



Pupil Premium Grant

Proposed expenditure and evaluation 2018 - 19

The Pupil Premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities to reach their potential. Pupil premium funding is paid to schools according to the number of pupils who have been:

- registered as eligible for free school meals (FSM) at any point in the last 6 years
- have been looked after for 1 day or more or were adopted from care on or after 30 December 2005

Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	402
Total number of pupils eligible for PPG	171
Amount of PPG received per pupil	£1320
Total amount of PPG received	£225, 720

Summary of PPG spending 2017/18

The school regularly evaluates the impact of pupil premium provision using a range of data and evidence, including: End of key stage data, Phonics outcomes, EYFS data, Current data, Intervention analysis, Outcomes of observations, Work scrutinies, Learning walks, Pupil and Parent questionnaires / Surveys / Interviews. Tracking progress over time for each pupil is thorough and enables the school to quickly identify any areas of weakness and develop strategies to improve provision and consequently outcomes.

Objectives in spending PPG:

- High quality teaching and learning to enable disadvantaged children of all abilities to 'diminish the difference' in regards to attainment when compared to their peers
- Making use of our attainment and progress information to identify key groups and gaps in attainment and provide individualized learning opportunities and interventions where appropriate.
- Extensive network of social and emotional support
- Wide enrichment experiences – adding 'cultural capital'

Summary of spending and planned actions:

Specific Pastoral Care; Additional support in key year groups; Targeted support for maths, reading and writing; One to one speech and language support; Communication and language groups; Enriched music provision; Enrichment activities – after school clubs, residential trips in year 6; Volunteer Reading Help (Beanstalk across years); Enriched curriculum resource; One to one tuition; Develop enrichment opportunities for children whose experience of life outside of their local area is limited; Breakfast Club

Performance of disadvantaged pupils

(pupils eligible for free school meals or in local authority care for at least six months)

The school is committed to ensuring all children make rapid progress from whatever his or her starting point, ‘no child will be missed and no child will fall behind. Provision is matched to the needs of each and every child to ensure that not a moment in school is wasted’.

Data shows children entitled to pupil premium children make more progress than children entitled to pupil premium children nationally (see dashboard data). The school received a letter from Sam Gyimah, the Under Secretary of State for Childcare and Education, which states that between 2011 and 2016 the school was ‘one of the highest achieving in the country in terms of the attainment and progress of disadvantaged pupils’. In 2018, Sadiq Khan named Brecknock as one of his ‘Schools For Success’ to celebrate the school’s achievements in supporting pupils needing extra help to fulfil their potential.

This year, the school’s continuing focus is on maintaining and improving the level of progress and attainment of disadvantaged pupils from EYFS to the end of Key Stage 2 and diminishing the difference between disadvantaged and non-disadvantaged pupils within our own school context.

KS2	2016	2017	2018	2019
<i>Progress score of disadvantaged pupils in English</i>	Brecknock: Reading +0.12 Writing -0.34	Brecknock: Reading +0.58 Writing +1.6	Brecknock: Reading +0.33 Writing +0.56	Brecknock: Reading+0.63 Writing +0.07
<i>Progress score of disadvantaged pupils in Maths</i>	Brecknock: +2.0	Brecknock: +4.42	Brecknock: +2.63	Brecknock: +4.26
<i>Attainment of disadvantaged pupils:</i>	<p>KEY STAGE 2</p> <p><u>% of children meeting the expected level</u> Reading: Brecknock disadvantaged 70% National all 66% Writing: Brecknock disadvantaged 70% National all 77% Maths: Brecknock disadvantaged 77% National all 70% Combined: Brecknock disadvantaged 55% National all 53%</p> <p><u>% of children reaching the higher standard</u> Reading: Brecknock disadvantaged 21% National all 19%</p>	<p>KEY STAGE 2</p> <p><u>% of children meeting the expected level</u> Reading: Brecknock disadvantaged 72% National all 71% Writing: Brecknock disadvantaged 78% National all 76% Maths: Brecknock disadvantaged 92% National all 75% Combined: Brecknock disadvantaged 61% National all 61%</p> <p><u>% of children reaching the higher standard</u> Reading: Brecknock disadvantaged 25% National all 25%</p>	<p>KEY STAGE 2</p> <p><u>% of children meeting the expected level</u> Reading: Brecknock disadvantaged 76% National all 80% Writing: Brecknock disadvantaged 74% National all 83% Maths: Brecknock disadvantaged 92% National all 81% Combined: Brecknock disadvantaged 61% National all 64%</p> <p><u>% of children reaching the higher standard</u> Reading: Brecknock disadvantaged 16% National all 33%</p>	<p>KEY STAGE 2</p> <p><u>% of children meeting the expected level</u> Reading: Brecknock disadvantaged 65% National all 73% Writing: Brecknock disadvantaged 58% National all 78% Maths: Brecknock disadvantaged 84% National all 79% Combined: Brecknock disadvantaged 55% National all 65%</p> <p><u>% of children reaching the higher standard</u> Reading: Brecknock disadvantaged % National all tbc% Writing:</p>

