



## Brooke Primary School Pupil Premium Strategy 2018/19



School context						
Total number of pupils eligible for pupil premium funding	Number of eligible boys	Number of eligible girls	Number of pupils eligible for free school meals in the last six years (ever 6 FSM)	Number of looked after children (LAC)	Number of post-LAC	Number of service children
12	7	5	10	0	0	0

## Pupil Premium Strategy 2018-19

### What is the Pupil Premium?

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. This funding is aimed at addressing the current underlying inequalities that exist between children from disadvantaged backgrounds and their more affluent peers. This funding is allocated to schools on the basis of the number of pupils who have been eligible for Free School Meals at any point over the last six years; children who have been “looked after” for more than six months, children who have left local authority care or children of service personnel. The DFE has given us the freedom to use the Pupil Premium as we see fit, based on the knowledge of our pupils’ needs.

### Pupil Premium Funding

For the financial year 2017 - 2018, we have received £20,980 in Pupil Premium funding.

### Nature of Support

At Brooke VC C of E Primary, we continue to use the additional funding to support a variety of strategies to best meet the needs of each individual child for whom the grant funding was allocated, including:

- High quality, inclusive teaching;
- Precision teaching by the class teacher and TAs;
- Pupils taught in groups with other pupils who are working at a similar level;
- Focused support from skilled teaching assistants, both in class and in small groups;
- Individual tuition, by an experienced teacher or teaching assistant;
- Intervention strategy support from teaching assistants and teacher (for example: Talk Boost);
- Carefully targeted resources known to raise attainment;
- Personalised support including social and emotional groups, pastoral support for individual pupils and their families, to meet their needs;



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- Supporting parents to fund clubs and trips.

*All interventions are highly targeted over a period of time, according to need and impact tracked.*

### **Monitoring the impact of Pupil Premium Grant**

The headteacher, Mr Griffiths, working with the teaching staff has overall responsibility for the attainment and progress of Pupil Premium children through ensuring the progress of eligible pupils and evidencing this as a whole-school priority. Children's progress and attainment is tracked and monitored carefully to ensure they achieve their full potential. Regular monitoring and evaluation is key to ensuring effectiveness of expenditure.

Targets for pupils are set in maths, reading and writing as well as ensuring the Spiritual, Moral, Social and Cultural education of our children. We know where we expect them to be by the end of an intervention programme or set of lessons. Monitoring is a joint responsibility of the class teacher and Senior Leaders and regular assessment data is analysed and acted upon. All pupils eligible for Pupil Premium funding are discussed at termly pupil progress meetings. The DFE and LA also analyse our school data and compare our results to national data.

Through our termly Governor Committee meetings we report clearly on data for Pupil Premium and the use of Pupil Premium funding forms part of the monitoring of the Finance Committee so governors can link value for money with impact. There is an identified governor for Pupil Premium.

### Review of the previous academic year 2017 - 18

**Total pupil premium allocation for 2017-18: £20, 980**

Summary of objectives	Summary of expenditure
Our most disadvantaged pupils are identified and have the appropriate support to allow them to reach their potential.	£2000 to ensure outside agencies can be accessed e.g. educational psychologist. And any resources can be purchased. TA interventions where appropriate £5000
Children in receipt of FSM will be offered 50% towards the cost of residential trips; children on FSME6 can request support.	Families in receipt of PP can access financial support if necessary. This is done discretely.  Children in receipt of PP are actively involved in all aspects of the curriculum. £3000
Improve the social skills and confidence of those disadvantaged children where this has been identified as a barrier to their learning.	To see positive effects within the family unit and in the school setting. By strengthening the emotional and social well-being of the young person or child, they will have a better chance of solving their problems



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	<p>more successfully in the future.</p> <p>Class TAs can be directed to focus on children where confidence has been identified by the class teacher as a barrier to learning.</p> <p>£6000</p>
Direct families to the Family Support Worker in Cluster when this could be beneficial towards removing barriers to learning.	<p>Additional external support through the Cluster FSW where this can benefit the child and or the family as a whole.</p> <p>Cluster contribution approx. £1000</p>

### Pupil premium objectives for 2018-19

1. Personalised provision for each Pupil Premium child in school, to recognise their barriers to learning and barriers to accessing the best chances in education and provision put in place to overcome these barriers.
2. To provide additional targeted intervention for individual pupils with the use of IT resources.
3. Ensure all PP pupils have the opportunity to access learning opportunities beyond the classroom (ie. school trips and extra-curricular activities)



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**Objective 1: Personalised provision for each Pupil Premium child in school, to recognise their barriers to learning and barriers to accessing the best chances in education and provision put in place to overcome these barriers.**

**How will we meet this objective?**

At Brooke VC C of E Primary, provision is tailored to meet the needs of every individual PP pupil. This will be led by Mr Griffith, Headteacher, who will work with the teaching team to support all disadvantaged pupils through targeted support and intervention.

- All disadvantaged pupils will have specific targets that are reviewed on a termly basis at separate individual progress meetings between Mr Griffiths and relevant class teachers. Mr Griffiths will also plan and lead intervention and meetings for PPG pupils and liaise with support staff to ensure needs are being met.

Cost: Specific per pupil based on needs – see individualised plans

- TA support for interventions, etc.

