



Pupil Premium Funding Strategy

This document outlines the strategy used by Brookhill Leys Primary School when determining the priorities for the allocation of the annual PP grant.

At the end of each financial year, school leaders will follow the criteria below to determine how the next annual PP funding is allocated.

Step 1. An evaluation will take place of the impact of the funding for the previous year against the identified success criteria. This may be against academic outcomes, attendance, behaviour outcomes or social/emotional benefits. A summary of this evaluation will be shared with governors and published on the school website. Any allocation with minimal impact will be removed from the potential future allocation consideration.

Step 2. Any learning need or other barriers to achievement of the disadvantaged pupils in the school will be considered. (For example barriers such as safeguarding concerns, attendance, punctuality, behaviour, speech and language, medical, social or emotional needs, summer born etc). All disadvantaged pupils with multiple barriers to learning (e.g. SEN and EAL) will be identified.

Step 3. The academic achievement of the disadvantaged pupils as a group in each year cohort will be considered and any disadvantaged pupils identified who are making slower progress than their peers from their starting point with particular reference to more able and less able disadvantaged pupils.

Step 4. The funding will be allocated to address the concerns identified above and to promote high aspirations and expectations of achievement.

Step 5. Ongoing monitoring by school leaders and governors will ensure that the spending is having an impact.

Approach

The strategies the school has chosen to address the barriers are designed to support **all** children to achieve academically and develop emotionally to benefit from the opportunities provided to them.

Disadvantaged children are rigorously tracked by a dedicated senior leader above and beyond the whole school tracking. This ensures they make at least as much progress as their peers and that any gaps identified are addressed and closed.

In addition, the school ethos is that the progress, attainment and well-being of disadvantaged children is everyone's responsibility. All staff have high expectations of all children. We strongly believe that, with the right level of support (including providing opportunities to stretch and challenge) gaps can be closed and the performance outcome bar raised for all.



1. Summary information

School	Brookhill Leys Primary School				
Academic Year	2018/19	Total PP budget		Date of most recent PP Review	June 2018
Total number of pupils	400	Number of pupils eligible for PP	169	Date for next internal review of this strategy	June 2019

1. End of KS2 attainment

	<i>Pupils eligible for PP</i>		
	2015/16	2016/17	2017/18
% achieving ARE in reading, writing and maths	59%	38%	82%
% achieving ARE in reading	71%	43%	89%
% achieving ARE in writing	81%	79%	89%
% achieving ARE in maths	76%	58%	96%

2. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	Poor communication and language skills
B.	Pupils being ' <i>ready to learn</i> ' in class (pupils are in a secure place mentally/emotionally)
C.	Lack of emotional and social skills
D.	Gaps in prior learning
E.	Poor learning skills. Eg motivation, commitment, resilience

External barriers (*issues which also require action outside school, such as low attendance rates*)

F.	Access to resources, such as books, libraries, life experiences (especially cultural)
G.	Low aspirations about what can be achieved and how to be successful and limited access to positive role-models



H.	Consistent attendance and punctuality	
I.	A lack of regular routines including home reading, homework, spellings and having correct equipment in school (eg PE kit)	
J.	Parental engagement with school and perceptions of education	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Disadvantaged pupils' attendance to improve.	Disadvantaged pupils' attendance to better attendance % for national non-disadvantaged
B.	Pupils' can access learning in class because their physiological, behavioural, safety, belongingness and esteem needs are met.	Pupils are ready to learn in class without the need for intervention. Number of interventions to ensure pupils are ready to learn is reduced.
C.	PP children's reading, writing, maths and GPS improves in line with non-pp children	All DP's meet targets set at start of the academic year for Reading, Writing, Maths and GPS.
D.	Pupils read regularly and have access to high quality texts within lessons and opportunities to be involved in speaking and listening.	Pupils achieve (<i>or exceed</i>) expected levels in reading and writing and make (<i>or exceed</i>) expected progress.
E.	Pupils are exposed to a wide range of social/cultural and sporting experiences.	Pupils attend events/visit places they would not usually be exposed to.
F.	Embed effective learning habits for disadvantaged pupils	Monitoring records of T&L (lessons, learning walks, progress in work books or folders) evidence good or better progress in all lessons, for all pupils including disadvantaged and the most-able disadvantaged Rates of FT exclusion remain low, with 0% Permanent sustained
G.	Greater parental engagement to support disadvantaged children	Attendance at parents' evenings, parental workshops increases for the disadvantaged cohort. Completion of homework by disadvantaged children is consistent. Families feel supported by the FSW and able to attend activities.