	<p>Writing: Brecknock disadvantaged 11% National all 15%</p> <p>Maths: Brecknock disadvantaged 21% National all 17%</p> <p>Average scaled scores of disadvantaged children against national in brackets</p> <p>Reading 103.3 (102.6) Maths 106.2 (104.1)</p>	<p>Writing: Brecknock disadvantaged 17% National all 18%</p> <p>Maths: Brecknock disadvantaged 33% National all 23%</p> <p>Average scaled scores of disadvantaged children against national in brackets</p> <p>Reading 105 (104.1) Maths 108.8 (104.2)</p>	<p>Writing: Brecknock disadvantaged 16% National all 24%</p> <p>Maths: Brecknock disadvantaged 18% National all 28%</p> <p>Average scaled scores of disadvantaged children against national in brackets</p> <p>Reading 103.6 (106.1) Maths 105.5 (105.4)</p>	<p>Brecknock disadvantaged % National all tbc%</p> <p>Maths: Brecknock disadvantaged % National all tbc%</p> <p>Average scaled scores of disadvantaged children against national in brackets</p> <p>Reading 102.1 Maths 106.9</p>
KS1	2016	2017	2018	Provisional 2018 Figures Based on LA data
Attainment of disadvantaged pupils:	<p>% of children meeting the expected level</p> <p>Reading: Brecknock disadvantaged 71% National all 78%</p> <p>Writing: Brecknock disadvantaged 52% National all 70%</p> <p>Maths: Brecknock disadvantaged 60% National all 77%</p> <p>% of children working in greater depth</p> <p>Reading: Brecknock disadvantaged 21% National all 24%</p> <p>Writing: Brecknock disadvantaged 11% National all 13%</p> <p>Maths: Brecknock disadvantaged 21% National all 18%</p>	<p>% of children meeting the expected level</p> <p>Reading: Brecknock disadvantaged 83% National all 79%</p> <p>Writing: Brecknock disadvantaged 72% National all 72%</p> <p>Maths: Brecknock disadvantaged 60% National all 79%</p> <p>% of children working in greater depth</p> <p>Reading: Brecknock disadvantaged 21% National all 28%</p> <p>Writing: Brecknock disadvantaged 7% National all 18%</p> <p>Maths: Brecknock disadvantaged 21% National all 23%</p>	<p>% of children meeting the expected level</p> <p>Reading: Brecknock disadvantaged 76% National all 76%</p> <p>Writing: Brecknock disadvantaged 62% National all 72%</p> <p>Maths: Brecknock disadvantaged 67% National all 79%</p> <p>% of children working in greater depth</p> <p>Reading: Brecknock disadvantaged 15% National all 28%</p> <p>Writing: Brecknock disadvantaged 10% National all 18%</p> <p>Maths: Brecknock disadvantaged 15% National all 23%</p>	<p>% of children meeting the expected level</p> <p>Reading: Brecknock disadvantaged 68% National all 85%</p> <p>Writing: Brecknock disadvantaged 59% National all 70%</p> <p>Maths: Brecknock disadvantaged 64% National all 75%</p> <p>% of children working in greater depth</p> <p>Reading: Brecknock disadvantaged 27% National all 25%</p> <p>Writing: Brecknock disadvantaged 5% National all 15%</p> <p>Maths: Brecknock disadvantaged 14% National all 25%</p>

