

Pupil premium strategy statement 2016 – 17 Brookburn Primary School

1. Summary information					
School	Brookburn Primary School				
Academic Year	2016/17	Total PP budget	£64,000	Date of most recent PP Review	Sept 2016
Total number of pupils	472	Number of pupils eligible for PP	38	Date for next internal review of this strategy	Jan 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected in read, write and maths in Y6	14% (1 out of 8 PP)	53%
% achieved expected in reading in Y6	25%	66%
% achieved expected in writing in Y6	25%	74%
% achieved expected in GPS in Y6	13%	72%
% achieved expected in maths in Y6	13%	70%
% making at least 6 steps progress within Y6 in reading (2016-17)	50%	<i>Data not available</i>
% making at least 6 steps progress within Y6 in writing (2016-17)	62%	
% making at least 6 steps progress within Y6 in GPS (2016-17)	62%	
% making at least 6 steps progress within Y6 in maths (2016-17)	50%	
Year 1 phonics screening	40% (2 out of 5)	80.5%
% achieving end of year expectations in Y2 in reading	66% (2 out of 3)	74%
% achieving end of year expectations in Y2 in writing	0% (0 out of 3)	65.5%

% achieving end of year expectations in Y2 in maths		66% (2 out of 3)	72.6%
% making at least 6 steps progress in Y2 reading (2015/16)		66% (1 EYE made 5 steps)	<i>Data not available</i>
% making at least 6 steps progress in Y2 in writing (2015/16)		100%	<i>Data not available</i>
% making at least 6 steps of progress in Y2 in maths (2015/16)		100%	<i>Data not available</i>
3. Barriers to future attainment (for pupils eligible for PP)			
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)			
A.	Early childhood trauma and attachment disorder.		
B.	Retention of previous learning in maths and English.		
C.	Reading skills of segmenting, decoding, comprehension, retrieval of information from a text, inference, deduction.		
D.	Confidence in application of maths concepts to new learning. Ability to reason, explain and see connections in number.		
E.	Ability to apply writing conventions consistently.		
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)			
D.	Attendance of PP is more likely to be classed as Persistent Absenteeism. Last year PA for PP was 10% compared to 3% of non PP at Brookburn. Tracking is termly and actions to tackle PA are in place. It is monitored by the Deputy Head and reported at QA visits.		
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria	
A.	Improved self-esteem, social and emotional maturity demonstrated with peers / adults.	Positive interactions with peers and adults. Improved self-esteem and lower anxiety levels in class work and social situations. More solid relationships with others with better conflict resolution when incidents arise.	
B.	Improved rate of progress (aim for accelerated) towards the end of year expectations.	6+ steps a year is accelerated. For some children an improved rate of progress will be significant evidence of a change in retention and application of learning. This will be closely monitored at PPM with the ongoing aim to diminish the difference between PP and national average.	

C.	Improved confidence and resilience when approaching learning experiences.	Improved resilience when working, shown by engagement with activity and time on task. As a result of more time on learning attainment will improve. The difference between PP and national average will diminish.
D.	Difference between PP group and national attainment diminished.	PP children achieving in line with peers nationally in reading, writing and maths. High attaining PP achieving in line with High attainers' nationally. \Where attainment is not in-line, the difference will nonetheless be diminished.

5. Planned expenditure

Academic year	2016 / 17
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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?
Difference between PP and national attainment in read, write and maths is diminished.	In class support provided by TAs to work with small groups and support individuals in class sessions. TA2 / 3/ 4	OFSTED recommendations on PP spending 2012 Small group supported work by highly experienced TA staff. Children respond well to the extra support and this has been successful previously.	Prioritise TA support work when other activities need covering. Ensure support is in planning. TAs well briefed before lesson.	BK / JD	Mid-term review and formal PPM analysis of class data termly.
Difference between PP and national attainment in read, write and maths is diminished.	1:1 support for identified children who need the extra guidance.	EHC recommendations.	Support workers allocated to support children are timetabled for that purpose only.	BK / JD	Ongoing to ensure it is in place. PPM, whole school monitoring to assess impact on progress.

TA in class support for year 1-6
 TA 2/3/4 **£39,975 (2/3 PP)**
£24,000 for 1:1 support for 4 PP children with EHCPs
£3,440 on 1:1 for 2 PP children on SEN Support
Total £67,415 Partly funded from other budgets
Total from PP £26,650

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?
Improved reading in Y1 and Y2. To ensure those struggling with reading are given quality early intervention.	ECAR programme Teacher UPR2	School has several years of evidence showing the high impact of this early intervention. Evaluation of ECAR DFE 2010.	Designated fully trained and experienced ECAR lead. Tracking and monitoring of progress.	KV / JD	Fortnightly KIT meetings. Mid-year appraisal of lead. Termly PPM of Y1 and Y2 teachers.
Improved reading in Y1 / Y2. To continue to support those who have either made accelerated progress through RR or who did not receive RR and are behind ARE.	Fischer Family Trust TA3	Following the intensive Reading Recovery input, children require regular practise of the strategies acquired. Other children who need to improve their confidence and skills have made good progress with FFT reading programme. Research includes, FFT WAVE 3 impact report on website	Timetabled FFT sessions with TA3 Overseen by ECAR lead. Appraisal target of TA3 to ensure accountability is built in.	KV / JD	Termly PPM of Y1 and Y2 teachers. Regular discussion of the progress and engagement of the children receiving the intervention.
Accelerated progress in literacy and maths.	Catch-up maths / English sessions.	Small group intervention work has had impact in previous years. Research from Education Endowment Foundation supports this approach.	Provision map with details of who / where/ when. Provision overseen by SENDCO and DH.	BK / JD	Termly PPM with all teachers.
To improve social interactions, self-esteem and anxiety issues.	Play therapist employed for one day a week.	The EEF Toolkit suggests that targeted interventions matched to specific children with particular needs or behavioural issues can be effective.	Play therapist is external provision and is accountable to school for delivering the programme agreed. Ensure children are available to attend. Ensure the designated space remains available.	BK / JD	Weekly briefings from the play therapist. PPM when needs are identified and impact reviewed.

Total budgeted cost	ECAR £15,015 FFT £4,260 Catch up Interventions £15,440 Play Therapy £5,070 Total £39,785
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iii. Other approaches (whole school strategies)

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?
Improved writing and maths for PP children.	Singapore maths approach in Y1- Y3 Talk for writing whole school.	OFSTED Pupil Premium Progress 2012 / 2014 Singapore maths research. Talk for Writing Case Studies.	Approach to Maths and Talk for Writing as whole school policy. Staff CPD to ensure all have training at school level and external CPD.	JD/ BH / SH	Approach will be reviewed termly through PPM, learning walks, book looks, lesson evaluations and pupil voice.
Total budgeted cost					Allocated from other budgets.

6. Review of expenditure

Previous Academic Year	SEE ADDITIONAL DOCUMENT IMPACT OF EXPENDITURE 2015-16
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7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

No additional information to add.