



Pupil Premium Expenditure and Impact for Academic Year 2017/18

This review of the impact of our Pupil Premium spending comprises two separate elements: firstly, an analysis of the impact of the specific actions planned at the beginning of the year. Secondly, a summary of Pupil Premium attainment and progress at the end of the key stages.

For the financial year 17/18, our Pupil Premium grant was £119,480																																																																																																																													
Date of next written Pupil Premium expenditure and impact review: Sept 2019																																																																																																																													
Focus/ Project	Objective	Details	Impact																																																																																																																										
Whole school CPD (Continuing Professional Development) in writing.	To improve standards in writing for PP eligible children.	Power of Words committee to identify barriers and develop strategies to promote high quality writing.	<p>Progress and attainment data in writing will be more in line with data for reading and maths for all children including PP eligible pupils.</p> <table border="1"> <thead> <tr> <th colspan="6">YR (All)</th> </tr> <tr> <th colspan="3">2017</th> <th colspan="3">2018</th> </tr> <tr> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>73%</td> <td>69%</td> <td>80%</td> <td>84%</td> <td>77%</td> <td>89%</td> </tr> </tbody> </table> <p>Writing standards improved by 8% - although gap widened slightly</p> <table border="1"> <thead> <tr> <th colspan="6">YR (Pupil Premium)</th> </tr> <tr> <th colspan="3">2017</th> <th colspan="3">2018</th> </tr> <tr> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>60%</td> <td>50%</td> <td>70%</td> <td>80%</td> <td>60%</td> <td>80%</td> </tr> </tbody> </table> <p>Writing standards improved by 10%, although again the gap widened by 10% in reading</p> <table border="1"> <thead> <tr> <th colspan="6">KS1 (All)</th> </tr> <tr> <th colspan="3">2017</th> <th colspan="3">2018</th> </tr> <tr> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>74%</td> <td>60%</td> <td>79%</td> <td>76%</td> <td>69%</td> <td>77%</td> </tr> </tbody> </table> <p>Writing standards improved by 9%. The gap with reading and maths reduced.</p> <table border="1"> <thead> <tr> <th colspan="6">KS1 (Pupil Premium)</th> </tr> <tr> <th colspan="3">2017</th> <th colspan="3">2018</th> </tr> <tr> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>81%</td> <td>74%</td> <td>81%</td> <td>69%</td> <td>58%</td> <td>62%</td> </tr> </tbody> </table> <p>Writing standards for PP dipped by 16%. They were however more in line with reading and maths</p> <table border="1"> <thead> <tr> <th colspan="6">KS2 (All)</th> </tr> <tr> <th colspan="3">2017</th> <th colspan="3">2018</th> </tr> <tr> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>Reading</th> <th>writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>75%</td> <td>61%</td> <td>71%</td> <td>81%</td> <td>66%</td> <td>80%</td> </tr> </tbody> </table> <p>Writing standards rose by 5% across KS2. However they did not manage to keep pace with rising standards in reading (6%) and maths (9%)</p>			YR (All)						2017			2018			Reading	Writing	Maths	Reading	Writing	Maths	73%	69%	80%	84%	77%	89%	YR (Pupil Premium)						2017			2018			Reading	Writing	Maths	Reading	Writing	Maths	60%	50%	70%	80%	60%	80%	KS1 (All)						2017			2018			Reading	Writing	Maths	Reading	Writing	Maths	74%	60%	79%	76%	69%	77%	KS1 (Pupil Premium)						2017			2018			Reading	Writing	Maths	Reading	Writing	Maths	81%	74%	81%	69%	58%	62%	KS2 (All)						2017			2018			Reading	Writing	Maths	Reading	writing	Maths	75%	61%	71%	81%	66%	80%