Record of PPG spending by item/project 2018 – 19

Item/project	Cost	Objective	Evaluation
Additional Language and communication support in Year 1 and 2	£30,000	<p>Additional support for language groups – working directly with speech therapists to provide follow up support in and out of class through Talk Boost Intervention Programme and Generic Language Groups. Precision Teaching Intervention for children for whom phonics has been identified as not working as a learning strategy. 15 minutes a day intervention programme delivery for identified children in danger of falling behind</p> <p>1:1 and small group interventions Improved Phonics outcomes in Phase 1.</p>	<p>From very low starting points, children make considerable progress. A number of children joined mid-year and made incremental progress at their own level, but are still working towards the expected standard.</p> <p>KS1 Reading: Brecknock disadvantaged 68% (+6%) National disadvantaged 62%</p> <p>KS1 Writing: Brecknock disadvantaged 59% (+4%) National disadvantaged 55%</p>
Additional support for 'Daily Supported Reading'	£20,000	<p>Deliver Additional daily supported reading to every child in Year 1 through morning 'Book club' by redeployment of TAs from across school to supplement Year 1 teaching team</p>	<p>Year 1 Phonics: despite a number of new children joining, 82% of children passed the phonics test. Extra support was given to those who did not pass in Year 2.</p>
Professional Development to support the teaching and learning of language and communication skills (identified as a key barrier for children achieving)	£16,000	<p>Oracy Hub Participation - whole school focus on oracy with high quality speaking and listening activities to support children of all attainments.</p> <p>Talk Boost Training</p> <p>Brought in professional services: Local Authority Literacy Consultant. Delivered training and modelling reading, especially with those children needing extra support. This has allowed teachers to better provide intervention groups for targeted children.</p> <p>Literacy training for teachers (LA and external providers like the IOE)</p>	<p>Professional development helped develop use of Oracy throughout the school. Poetry and debate days provided opportunities for children to perform.</p> <p>Literacy Lead developed reading policy and delivered training in spelling.</p>
Camden Road Map Resources	£1,200	<p>Additional sets of books to ensure that children have a wide selection. Reading Challenge to encourage reluctant readers</p>	<p>Extremely successful. Children were motivated to read for pleasure. We will extend this to Year 3 and Year 4 next year.</p>
Provide one additional teacher in Year 6 daily for literacy and maths (x1 Deputy Head for each)	£48,800	<p>Education endowment fund claims that reducing class sizes results in around 3 months additional progress on pupils, on average. Children are given more high quality feedback and more individualised learning experiences. Teachers team teaching results in the professional development of staff.</p> <p>Allow better targeting of different ability ranges within the class with 3 teachers rather than two. Plug gaps and extend where needed to ensure accelerated progress for all groups leading to higher attainment and progress than expected levels.</p>	<p>Excellent progress measure for disadvantaged students. More work required to ensure attainment is equally high. Maths data particularly strong – more focussed support required in reading and writing next year.</p> <p>See attainment data for more info.</p>
Bean Stalk Reading Volunteers	£2,354	<p>Reading intervention for reluctant pupil premium readers. One-to-one reading support improves their reading ability, increases confidence and increases the</p>	<p>Positive feedback from children and parents. Children have made excellent incremental steps.</p>

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		enjoyment they gain from reading. Beanstalk volunteers to meet regularly with Deputy Head to ensure quality and progress of children.	
Provide skilled TA support in Year 6	£20,250	The Education endowment fund claims that short, sharp and directed 1x1 sessions provide the greatest impact in a child's progress. Specialist TAs provide 1-1 tutoring to improve attainment. In class, support focusses on those needed to close gaps – skilled TAs are able to better individualise the curriculum for those needing to make the most progress and reach their individual targets.	This happened mostly in reading, maths and SPAG. Targeted children made accelerated progress, including those new to the school. See above for disadvantaged figures.
Easter Booster Classes, before and after school tutoring for Year 6	£3,116	To target children with gaps in learning to ensure they make the progress required to reach and exceed expected levels by year end and are secondary ready.	Not run due to building works on school. Instead, children were invited to morning booster classes before school began. These were for targeted children. The result was that they were better prepared for lessons and gaps were plugged.
Additional music provision across the school – enhance IPC curriculum, music tuition in classes and after school.	£10,000	Wider Opportunities – brass, and hire of instruments. Enhanced engagement and aspiration for children at risk of underachieving. To enable children from low income families to have access to music tuition. Children who might otherwise not be able to are given the chance to learn a musical instrument which enriches their experience at the school	Wider Opportunities brass in place. Concerts and performances at community events. See newsletter and twitter
Attendance leader to spend half a day fortnightly auditing and improving attendance of children in receipt of Pupil Premium	£8,000	Improved punctuality and attendance of children in receipt of Pupil Premium, barriers to learning removed.	Target achieved – see attendance data and reports.
Fund extended services for vulnerable children (after school clubs etc.) After School Club - extra member of staff 1:1 support	£4,000	Reduced charges for Pupil Premium children for after school clubs (e.g. Homework, athletics, Arsenal football after-school clubs) and events to ensure no child misses out on additional learning opportunities due to financial constraints at home leading to increased emotional wellbeing and access to social and academic learning opportunities that would otherwise be denied.	Provision widened, includes: Arsenal; Choir, Sewing Club, Cheerleading Club, Library Club, French Club, Multi-Sports, Dance, Computer, Cooking, Dodgeball, Pottery, Gardening Club, Athletics See report on after school clubs presented to PCC committee
Fund Inspire! Work Week / Community engagement bias for whole school in Summer Term as part of Curriculum Map	£6,500	To broaden horizons of children to work opportunities and foster an aspirational view of life and prospects. To enrich curriculum provision and engage learners. Offer opportunities to visit workplaces they might otherwise not have or consider.	Another citizenship topic planned for 2019/20
Fun Mayor's Fun project – 'Be the Best You can Be'	£1,000	Continue this very successful project in order to raise aspiration in children and resilience. Foster ethos of rights respecting attitude and encourage personal drive and goal setting.	Visits by Olympic Athletes. Highly inspirational and commented on in Challenge Partners Review (see report)