Cost: £1,900.00

Actions	Person responsible	Timescales	Monitoring Strategies and cost implications	Success criteria
Headteacher to meet with all class teachers to set and review personalised targets, which will be shared with parents and children	Headteacher (AG) Assessment Lead (GO) Class Teachers	Termly	Pupil progress meetings – supply costs @ £250.00 Progress trackers in R,W,M Pupils' books Summative assessment Data Analysis Discussions with class teachers Discussions with support staff	Pupils are aware of next steps in learning and expectations. Pupils are making at least expected progress if working at ARE or above. Pupils are making accelerated progress in targeted areas if working below ARE. Targeted pupils are in-line to achieve greater depth or higher standard.
Headteacher to lead intervention meetings to strategise with support staff	Headteacher (AG) Support staff	Weekly	Intervention trackers and individual assessments	All staff aware of expectations leading to pupil outcomes mentioned above.
Headteacher to work with each disadvantaged child on a structured timetable, providing targeted intervention	Headteacher (AG) Class Teachers	Daily/weekly	Timetable Pupil targets Discussions with pupils	Pupils are making at least expected progress if working at ARE or above. Pupils are making accelerated progress in targeted areas if working below ARE. Targeted pupils are in-line to achieve greater depth or higher standard.
Support staff to provide intervention to support disadvantaged pupils' needs	Support staff Class teachers	Daily	Planning, intervention trackers and pupil progress assessments	The needs of all disadvantaged children are met to meet the objectives above.



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Headteacher to complete impact report for all staff and governors	Headteacher (AG) PPG governor (BF)	Termly	Pupil progress meetings Progress trackers in R,W,M Pupils' books Summative assessment Data Analysis Discussions with class teachers Discussions with support staff	All staff are aware and there is consistency of support and challenge for all pupils as well as next steps. Governors are given the required information to question and challenge leaders.
Headteacher and teaching staff and Teaching assistants to meet and monitor effectiveness of intervention and support and implement action plan based on areas for development	Headteacher (AG)	Termly	Progress trackers in R,W,M Pupils' books Summative assessment Data Analysis Discussions with class teachers Discussions with support staff	Pupils are making at least expected progress if working at ARE or above. Pupils are making accelerated progress in targeted areas if working below ARE. Targeted pupils are in-line to achieve greater depth or higher standard.

### Objective 2: To provide additional targeted intervention for individual pupils with the use of IT resources.

#### How will we meet this objective?

At Brooke VC C of E Primary, we feel that the use of online and IT resources can further enhance knowledge, skills and understanding of our disadvantaged pupils. We tailor our provision for PPG children to be able to access a wealth of online resources as required through individualised assessment.

Cost: £6,300

Actions	Person responsible	Timescales	Monitoring Strategies and cost implications	Success criteria
Disadvantaged pupils to do online diagnostic to assess needs	Assessment Lead (GO) Headteacher (AG)	Initial session	Program diagnostic assessments – Website dependent	Awareness of next steps for tutors leading to concise planning for learning
Pupils to work on individualised online provision (spelling, maths, writing, reading programs as required)	TAs Online tutors / online subscriptions	Weekly	Progress trackers in R,W,M Pupils' books Summative assessment Data Analysis Discussions with class teachers	Pupils are making at least expected progress if working at ARE or above. Pupils are making accelerated progress in targeted areas if working below ARE. Targeted pupils are in-line to achieve greater depth or higher standard.
Headteacher to monitor impact on pupil performance	Headteacher (AG) Assessment Lead (GO)	Weekly	Discussions with support staff	Pupils are making at least expected progress if working at ARE or above.



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and liaise with class teachers for assessment	Class teachers		Discussions with pupils	Pupils are making accelerated progress in targeted areas if working below ARE. Targeted pupils are in-line to achieve greater depth or higher standard.
Headteacher / SENDCo to work with support staff to arrange timetable of support for disadvantaged pupils using online programs (SEN focused)	Headteacher (AG) SENDCo (AG) Class teachers	Weekly		Clear understanding of logistics and smooth running of program ensuring consistency for pupils and leading to improved knowledge, skills and understanding, resulting in the above outcomes for pupils.
Headteacher and SENDCo to monitor impact on pupil performance and liaise with class teachers for assessment	Headteacher (AG) SENDCo (AG) Assessment Lead (GO)	Weekly/termly		Pupils are making at least expected progress if working at ARE or above. Pupils are making accelerated progress in targeted areas if working below ARE. Targeted pupils are in-line to achieve greater depth or higher standard.

### Objective 3: Ensure all PP pupils have the opportunity to access learning opportunities beyond the classroom (ie. school trips and extra-curricular activities)

How will we meet this objective? We will fund, where appropriate and after discussion with parents and outside agencies, activities from the following:

- Extra-curricular Clubs
- Private tuition
- Additional lessons e.g. music, drama
- School Trips
- Residential trips

Cost: £5,550.00

Actions	Person responsible	Timescales	Monitoring Strategies and cost implications	Success criteria
Contributions towards any of the above determined on an individual child basis following conversations with the child, parents, teachers and other interested parties	Headteacher (AG) Class teachers all staff	As and when required	Dialogue between Headteacher, external agencies and parents	Provision is effectively meeting individual needs.