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Additional teaching and learning input.	To increase the percentage of PP eligible children working at year group expected level.	<p>PP TA employed in mornings to provide additional academic and pastoral support with identified children (predominantly with reading and writing).</p> <p>Timetabled interventions run by TAs to support children working below year group expectations.</p> <p>Teachers to pre-teach key learning at the beginning of the week to a small group of identified LA children.</p> <p>Friday learning meetings allow year group teams to discuss subsequent week's planning.</p>	<p>In the recent Ofsted inspection (19th April), the inspector wrote: <i>'My visits to some classes, discussions with disadvantaged pupils and book sampling across year groups support the school's view that eligible pupils, including late joiners, are now making good progress overall.'</i> He identified as a next step: <i>'(Brookfield should) continue their work to diminish differences so that disadvantaged pupils make the progress they need to reach similar standards to other pupils nationally.'</i></p> <p>Comparison data showing the percentage of PP children working at or above year group expectations within each cohort (ie current Y2 this year and their Y1 data last year):</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="4">Reading</th> </tr> <tr> <th>Year group</th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Y2 cohort</td> <td>N/A</td> <td>81%</td> <td>75%</td> </tr> <tr> <td>Y3 cohort</td> <td>45%</td> <td>63%</td> <td>72%</td> </tr> <tr> <td>Y4 cohort</td> <td>58%</td> <td>75%</td> <td>70%</td> </tr> <tr> <td>Y5 cohort</td> <td>34%</td> <td>43%</td> <td>55%</td> </tr> <tr> <td>Y6 cohort</td> <td>58%</td> <td>63%</td> <td>78%</td> </tr> </tbody> </table> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="4">Writing</th> </tr> <tr> <th>Year group</th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Y2 cohort</td> <td>N/A</td> <td>69%</td> <td>76%</td> </tr> <tr> <td>Y3 cohort</td> <td>45%</td> <td>63%</td> <td>72%</td> </tr> <tr> <td>Y4 cohort</td> <td>50%</td> <td>33%</td> <td>40%</td> </tr> <tr> <td>Y5 cohort</td> <td>24%</td> <td>38%</td> <td>32%</td> </tr> <tr> <td>Y6 cohort</td> <td>38%</td> <td>50%</td> <td>70%</td> </tr> </tbody> </table> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="4">Maths</th> </tr> <tr> <th>Year group</th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Y2 cohort</td> <td>N/A</td> <td>81%</td> <td>69%</td> </tr> <tr> <td>Y3 cohort</td> <td>45%</td> <td>63%</td> <td>73%</td> </tr> <tr> <td>Y4 cohort</td> <td>50%</td> <td>50%</td> <td>70%</td> </tr> <tr> <td>Y5 cohort</td> <td>39%</td> <td>34%</td> <td>45%</td> </tr> <tr> <td>Y6 cohort</td> <td>38%</td> <td>54%</td> <td>83%</td> </tr> </tbody> </table>	Reading				Year group	2016	2017	2018	Y2 cohort	N/A	81%	75%	Y3 cohort	45%	63%	72%	Y4 cohort	58%	75%	70%	Y5 cohort	34%	43%	55%	Y6 cohort	58%	63%	78%	Writing				Year group	2016	2017	2018	Y2 cohort	N/A	69%	76%	Y3 cohort	45%	63%	72%	Y4 cohort	50%	33%	40%	Y5 cohort	24%	38%	32%	Y6 cohort	38%	50%	70%	Maths				Year group	2016	2017	2018	Y2 cohort	N/A	81%	69%	Y3 cohort	45%	63%	73%	Y4 cohort	50%	50%	70%	Y5 cohort	39%	34%	45%	Y6 cohort	38%	54%	83%
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Additional support for mobile Pupil Premium eligible children.	<p>To facilitate the rapid settling of mobile PP children.</p> <p>To ensure that mobile PP children make expected</p>	<p>Whole school INSET to identify year group specific actions to support new children, actioned as appropriate.</p> <p>All staff aware of PP children who joined since the end of the previous</p>	<p>Key barriers have been identified through 1:1 mentoring sessions with mobile PP children, parental and staff feedback, communications from previous schools and reading wider research onto mobility and the link with deprivation. We have identified a structured induction process which will allow us to:</p> <p>a) Ensure that we elicit and disseminate important information about new PP children.</p>																																																																																				



