



Pupil Premium Expenditure and Impact for Academic Year 2018/19

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 18/19, our Pupil Premium grant was £121,440			
Date of next written Pupil Premium expenditure and impact review: Sept 2020			
Focus/ Project	Objective	Details	Impact
Whole school CPD (Continuing Professional Development) in language and communication.	To upskill staff to enable them to more effectively teach and promote language and communication of PP eligible children.	Dedicated termly INSET on language and communication, including:	In end of year Performance Management, staff were able to identify the impact of how they promoting speech and language with examples and case studies.
Every PP eligible child's language and communication assessed with next steps identified and targeted through the year.	To improve standards of language and communication for targeted PP children.	In Autumn 1, PP LSA to assess children using the Communication Trust's <i>Progression Tools</i> and feed back this information to teachers. In weekly planning meetings, phase leaders ensure there is consideration given to PP individual's acquisition of language and promotion of communication. Blocks of half termly teaching support in each class to focus on targeted children who require additional support with language and communication.	All PP children's language was assessed and 12 were identified for the <i>Visualising and Verbalising</i> intervention. All children made progress across the intervention. 3/12 progressed to age-related expectations, with an additional 7/12 children within 2 marks of age-related expectations.
Additional teaching and learning input.	To increase the percentage of PP eligible children working at year group expected level.	PP LSA employed in mornings to provide additional academic and pastoral support with identified children (predominantly with writing as this is the area where PP children consistently make less progress than their peers nationally). Timetabled interventions run by LSAs to support	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>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>A new tracking system is established to help us monitor PP progress more effectively</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="5" style="text-align: center;">Reading</th> </tr> <tr> <th style="text-align: left;">Year group</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Y1 cohort</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> <td>46%</td> </tr> <tr> <td>Y2 cohort</td> <td>N/A</td> <td>N/A</td> <td></td> <td>77%</td> </tr> <tr> <td>Y3 cohort</td> <td>N/A</td> <td>81%</td> <td>75%</td> <td>86%</td> </tr> <tr> <td>Y4 cohort</td> <td>45%</td> <td>63%</td> <td>72%</td> <td>75%</td> </tr> <tr> <td>Y5 cohort</td> <td>58%</td> <td>75%</td> <td>70%</td> <td>65%</td> </tr> <tr> <td>Y6 cohort</td> <td>34%</td> <td>43%</td> <td>55%</td> <td>58%</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="5" style="text-align: center;">Writing</th> </tr> <tr> <th style="text-align: left;">Year group</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Y1 cohort</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> <td>58%</td> </tr> <tr> <td>Y2 cohort</td> <td>N/A</td> <td>N/A</td> <td></td> <td>55%</td> </tr> <tr> <td>Y3 cohort</td> <td>N/A</td> <td>69%</td> <td>76%</td> <td>75%</td> </tr> <tr> <td>Y4 cohort</td> <td>45%</td> <td>63%</td> <td>72%</td> <td>76%</td> </tr> <tr> <td>Y5 cohort</td> <td>50%</td> <td>33%</td> <td>40%</td> <td>57%</td> </tr> <tr> <td>Y6 cohort</td> <td>24%</td> <td>38%</td> <td>32%</td> <td>74%</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="5" style="text-align: center;">Maths</th> </tr> <tr> <th style="text-align: left;">Year group</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Y1 cohort</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> <td>75%</td> </tr> <tr> <td>Y2 cohort</td> <td>N/A</td> <td>N/A</td> <td></td> <td>74%</td> </tr> <tr> <td>Y3 cohort</td> <td>N/A</td> <td>81%</td> <td>69%</td> <td>77%</td> </tr> <tr> <td>Y4 cohort</td> <td>45%</td> <td>63%</td> <td>73%</td> <td>75%</td> </tr> <tr> <td>Y5 cohort</td> <td>50%</td> <td>50%</td> <td>70%</td> <td>55%</td> </tr> <tr> <td>Y6 cohort</td> <td>39%</td> <td>34%</td> <td>45%</td> <td>79%</td> </tr> </tbody> </table>	Reading					Year group	2016	2017	2018	2019	Y1 cohort	N/A	N/A	N/A	46%	Y2 cohort	N/A	N/A		77%	Y3 cohort	N/A	81%	75%	86%	Y4 cohort	45%	63%	72%	75%	Y5 cohort	58%	75%	70%	65%	Y6 cohort	34%	43%	55%	58%	Writing					Year group	2016	2017	2018	2019	Y1 cohort	N/A	N/A	N/A	58%	Y2 cohort	N/A	N/A		55%	Y3 cohort	N/A	69%	76%	75%	Y4 cohort	45%	63%	72%	76%	Y5 cohort	50%	33%	40%	57%	Y6 cohort	24%	38%	32%	74%	Maths					Year group	2016	2017	2018	2019	Y1 cohort	N/A	N/A	N/A	75%	Y2 cohort	N/A	N/A		74%	Y3 cohort	N/A	81%	69%	77%	Y4 cohort	45%	63%	73%	75%	Y5 cohort	50%	50%	70%	55%	Y6 cohort	39%	34%	45%	79%
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<p>Additional support for mobile Pupil Premium eligible children to embed 2017-18 focus.</p>	<p>To facilitate the rapid settling of mobile PP children.</p> <p>To ensure that mobile PP children make expected progress from previous key stage data.</p>	<p>Agreed mobile pupil premium protocol is followed for all new PP children (Years 2 upwards)</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>A new tracking system is established to help us monitor the individual progress of mobile PP children more effectively</p>	<p>3 children eligible for PP joined the school during the year. The protocol was followed. Additional support was identified and actioned as part of this.</p>																																																																																																																								
<p>Co-ordination of Pupil</p>	<p>To monitor the effectiveness of</p>	<p>Ongoing monitoring of PP eligible pupils'</p>	<p>In termly Pupil Progress Review meetings, children who have not made expected progress/are not on track to make expected</p>																																																																																																																								



