. Progress of children is at least good.

		each year group & across the key stage Whole School Educational resources and experiences To guarantee pupils have experiences beyond the curriculum		
Year 2- 14 Children	71% EAL Maslow hierarchy of needs (Esteem Belonging Safety Psychological) SEND Support (5) Attendance	Whole school quality first teaching Additional 1:1 Daily reading Targeted Boosters Autumn 2- Summer 1 SLT taught provision Extended school hours for targeted provision for SATs Whole school small group, reading, writing maths, spelling, speaking & Listening and social interventions. Homework Club after school Reading comments books to go home Artist in Residence target children to develop fine and gross motor skills/confidence, expression, confidence Specialist additional Intervention Teacher working with target children to diminish attainment gaps Whole school EP and Outreach support To offer support and early identification of needs as well as support and training for staff Parent reading every Friday to develop the love of reading and build parental engagement Whole School Speech and Language therapists To support pupils in the use of language in lessons, broadening vocabulary and developing confidence in speech Parent Workshops- To provide additional support for parents to enhance further learning at home Data Analysis To ensure clear data tracking systems to drive teaching and learning and ensure all pupils make the progress expected at in each year group & across the key stage Whole School Educational resources and experiences to guarantee pupils have experiences beyond the curriculum		100% of Teaching is good to Outstanding Pupils are receiving quality feedback to support learning SATs outcomes are in line or above national in RWM Increased proportion of PPG pupils demonstrate and achieve greater depth in SATs RWM Those children who are identified as having SEND, receive the appropriate learning support and are making rapid gains in their learning, given their needs.. Parents are better equipped to support their children at home. Progress of children is at least good. School intervention ensures that attendance improves for those who do not attend regularly.
Year 3-18 Children	61% EAL Maslow hierarchy of needs (Esteem Belonging Safety Psychological) SEND Support (3) EHCP (0)	Whole school quality first teaching Additional 1:1 Daily Targeted Boosters Autumn 2- Summer 1 KS2 Destination Reader Strategy Whole school Small group, reading, writing maths, spelling, speaking & Listening and social interventions. Homework Club after school Reading comments books to go home Artist in Residence target children to develop fine and gross motor skills/confidence, expression, confidence Specialist additional Intervention Teacher working with target children to diminish attainment gaps Whole school EP and Outreach support To offer support and early identification of needs as well as support and training for staff Whole School Speech and Language therapists To support pupils in the use of language in lessons, broadening vocabulary and developing confidence in speech		100% of Teaching is good to Outstanding Pupils are receiving quality feedback to support learning Clear evidence of diminishing the difference with PPG national attainment and progress Clear evidence that % of most abled disadvantaged pupils achieve greater depth Those children who are identified as having SEND, receive the appropriate learning support and are making rapid gains in their learning, given their needs.. Parents are better equipped to support their

		<p>SEMH groups focusing on the emotional and social wellbeing of children, for example self esteem and managing behaviour. Therapists work with children on self regulating their behaviour, help to unpick issues that may arise to help children cope in certain situations, and work with children around mental health. Parent Workshops- To provide additional support for parents to enhance further learning at home Data Analysis To ensure clear data tracking systems to drive teaching and learning and ensure all pupils make the progress expected at in each year group & across the key stage Whole School Educational resources and experiences to guarantee pupils have experiences beyond the curriculum</p>		<p>children at home.</p> <p>Progress of children is at least good.</p>
<p>Year 4- 19 Children</p>	<p>63% EAL Maslow hierarchy of needs (Esteem Belonging Safety Psychological) SEND Support (5) EHCP (1)</p>	<p>Whole school quality first teaching Additional 1:1 Daily Reading Targeted Boosters Autumn 2- Summer 1 KS2 Destination Reader Strategy Whole school Small group, reading, writing maths, spelling, speaking & Listening and social interventions. Homework Club after school Reading comments books to go home Artist in Residence target children to develop fine and gross motor skills/confidence, expression, confidence Specialist additional Intervention Teacher working with target children to diminish attainment gaps Whole school EP and Outreach support to offer support and early identification of needs as well as support and training for staff Whole School Speech and Language therapists to support pupils in the use of language in lessons, broadening vocabulary and developing confidence in speech SEMH groups focusing on the emotional and social wellbeing of children, for example self esteem and managing behaviour Therapists work with children on self regulating their behaviour, help to unpick issues that may arise to help children cope in certain situations, and work with children around mental health. Parent Workshops- To provide additional support for parents to enhance further learning at home Data Analysis To ensure clear data tracking systems to drive teaching and learning and ensure all pupils make the progress expected at in each year group & across the key stage Whole School Educational resources and experiences to guarantee pupils have experiences beyond the curriculum</p>		<p>100% of Teaching is good to Outstanding Pupils are receiving quality feedback to support learning</p> <p>Clear evidence of diminishing the difference with PPG national attainment and progress</p> <p>Clear evidence that % of most abled disadvantaged pupils achieve greater depth</p> <p>Those children who are identified as having SEND, receive the appropriate learning support and are making rapid gains in their learning, given their needs..</p> <p>Parents are better equipped to support their children at home.</p> <p>Progress of children is at least good.</p>