	<p>progress from previous key stage data.</p>	<p>key stage, their previous school and previous data.</p> <p>PP lead to meet fortnightly with PP children who joined in the last year to discuss academic, social and emotional successes and challenges.</p> <p>In Pupil Progress Review meetings, necessary additional support to be identified, including pastoral (such as Circle of Friends) and academic (such as an intervention or teacher/LSA support).</p>	<p>b)Have systems to diagnose when and which challenges children may be facing so that targeted support can be put in place to address these.</p> <p>We have data for all mobile PP chn currently in the school. This includes attainment at previous key stage, previous school and any SEND provision/concerns. This data has been shared with relevant adults and forms part of the PPR monitoring. It is built into the induction proforma going forward.</p> <p>Progress has been strong for mobile PP children (in line with peers and better than non-mobile PP). This level of progress would have to continue year on year for mobile PP children to make expected progress from previous key stage data.</p> <p>Progress of mobile PP children in comparison to other groups across the school:</p> <table border="1" data-bbox="810 745 1497 1245"> <thead> <tr> <th></th> <th colspan="2">Mobile PP</th> <th>All PP</th> <th>All children</th> </tr> <tr> <th></th> <th>Expected Progress +</th> <th>Better than expected progress</th> <th>Expected Progress +</th> <th>Expected Progress +</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>100% (19 chn)</td> <td>11% (2 chn)</td> <td>83%</td> <td>tbc</td> </tr> <tr> <td>Writing</td> <td>89% (17 chn)</td> <td>26% (5 chn)</td> <td>80%</td> <td>tbc</td> </tr> <tr> <td>Maths</td> <td>89% (17 chn)</td> <td>21% (4 chn)</td> <td>83%</td> <td>tbc</td> </tr> <tr> <td colspan="5" style="text-align: center;">Total number of mobile PP chn = 19</td> </tr> </tbody> </table>		Mobile PP		All PP	All children		Expected Progress +	Better than expected progress	Expected Progress +	Expected Progress +	Reading	100% (19 chn)	11% (2 chn)	83%	tbc	Writing	89% (17 chn)	26% (5 chn)	80%	tbc	Maths	89% (17 chn)	21% (4 chn)	83%	tbc	Total number of mobile PP chn = 19				
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<p>Co-ordination of Pupil Premium spending, monitoring of impact and allocation of resources.</p>	<p>To monitor the effectiveness of the spending and ensure that provision is tailored to maximise its impact.</p>	<p>Ongoing monitoring of PP eligible pupils' learning to ensure that teaching and learning is of a high standard.</p> <p>Ongoing monitoring of interventions and agreed, inclusive curriculum strategies to support PP eligible pupils.</p> <p>PP data prepared and analysed for Pupil Progress Review meetings to facilitate robust discussions.</p>	<p>PP provision is tracked termly through the PP provision record and data is also tracked termly.</p> <p>In termly Pupil Progress Review meetings, children who have not made expected progress/are not on track to make expected progress across the key stage are the focus of discussions to identify specific barriers and possible strategies to support them.</p>																														
<p>Additional support for vulnerable children.</p>	<p>To support all children in being in an emotional and mental state whereby they are able to</p>	<p>'Skills for Life' mentoring programme.</p> <p>TOPs therapy.</p>	<p>In Pupil Progress Review meetings, children who would benefit from emotional support were identified and appropriate intervention planned:</p> <p>All TOPS recipients bar 1 were PP. Three of them were in Y6 and the therapists supported their transition through work in sessions,</p>																														