<p>Premium spending, monitoring of impact and allocation of resources.</p>	<p>the spending and ensure that provision is tailored to maximise its impact.</p>	<p>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>progress across the key stage were identified with additional support allocated. This was particularly effective in reading across the school and in Y6 writing and maths.</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 learn and develop.</p>	<p>'Skills for Life' mentoring programme.</p> <p>TOPs therapy.</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>In Pupil Progress Review meetings, children who would benefit from emotional support were identified and appropriate intervention planned:</p> <p>3 children who received TOPS were PP eligible.</p> <p>57% of those who received Skills for Life mentoring (21 in total) were PP.</p> <p>2/3 children on behaviour plans were PP eligible. The support provided meant that both of those came off behaviour plans with no further incidents. A further 2 children who are PP/SEND had positive handling plans written as an appropriate alternative to behaviour plans. These resulted in calmer lessons & playtimes with more effective and consistent strategies in promoting positive behaviour and interactions.</p> <p>3/6 bullying/monitored for bullying relationships involved PP eligible children, either as perpetrators or victims. All 3 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. 8 Y6 children received this provision and a further 5 in other year groups were identified through parent and teacher discussions.</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>Pupil Premium children were under represented in clubs (24% of PP children attended one or more clubs this year. 41% of non-PP children attended one or more clubs this year). This is a decrease in PP involvement this year. However, there has been an increase in PP representation in clubs which have previously been hugely underrepresented. (Chess has increased from 0 - 0 (out of 38) and debating from 0 -2/16)</p>



		Subsidised music lessons with free continuation of Wider Opportunities.	Group music tuition was made available to all children in Y5 & 6 with PP children receiving it free. 3 PP children chose to continue the instrument they had begun in Y4. 3 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, both internal (such as PAC maths; Arts and Crafts afternoon and Nursery tea and play) and external (such as the Occupational Therapist coffee morning and Lifting Limits).</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>In the Autumn term PP parents and carers were invited to join their children in making a Christmas card design as part of the PTA Christmas card project. They were then able to order a free pack of their cards. This was well received.</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 3 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

	2017		2018		2019	
	Brookfield	National	Brookfield	National	Brookfield	National
Pupil Premium	40%	56%	60%	59%	71%	57%
Other (Non-Pupil Premium)	73%	73%	81%	76%	79%	74%

KS1

% of children reaching expected standard or above

Reading						
	2017		2018		2019	
	Brookfield	National	Brookfield	National	Brookfield	National
Pupil Premium	73%	62%	77%	63%	80%	TBC
Other (Non-Pupil Premium)	80%	78%	82%	79%	81%	TBC

Writing

	2017	2018	2019
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	Brookfield	National	Brookfield	National	Brookfield	National
Pupil Premium	73%	53%	76%	54%	50%	TBC
Other (Non-Pupil Premium)	55%	78%	75%	72%	77%	TBC

Maths						
	2017		2018		2019	
	Brookfield	National	Brookfield	National	Brookfield	National
Pupil Premium	73%	60%	69%	62%	70%	TBC
Other (Non-Pupil Premium)	82%	77%	82%	79%	83%	TBC

KS2

% of children reaching expected standard or above

Reading						
	2017		2018		2019	
	Brookfield	National	Brookfield	National	Brookfield	National
Pupil Premium	67%	60%	78%	64%	58%	TBC
Other (Non-Pupil Premium)	94%	77%	94%	80%	90%	TBC

Writing						
	2017		2018		2019	
	Brookfield	National	Brookfield	National	Brookfield	National
Pupil Premium	58%	66%	70%	67%	77%	TBC
Other (Non-Pupil Premium)	74%	81%	94%	83%	87%	TBC

Maths						
	2017		2018		2019	
	Brookfield	National	Brookfield	National	Brookfield	National
Pupil Premium	58%	63%	83%	64%	82%	TBC
Other (Non-Pupil Premium)	94%	80%	94%	81%	90%	TBC



Progress of children

Average Progress Score

Progress scores are produced by the DfE. They compare children's attainment to their projected attainment based on their KS1 data. 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						
	2017		2018		2019	
	Brookfield	National	Brookfield	National	Brookfield	National
Pupil Premium	-0.30	-0.4	-0.03	-0.6	-1.82	-0.6
Other (Non-Pupil Premium)	5.11	0.2	4.59	0.3	5.09	0.3

Writing						
	2017		2018		2019	
	Brookfield	National	Brookfield	National	Brookfield	National
Pupil Premium	-0.98	-0.81	-1.48	-0.4	0.03	-0.4
Other (Non-Pupil Premium)	1.23	0.2	1.44	0.2	1.10	0.2

Maths						
	2017		2018		2019	
	Brookfield	National	Brookfield	National	Brookfield	National
Pupil Premium	-1.87	-0.6	0.59	-0.6	-0.31	-0.6
Other (Non-Pupil Premium)	2.31	0.3	3.2	0.3	3.37	0.3