



Pupil Premium Strategy Statement: Brompton-Westbrook Primary School 2016-17

The pupil premium gives schools extra funding to raise the attainment of disadvantaged pupils from reception to year 11. The money a school receives is based on the following:

- children eligible for free school meals at any point in the past 6 years
- children who have been looked after, adopted from care or left care under a special guardianship order at any time
- children for whom one parent is serving in the regular armed forces, has done so in the past 3 years or died whilst serving in the armed forces at any time

The pupil premium grant is paid to schools as they are best placed to assess what additional provision their pupils need. Ofsted inspections report on how schools' use of the funding affects the attainment of their disadvantaged pupils.

When making decisions about Pupil Premium spending, it is important to consider the context of the school and the subsequent challenges faced. As an Academy, our main objective is to close the gap between our PPG and non-PPG pupils so that all students across the Academy are making good or better progress. We have identified some key priorities for the academic year 2016/2017, which form the basis of our Academy Improvement Plan. Our Pupil Premium funding will be used to support these key priorities in order to continue closing the gap for our PPG pupils.

1. Summary information					
School	Brompton-Westbrook Primary School				
Academic Year	2016-17	Total PP budget	TOTAL: £177980 £143880 deprivation £5300 LAC £28800 Service	Date of most recent PP Review	NA
Total number of pupils	378	Number of pupils eligible for PP	109 deprivation 3 LAC 96 Service TOTAL : 208	Date for next internal review of this strategy	Autumn 17

2. Current Attainment 2015 2016			
Current attainment	Pupils eligible for FSM (PP)	Pupils eligible for PP (FSM+Forces)	Pupils not eligible for PP:
% of Year 2 at age appropriate			
Reading	80	78	88
Writing	75	75	78
Maths	80	80	88
% of Year 4 at age appropriate			

Y4 reading	89	89	79
Writing	89	90	79
Maths	100	100	89
% of Year 6 at age appropriate			
Y6 reading	91	91	95
Writing	86	87	95
Maths	86	87	95

3. Barriers to future attainment	
In-school barriers	
A.	Writing in Lower Key Stage Two: the new handwriting expectation in Key Stage 1 meant that some children eligible for pupil premium funding did not reach the expected standard required due to handwriting.
B.	Speech, Language and associated communication difficulties: some children eligible for pupil premium funding find it difficult to access learning because of their speech and language and communication needs.
C.	Some children that are eligible for Pupil Premium also have Special Educational Needs: the need to capture evidence of the progress that these children make as the new reporting and assessment arrangements may not demonstrate their progress.
External barriers	
D.	Some pupils who are eligible for the pupil premium have less support with their learning from home. Some pupils also have lower attendance and are more often late for school.
4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
A.	<p>Improved progress for those children eligible for Pupil Premium (with a focus on those in receipt of Free School Meals) including those who have Special Educational Needs when compared with 2016 results.</p> <p>This will be measured by self-assessment against the Rochford Review, SEND pupil progress meetings, termly target setting data and end of year assessment results.</p>
	<i>Success criteria</i>
A.	<ul style="list-style-type: none"> The smaller step progress for Pupil Premium children will be effectively captured and communicated. , A review will demonstrate that the school is meeting the recommendations in the Rochford Report. Improvement in attainment and progress data of children eligible for free school meals from 2016-17
B.	<p>Effective parental support for identified families ensures that children are ready to learn when at school.</p> <p>This will be measured through behaviour logs for individual pupils, attendance records, completion of action from the parent support meetings, safeguarding audits and attendance records of parents at meetings.</p>
	<ul style="list-style-type: none"> All children that are eligible for pupil premium will have attendance above 95% All Pupil Premium families will have access to Family Liaison Officer (FLO) Increased uptake in Parent Academy sessions throughout the year for targeted families Reduced behaviour incidents from 2016-17 Improvement in attendance of parents at specified meetings from 2016-17