<p>Year 5- 27 Children</p>	<p>33% EAL Maslow hierarchy of needs (Esteem Belonging Safety Psychological) SEND (5)</p>	<p>Whole school quality first teaching Additional 1:1 Daily Reading Targeted Boosters Autumn 2- Summer 1 KS2 Destination Reader Strategy Whole school small group, reading, writing maths, spelling, speaking & Listening and social interventions. Homework Club after school Reading comments books to go home Artist in Residence target children to develop fine and gross motor skills/confidence, expression, confidence Whole school EP and Outreach support to offer support and early identification of needs as well as support and training for staff Whole School Speech and Language therapists to support pupils in the use of language in lessons, broadening vocabulary and developing confidence in speech SEMH groups focusing on the emotional and social wellbeing of children, for example self esteem and managing behaviour Therapists work with children on self regulating their behaviour, help to unpick issues that may arise to help children cope in certain situations, and work with children around mental health. Parent Workshops- To provide additional support for parents to enhance further learning at home Data Analysis to ensure clear data tracking systems to drive teaching and learning and ensure all pupils make the progress expected at in each year group & across the key stage Whole School Educational resources and experiences to guarantee pupils have experiences beyond the curriculum</p>	<p>100% of Teaching is good to Outstanding Pupils are receiving quality feedback to support learning</p> <p>Clear evidence of diminishing the difference with PPG national attainment and progress</p> <p>Clear evidence that % of most abled disadvantaged pupils achieve greater depth</p> <p>Those children who are identified as having SEND, receive the appropriate learning support and are making rapid gains in their learning, given their needs..</p> <p>Parents are better equipped to support their children at home.</p> <p>Progress of children is at least good.</p>
<p>Year 6- 16 Children</p>	<p>29% EAL Maslow hierarchy of needs (Esteem Belonging Safety Psychological) SEND (4) EHCP (1)</p>	<p>Whole school quality first teaching Additional teacher tagged to year 6 Additional 1:1 Daily Reading Targeted Boosters Autumn 2- Summer 1 Maths mastery Workshops for More-able PPG Homework Club after school Reading comments books to go home KS2 Destination Reader Strategy Whole school small group, reading, writing maths, spelling, speaking & Listening and social interventions. Artist in Residence target children to develop fine and gross motor skills/confidence, expression, confidence Whole school EP and Outreach support to offer support and early identification of needs as well as support and training for staff Whole School Speech and Language therapists to support pupils in the use of language in lessons, broadening vocabulary and developing confidence in speech SEMH groups focusing on the emotional and social wellbeing of children, for example self esteem and managing behaviour Therapists work with children on self regulating their behaviour, help to unpick issues that may arise to help children cope in certain</p>	<p>100% of Teaching is good to Outstanding Pupils are receiving quality feedback to support learning</p> <p>Clear evidence of diminishing the difference with PPG national attainment and progress</p> <p>Clear evidence that % of most abled disadvantaged pupils achieve greater depth</p> <p>Those children who are identified as having SEND, receive the appropriate learning support and are making rapid gains in their learning, given their needs..</p> <p>Parents are better equipped to support their children at home.</p> <p>Progress of children is at least good.</p>

		<p>situations, and work with children around mental health. Pupil ambassadors focusing on self efficacy and responsibility. Parent Workshops- To provide additional support for parents to enhance further learning at home Data Analysis to ensure clear data tracking systems to drive teaching and learning and ensure all pupils make the progress expected at in each year group & across the key stage Whole School Educational resources and experiences to guarantee pupils have experiences beyond the curriculum Residential Trip to Gilwell Park.</p>		
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Review dates: Jan 2017, April 2017, July 2017