	<p>learn and develop.</p>	<p>Free breakfast club places.</p> <p>Friday learning meetings allow year group teams to discuss and strategize for children who present concerns.</p>	<p>input to transition meetings and giving feedback directly to secondary schools. An additional child will not receive TOPs next year due to good progress having been made during the sessions.</p> <p>72% of those who received Skills for Life mentoring (21 in total) were PP. 4/4 made a smooth transition to secondary school; 2 will not be receiving it next year, 1 because it is no longer deemed necessary and 1 because professional therapeutic support has been identified as more appropriate. They will receive TOPs. The remaining 13 children were discussed at the end of year Pupil Progress Review meetings and the support was considered to be a) positively impacting and b) still needed. They will continue to receive mentoring next year.</p> <p>3/6 children on behaviour plans were PP eligible. The support provided meant that all of those came off behaviour plans with no further incidents. A further PP child received an external exclusion. They are receiving therapeutic support through the Tavistock.</p> <p>4/10 bullying/monitored for bullying relationships involved PP eligible children, either as perpetrators or victims. All 4 were monitored and resolved.</p> <p>Learning meetings in class teams allowed vulnerable children to be identified and strategies to support them to be focused upon. Both teachers and support staff fed back that this was particularly useful in facilitating 2-way communication, both in terms of emotional and academic support for those children.</p> <p>Free breakfast club places were available to all Y6 PP children plus those identified as benefiting from a breakfast/safe & calm environment before school. 10 children received this provision. Teachers reported that the 3 children who were regularly missing breakfast at home were calmer and more focused in class and their punctuality improved.</p>
<p>Extracurricular and wider curricular opportunities are accessible for all.</p>	<p>All children are able to access rich learning opportunities.</p>	<p>Subsidised school journey and Paris trip.</p> <p>Free day outings.</p> <p>Free after school clubs.</p> <p>Home learning packs.</p> <p>Subsidised music lessons with free continuation of Wider Opportunities.</p>	<p>Every child has had the opportunity to access all school trips and residential visits. 3 did not attend Sayers Croft for non-financial reasons.</p> <p>Pupil Premium children were proportionally represented in clubs (38% of PP children attended one or more clubs this year. 42% of non-PP children attended one or more clubs this year). However, some clubs (notably Debating and Chess) had 1 or less PP children in them.</p> <p>Homework packs were given to all PP EYFS children and available upon request to every other PP child (61 were taken). This is a similar number to previous years, despite PP numbers being lower with most children who requested one in 2016, asking for one in 2017. This suggests that they are valued and useful. The picture books which form part of the EYFS packs were also used in class to build familiarity with them.</p> <p>Group music tuition was made available to all children in Y5 & 6 with PP children receiving it free. 5 PP children chose to continue the instrument they had begun in Y4. All 10 Rock Steady places</p>



			were allocated. 2 children's music lessons were subsidised so financial constraints would not force them to give them up.
Parent/Carer involvement	To ensure that parents/carers are actively involved with their children's education, having positive relationships with the school.	<p>Parent workshops (such as PAC maths and reception maths; Arts and Crafts afternoon and Nursery tea and play)</p> <p>PP lead liaise with PTA allocate free/ discounted tickets and vouchers for events.</p> <p>Attendance at parent consultations monitored and followed up.</p>	<p>There were two specific PP family events (Arts and Crafts afternoon and Cookery afternoons). 40 children and their parent/carers attended the Arts and Craft afternoon and 32 the cookery afternoons. The latter was based on PP parental suggestions for a good family event. Parents of Pupil premium eligible children are proportionally represented at workshops, although tend to be under represented in beginning of the year curriculum mornings</p> <p>The PTA allocated free tickets or tokens for PP families for most events. We had more families applying than tickets and prioritised those who had not received them last year. The auction had no allocation was attended by only 1 PP family. Ensuring this event is inclusive will be a priority in future.</p> <p>With the exception of 2 children in the Autumn term and 4 children in the Spring term, all PP children were seen for Open Afternoon meetings.</p>

Pupil Premium Progress and Attainment

EYFS

% of children attaining a good level of development

	2016		2017		2018	
	Brookfield	National	Brookfield	National	Brookfield	National
Pupil Premium	50%	54%	40%	56%	60%	59%
Other (Non-Pupil Premium)	67%	72%	73%	73%	81%	76%

Encouragingly, there has been a 10% rise in the percentages of PP children achieving a good level of development over the last 3 years. Unfortunately, this has not been able to keep pace with the rise in non - PP which has been 14%.