C.	<p>Personalised interventions ensure gaps in learning are closed for identified children.</p> <p>This will be measured by termly progress and attainment data of pupils, intervention records, monitoring of interventions and book scrutiny.</p>	<ul style="list-style-type: none"> • Speech and Language Therapy will be provided to targeted children who are in receipt of the pupil premium support • Identified pupils make accelerated progress and close the gaps on their peers • Pupils apply their learning from interventions in other learning
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5. Planned expenditure					
Academic year	2016-17				
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	Review of implementation
Improved progress for those children eligible for Pupil Premium (with a focus on those in receipt of Free School Meals) including those who have Special Educational Needs when compared with 2016 results.	Experienced teachers to support groups of underachieving children	Due to its catchment area the school faces the challenge of high pupil mobility. Research shows that mobility has a detrimental effect on children's learning and children often arrive at the school with significant gaps. Children require the most experienced staff who deliver personalised approaches. The Ofsted report <i>Pupil Premium How schools are spending the funding successfully to maximise achievement</i> identified the success of schools that employed specialist staff with a good track record of working alongside disadvantaged children. The Trust believe that quality first teaching is the most efficient way of improving pupil outcomes and that this can be best achieved through highly trained members of school staff. The specialist teachers employed will use successful	Regularly reviewed through the quality of teaching and learning monitoring cycle. Progress measured at target setting meetings	SENCO / Inclusion Leader	Terms 1, 2, 3, 4, 5 and 6
	Additional teaching staff across the school to ensure specialist teaching staff cover Planning, Preparation and Assessment (PPA) time		Rigorous staff training on pedagogy. At least termly monitoring of impact through target setting meetings and quality of teaching monitoring cycle.	Director of Learning	Terms 1, 2, 3, 4, 5 and 6
	Staff training and development to support individual pupil needs including Specific Learning Difficulties (SPLD) support across the school		All staff are aware of children's needs. Training will be tailored to areas of development identified in staff skills audits. Special Educational Needs Coordinator (SENCO) will source appropriate training. Good practice will be shared within the school and across the Trust. Leaders from across the Trust will support the planning and delivery of training where appropriate.	SENCO / Inclusion Leader	Terms 1, 2, 3, 4, 5 and 6

	Small Year R class sizes with highly experienced staff	teaching methods described in the Sutton Trust toolkit when teaching the additional sessions. These successful approaches will include effective feedback and meta-cognition approaches. The Sutton Trust Toolkit also shows that Early Years Intervention can have an impact of plus five months on pupil learning.	The Foundation Stage Unit will be regularly monitored using specialist audits to reflect on the practice. At least termly monitoring of impact through target setting meetings and quality of teaching monitoring cycle.	Foundation Stage Leader / Inclusion Leader	Terms 2, 4 and 6
Total budgeted cost					£82968
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	Review of implementation
Personalised interventions ensure gaps in learning are closed for identified children.	One to one tuition for numeracy and literacy support in Key Stage Two	The Sutton Trust toolkit shows that mastery learning and 1:1 tuition both have an impact of plus five months on pupil learning. Through a precision teaching approach, Teaching Assistants will work 1:1 with pupils on mastering specific learning targets that are gaps in their learning.	Weekly training and evaluation opportunities for teachers and teaching assistants. At least termly monitoring of impact through target setting meetings and quality of teaching monitoring cycle.	1:1 Teacher	Terms 1, 2, 3, 4, 5 and 6
	Teaching Assistants (TA) for intervention groups and specialist TAs			SENCO	Terms 1, 2, 3, 4, 5 and 6

	Nurture Group	The Ofsted report <i>Pupil Premium How schools are spending the funding successfully to maximise achievement</i> states that successful schools focus on behaviour alongside quality teaching as these schools can embed their support for disadvantaged pupils. From experience the school has seen that pupils who demonstrate good behaviour for learning make improved progress. This approach will support children with Social, Emotional and Mental Health needs, predominately attachment disorder.	Children will be identified through the Boxall Profile and discussed at target review meetings and In School Reviews to ensure that allocation is appropriate for the individual child. At least termly monitoring of impact through target setting meetings and quality of teaching monitoring cycle.	SENCO / Inclusion Leader	Terms 1, 2, 3, 4, 5 and 6
	Targeted interventions including : Counselling, English as an Additional Language (EAL) consultation, Speech and Language Therapy and Occupational Therapy (OT)	The Ofsted report <i>Pupil Premium How schools are spending the funding successfully to maximise achievement</i> identified seven distinct 'building blocks of success' including: addressing the needs of individual pupils. These specialist interventions will target specific pupil needs so that they are better able to access learning and make rapid progress. These resources will address the needs of individual pupils so that they can better access quality first teaching.	The impact of the professional services delivered will be regularly evaluated. Effective communication will ensure that any recommended strategies are applied consistently. Behaviour logs will be monitored termly. Behaviours for learning will also be monitored regularly. Agreed at In-school Review (ISR), Additional Educational Needs (AEN) clinic and parent consultations. Purchased and reviewed.	SENCO / Inclusion Leader	Terms 1, 2, 3, 4, 5 and 6
	Resources to support pupil's needs including sensory resources		Value for money approaches to purchasing resources will be taken. Interventions will be regularly evaluated and Special Educational Needs monitoring and support will be conducted termly.	SENCO	Terms 1, 2, 3, 4, 5 and 6
Total budgeted cost					£100176
iii. Other approaches					
Desired	Chosen action/approach	What is the evidence and rationale for	How will you ensure it is	Staff lead	Review of