Record of PPG spending by item/project 2018 – 19

Item/project	Cost	Objective	Evaluation
Visitors to School Performance Arts Theatre/Concert trips	£15,000	Enrichment provision – to build and develop cultural capital which is not available outside the educational setting and which these children may be missing out on from daily lives outside of school (e.g. All children visit the theatre for a performance at some point during the year)	All children able to attend a minimum of 1 trip per half term. See lists of visits and visitors in Headteacher report to governors
School Trips Subsidies (Year 5 and Year 6)	£7,000	To enable children from low income families to go on the school journey. Children gain a lot from going on school journey including learning to be independent and bonding with their classmates.	Trip to Michael Morpurgo's farm in Wales – this was incredibly successful. Children were taken out of their comfort zone and rose to the challenge. Certain families were given extra subsidies on top of the subsidy for children entitled to PP.
Supply cover to facilitate additional, half-termly Pupil Progress reviews for children entitled to Pupil Premium	£4,500	Opportunity to analyse data and impact of actions and to collaboratively discuss possible changes to improve provision and outcomes	Triangulation of evidence demonstrated that there was more targeted support for individual and groups of children (see PPR reports)
Learning Mentor	£16,000	Support vulnerable pupils and groups of pupils. Support to develop good mental wellbeing and positive attitudes to learning. Support in conflict resolution and managing thoughts and feelings in a positive and constructive way.	Helped assist the newly formed 'inclusion team'. Supported key children to access learning in class and provided social, emotional support, including liaising with families.
Fund Tavistock Outreach in Primary Schools (TOPS) Project	£7,500	To offer a confidential psychotherapeutic service for children and their families including assessment, brief and longer term individual work, parent support, family work and children's groups. To work alongside teachers. To support teacher and families to understand the underlying meaning of pupil behaviour, identify children more easily who are at risk, and feel more confident managing their own reactions and those of the children leading to improved Evaluations for the children and better engagement between families and school.	Close of year data demonstrates progress of these children. It should be noted that support for children with significant therapeutic needs may not immediately be manifested in numerical data.
Additional Education Psychologist Sessions above the base package from the EPS service	£2,000	To increase the capacity for assessment and advice on dealing with children identified as having barriers to learning. To support the school and families to adapt and deliver learning opportunities so the child can make the most possible progress towards successful Evaluations. Identify specific difficulties and advise on any other services needed.	Close of year data demonstrates progress of these children. It should be noted that support for children with significant therapeutic needs may not immediately be manifested in numerical data
Interpreting Services	£500	To provide interpreters for any families that may require them to be able to engage fully in their children's life in school in order to lead to better Evaluations for that child through school and family working together.	Interpreters for families of PP children, a) making home/school liaison possible b) signposting to specialist provision
Provide Breakfast Club	£2,000	Target attendance of PP children for breakfast club to ensure they are starting the day with a healthy nutritious breakfast, leading to improved concentration and learning behaviour.	Universal free breakfast from 8:30

Total PPG received	£225, 720
Total PPG expenditure	£225, 720
PPG remaining	£0