4. Planned expenditure

Academic year	2018/19
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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

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To improve the teaching of Reading across the school so that DP perform as well as non DP by the end of KS2	A new approach to the teaching of reading comprehension to be introduced based on the work of Doug Lemov	To provide a structure to the teaching of reading comprehension. To provide teachers with a range of strategies and tools when teaching reading comprehension.	Half termly data tracking Pupil progress meetings Lesson observations Regular staff CPD Performance Management target for some teachers Half termly book looks	JS/MB/CC	Half termly
To increase the quality of teaching and learning across the school by ensuring teachers are given regular feedback to improve their practice.	Incremental coaching to be offered to every teacher across the school led by senior teacher.	Evidence suggests that regular feedback with small, practical action steps can increase teacher performance.	Coaching CPD provided Weekly coaching meetings Staff survey	JS/MB	Every 4 weeks
New Assessment Tracker system that assists teachers in using assessment information to plan and analyse gaps in learning	Purchase of STAR assessment system (standardised tests)	STAR assessments have shown to produce accurate scores when compared to end of Key Stage test results.	SMT to lead on half termly assessment weeks Staff CPD by external providers Used in pupil progress meetings Results moderated against teacher assessment	JS/MB/LB/D W	Half termly
Total budgeted cost					

ii. Targeted support



Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>To increase the amount of DP's achieving ARE at R,W,M in those year groups with a high proportion of PP pupils (Year 6, 5, 4, 2)</p>	<p>Year 6 - Additional Teaching Support Assistants for interventions. Senior teacher as a third teacher as well as the PP lead for Y6. 1:1 tutoring for PP pupils in Year 6 outside of school hours</p> <p>Year 5 – Additional Teaching Support Assistants for interventions. Third teacher employed for interventions as well as the PP lead for Y5.</p> <p>Year 4 – English lead as a third teacher as well as the PP lead for Y4. Employment of TA to work specifically 1:1/ small groups with PP pupils.</p> <p>Year 2 – KS1 lead to act as a third teacher, leading on interventions and being PP lead for Y2.</p>	<p>Smaller class sizes/ small groups mean disadvantaged pupils can access more of teachers' time.</p> <p>Additional adults mean pre-planned intervention groups can take place</p> <p>Pre and post teaching can take place to target PP pupils who may not have met Learning Objectives.</p> <p>Senior teachers have responsibility for outcomes of PP pupils.</p>	<p>Performance Management target set and regularly reviewed for PP leads</p> <p>Half termly school monitoring of pupil progress data and progress review meetings</p> <p>Regular monitoring of pupil's books.</p> <p>Progress data analysis by subject leaders</p>	<p>JS/MB</p>	<p>Half termly</p>



<p>To ensure a small number of individuals are able to access learning in class by meeting their physiological, behavioural and esteem needs</p>	<p>Employment of lead behaviour practitioner to support behaviour for learning across the school.</p>	<p>An improvement in behaviour/ self esteem will mean that it is no longer a barrier to the pupils learning in class.</p>	<p>Weekly Inclusion Team meetings to discuss individual pupils. Regular review of data – exclusions, behaviour incidents, STAR time minutes lost. Pupil voice/ staff surveys.</p>	<p>JS/MT</p>	<p>Weekly</p>
<p>Targeted pupils receive support in developing their emotional and social skills.</p>	<p>Training of TA's to undertake specific interventions such as ELSA and play therapy.</p>	<p>Vulnerable children have specific programmes to address emotional and social issues</p>	<p>Pupils with additional needs are identified and strategies/ interventions put in place to support them. Boxall profile to be completed and regularly reviewed to monitor progress. Pupil, staff and parent surveys Monitoring impact of on learning for vulnerable pupils (lesson observations, book looks, learning walks and half termly data analysis)</p>	<p>JS/EC</p>	<p>Half termly</p>
Total budgeted cost					
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>To ensure disadvantaged pupils access enrichment experiences.</p>	<p>To subsidise school trips. To put on additional activities both in school time and after school.</p>	<p>Pupils have the opportunity to attend a range of educational visits throughout the year. The vast majority of clubs to be free enabling disadvantaged children to attend.</p>	<p>Regular monitoring of pupil participation in sporting activities, trips and after school clubs</p>	<p>MT</p>	<p>Half termly</p>



To improve pastoral provision.	Nurture groups to develop personal skills in the POD.	Pastorally, pupils and families to be supported enabling pupils to be ' <i>ready to learn</i> '	Regular Team Around the Child Meetings and Pastoral Support Plan Meetings Weekly Inclusion Team meetings to discuss specific pupils. Programme of support is devised and delivered, also involving parents/carers of pupils. Exit assessment to measure impact of support upon outcomes in learning and behaviour.	JS/MB/MT/E C/ES	Weekly
To improve attendance and persistent absences by supporting parents of PP pupils.	Attendance/ family worker employed	Gap between DP/non-DP in terms of attendance to be reduced so that our most vulnerable pupils are in school every day. Support provided will lead to greater parental engagement.	Weekly Regular monitoring of attendance and persistent absence data Capture of pupil and parent voice	JS/ES	Half termly
Total budgeted cost					

Review

The strategy as a whole will be reviewed in June 2019.