outcome		this choice?	implemented well?		implementation
Effective parental support for identified families ensures that children are ready to learn when at school.	Family support to help achieve family stability and encourage home learning	The Sutton Trust toolkit shows that homework and parental involvement both impact positively on pupil progress and attainment. The Family Liaison Officer will work closely with parents to improve these aspects of home support and also to ensure that pupils are more ready for learning when at school.	Deployment of a skilled Family Liaison Officer who has experience of working with disadvantaged pupils.	Family Liaison Officer	Terms 2, 4 and 6
	Occasional use of breakfast or afterschool club to support transitions into and from school	The research from the Ofsted report <i>Pupil Premium How schools are spending the funding successfully to maximise achievement</i> states identified that lower attendance was associated with lower attendance and punctuality levels. This funded club will help to support parents to ensure that pupils are in school on time.	This resource will be provided according to need which will be identified through good communication with parents. Expectations will be clearly shared with parents about the effective use of this resource.	Family Liaison Officer	Terms 2, 4 and 6
	Music lessons	Some children have limited exposure to a variety of opportunities. Targeted children living in deprived circumstance will benefit from participating in extra curricular opportunities. The Sutton Trust Toolkit shows that participation in arts can have an impact of plus two months on pupil learning.	Music leader sources music provision and liaises with SENCO to identify children.	SENCO	Terms 2, 4 and 6
Total budgeted cost					£10707

6. Review of expenditure					
Previous Academic Year		2016 2017			
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)		

<p>Improved progress for those children eligible for Pupil Premium (with a focus on those in receipt of Free School Meals) including those who have Special Educational Needs when compared with 2015/16 results.</p>	<p>Experienced teachers to support groups of underachieving children</p> <p>Additional teaching staff across the school to ensure specialist teaching staff cover Planning, Preparation and Assessment (PPA) time</p> <p>Staff training and development to support individual pupil needs including Specific Learning Difficulties (SPLD) support across the school</p> <p>Small Year R class sizes with highly experienced staff</p>	<ul style="list-style-type: none"> • Attainment data for FSM – see embedded document below • Specific grouping in maths and literacy led to improved outcomes for key pupils (eg HA Y6 writing group, LA KS2 RWI group) • Specialist and experienced teachers covering PPA sessions enabled a consistent approach to pedagogy and expectations in class resulting in seamless transition between teaching staff therefore no negative impact occurred • The use of 2Simple for FS and KS1 pupils enabled the capture of small step progress for all children in FS and targeted pupils in KS1 resulting in identifying gaps and areas of need to be further addressed • Partnership working with The Westbrook Trust schools and also a local MLD school resulted in a support document which breaks down literacy and numeracy targets into micro targets. This has been communicated with new assessment provider who will incorporate this in the Balance system. Impact of this work is improved planning of small steps to meet needs • Staff training included quality of teaching, assessment for learning, SALT , OT, ASD and increased staff confidence and skill level as evidenced through appraisal success, 360 monitoring 	<ul style="list-style-type: none"> • Year 2 FSM data shows a slight decrease . these pupils need to be closely tracked and this will be done through more detailed appraisal targeting • Y6 FSM data shows a slight decrease in R and W but an increase in M attainment. Vulnerable pupils in receipt of FSM will be closely tracked through appraisal data for 2017/ 18 • Specialist teacher supporting in RWI lesson resulted in reduced time available for monitoring and specific support so this was discounted part way through the year • Continued investment in smaller class sizes in FS2 resulted in 78% GLD for a cohort with a significant number of pupils with additional need and a low baseline • Micro targets are being piloted in Y1 class with high level of SEN pupils (21% SEN) 	
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ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	