KS1

% of children reaching expected standard or above

Reading						
	2016		2017		2018	
	Brookfield	National	Brookfield	National	Brookfield	National
Pupil Premium	80%	62%	73%	62%	77%	tbc
Other (Non-Pupil Premium)	87%	78%	80%	78%	82%	tbc

The percentages of PP children achieving national expectations in reading has continued to remain significantly above national PP. The gap between PP and non PP has also diminished by 2% since 2016.



Writing						
	2016		2017		2018	
	Brookfield	National	Brookfield	National	Brookfield	National
Pupil Premium	70%	53%	73%	53%	76%	tbc
Other (Non-Pupil Premium)	70%	78%	55%	78%	75%	tbc

The percentages of PP children achieving national expectations has risen by 6% in the last 3 years and again remained well above national. PP children achievement in writing is currently in line with non PP.

Maths						
	2016		2017		2018	
	Brookfield	National	Brookfield	National	Brookfield	National
Pupil Premium	70%	60%	73%	60%	69%	tbc
Other (Non-Pupil Premium)	83%	77%	82%	77%	82%	tbc

The percentages of PP children achieving expected has remained around the 70% mark which is again well above national. The difference between PP and non PP has widened slightly by 4% to 13% compared to 2017.

KS2

% of children reaching expected standard or above

Reading						
	2016		2017		2018	
	Brookfield	National	Brookfield	National	Brookfield	National
Pupil Premium	50%	63%	67%	60%	78%	tbc
Other (Non-Pupil Premium)	91%	72%	94%	77%	94%	tbc

The percentages of PP children achieving the expected standard in reading has increased by 28% since 2016 and will be significantly above national. The gap between PP and non PP has also diminished by 25% since 2016.



Writing						
	2016		2017		2018	
	Brookfield	National	Brookfield	National	Brookfield	National
Pupil Premium	45%	54%	58%	66%	70%	tbc
Other (Non-Pupil Premium)	94%	79%	74%	81%	94%	tbc

The percentages of PP children achieving the expected standard in writing has also increased by 25% since 2016 and will be in line with national. The gap between PP and non PP has also diminished by 25% since 2016.

Maths						
	2016		2017		2018	
	Brookfield	National	Brookfield	National	Brookfield	National
Pupil Premium	59%	58%	58%	63%	83%	tbc
Other (Non-Pupil Premium)	91%	76%	94%	80%	94%	tbc

The percentages of PP children achieving the expected standard in maths has increased by 24% since 2016 and will be significantly above national. The gap between PP and non PP has also diminished by 21%.

Progress of children

Average Progress Score

Progress scores are produced by the DfE. They are calculated based on KS1 attainment. Pupils are allocated to prior attainment groupings and each of these has a different projected KS2 expectation. This is then compared to the actual score / result achieved to give a progress score. A score of 0 would indicate that a child has met exactly the projected KS2 attainment. A score above 0 shows that children have made better than the projected progress whilst a score below 0 shows that children have made less than the projected progress.

Reading						
	2016		2017		2018	
	Brookfield	National	Brookfield	National	Brookfield	National
Pupil Premium	0.78	-0.7	-0.30	-0.4	-0.03	tbc
Other (Non-Pupil Premium)	5.84	0.3	5.11	0.2	4.59	tbc



Progress scores in Reading for PP pupils have steadily improved over the last 3 years and are now in line with expected (0).

Writing						
	2016		2017		2018	
	Brookfield	National	Brookfield	National	Brookfield	National
Pupil Premium	-5.53	-0.3	-0.98	-0.81	-1.48	tbc
Other (Non-Pupil Premium)	2.63	0.1	1.23	0.2	1.44	tbc

Whilst more PP pupils achieved the expected in Y6, their progress scores in writing for PP pupils reduced by 0.5% compared to the previous year.

Maths						
	2016		2017		2018	
	Brookfield	National	Brookfield	National	Brookfield	National
Pupil Premium	0.62	-0.5	-1.87	-0.6	0.59	tbc
Other (Non-Pupil Premium)	1.21	0.2	2.31	0.3	3.2	tbc

Progress scores for PP Pupils improved significantly (2.46 rise) compared to 2017 and are now once again above national.