<p>Personalised interventions ensure gaps in learning are closed for identified children.</p>	<p>One to one tuition for numeracy and literacy support in Key Stage Two</p> <p>Teaching Assistants (TA) for intervention groups and specialist TAs</p> <p>Nurture Group</p> <p>Targeted interventions including : Counselling, English as an Additional Language (EAL) consultation, Speech and Language Therapy and Occupational Therapy (OT)</p> <p>Resources to support pupil's needs including sensory resources</p>	<ul style="list-style-type: none"> • Pupils in receipt of 1-1 tuition made less progress than pupils receiving specialist support in a small group. • Targeted 1-1 support for specific learning difficulties continued to be effective to enable pupils to access SPLD strategies. • Intervention tracking by TAs illustrated progress towards 'mini' objectives • Small group teaching of phonics across the school continued to have an impact – highest phonics screening result ever 92% • Pastoral team and counselling interventions supported vulnerable children to reduce off task behaviour (see data below) • Nurture group and Forest School support pupils with social and emotional development as evidenced by case study notes and SEMH assessments • Skilled TAs supported key pupils with SALT and motor skills which led to improved outcomes for these pupils as evidenced through case studies • EAL pupils were monitored 3 x yearly to track English acquisition. Generally pupils make rapid progress after initial settling in period (case study and EAL data) • Specific resources benefited key pupils according to need (eg slope boards, hug jacket etc) 	<ul style="list-style-type: none"> • Through target review and intervention mapping there was a reduction in 1-1 tuition for maths and literacy throughout the year as the use of peer assessment and talking partners showed more impact. • 1-1 Spld specialist support will continue in 2017/ 18. In addition to this a greater emphasis will be placed on in-class application of learned strategies and monitoring teacher support for SPLD pupils. • TA intervention tracking needs to be developed to meet the needs of the new assessment system (ie the Balance wheel) to include adaption of the 0 – 9 system for pastoral and SALT interventions • EAL resources and support still need further development to meet the needs of higher level language learners. Continue to use existing support strategies for low level of English children 	
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iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Effective parental support for identified families ensures that children are ready to learn when at school.	<p>Family support to help achieve family stability and encourage home learning</p> <p>Occasional use of breakfast or afterschool club to support transitions into and from school</p> <p>Music lessons</p>	<ul style="list-style-type: none"> • Highly effective FLO support resulted in increase in attendance data for key pupils DATA – FLO family attainment data and attendance data • Highly effective FLO support resulted in increase in achievement data for key pupils • All PPG families had access to FLO and FLO who was available through gate duty • Parent academy sessions were planned and advertised at the start of the year but despite reminders were not well attended. Success was better for bespoke interventions to attend particular group sessions • Reduced behaviour incidents from 2016-17 data • Parental engagement increased (twitter, events, governor applications) 	<ul style="list-style-type: none"> • Despite rigorous attendance tracking and support some key families failed to meet 95% target. For 2017 / 18 SIMS will be utilized in a more robust way to obtain 'deeper' information and more use of application of FPNs • Parent academy – need to review the offer – what parents want, when and how? 	

7. Additional detail



School Performance
Report 2016 2017 for

External exclusion 06.09.16 to 25.07.17	Total Number				Breakdown									
	Temporary		Permanent		Boys		Girls		E2L		LAC		FSM	
	No	Days	No	Days	No	%	No	%	No	%	No	%	No	%
	19	24	0	0	4	1	1	0.25%	1	1.3%	0	0	2	2%

External exclusion 2015/16	Total Number				Breakdown									
	Temporary		Permanent		Boys		Girls		E2L		LAC		FSM	
	No	Days	No	Days	No	%	No	%	No	%	No	%	No	%
	29	40.5	0	0	3	1	0	0	0	0	0	0	2	1

Behaviour Recovery 2016/17	Total Number		Breakdown									
	Temporary		Boys		Girls		E2L		LAC		FSM	
	No	Days	No	%	No	%	No	%	No	%	No	%
	68	41	16	76	5	24	0	0	0	0	11	52

Behaviour Recovery 2015/16	Total Number		Breakdown									
	Temporary		Boys		Girls		E2L		LAC		FSM	
	No	Days	No	%	No	%	No	%	No	%	No	%
	114	90.5	22	79	6	21	2	7.1	1	3.6	13	46