
Brooklands School

Pupil premium grant expenditure: Report for parents by Colette Goring-Farrow. Report from academic year 2017-2018

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	507
Total number of pupils eligible for PPG	146
Total amount of PPG received	£154 000

What are the barriers to learning for PP pupils at Brooklands school?

Every pupil identified in our school with an entitlement to Pupil Premium funding is unique, so we look carefully at the needs of individuals as well as groups when considering provision and allocation of funding.

We have many ways of supporting pupils from groups of learners to make progress. Pupil Premium allows us to enhance this provision. Our Pupil Progress meetings will allow us to discuss pupil's progress in detail and ensure provision is matched to their individual needs. These discussions will focus on academic and pastoral issues. Our assessment, monitoring and tracking systems allow us to identify pupils, or groups of pupils not making sufficient progress, and then systems ensure that additional intervention or support is put in place to accelerate progress.

There are a number of barriers to educational achievement faced by many groups of learners. However, we retain the principle that each pupil with an entitlement to funding is unique and so these barriers are not universal. At Brooklands these barriers typically include lower starting points (particularly in writing as evidenced by the locality reports, higher ability eligible pupils not making expected progress towards KS2 outcomes (when compared with non-eligible higher ability pupils), social and emotional barriers as well as eligible pupils having a lower marginally lower attendance rates (92.69% as opposed to 95.10%). There are also a small but significant number of pupils in Y5 & Y6 who would benefit from an alternative timetable and further specialist support.

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We work hard with parents and pupils to help overcome these barriers, and to encourage all pupils to work towards aspirational goals and to make progress; be it academic, social, sporting or creative.

Nature of support

Additional support e.g. from HLTAs in Maths & English; pastoral support through PP support worker to provide a check-in point and monitor attendance & well-being; small group boosters in Maths & English throughout Y5-8 (with a PIXL approach in Y6); pastoral/counselling support provided in school or by external counsellors; curriculum resources & music lessons; subscription to Show My Homework; specialist intervention teacher to provide alternative timetable for 6/7 pupils in each of Y5, 6 & 7; plus many varied additional elements of support – see end of report for a breakdown of spending.

Curriculum focus of PPG spending

Pixel membership – to help raise attainment at KS2; investment in 'Show my Homework' to allow greater transparency of homework and to support parents to be informed and involved in this; appointment of an intervention specialist teacher to provide an alternative timetable and specialist curriculum for 6/7 pupils in each of Y5, 6, 7; music lessons provided for PP children to raise aspiration, concentration and participation in school life; specialist HLTA support in Maths and English to provide pupils with catch up interventions and expert support in lessons; classroom resources (varied) so that PP pupils are able to fully access the curriculum;

Measuring the impact of PPG spending

At KS2 the successes last year were: The outcomes for PP pupils in reading at KS2 were in line with non-PP, indicating that for this cohort the difference was more or less diminished in reading. The average progress score for disadvantaged pupils in reading was -1.18 (compared to the whole school -1.99). This shows in reading disadvantaged pupils made better progress than non-disadvantaged. These figures are encouraging and suggest that the interventions we have put in place (better tracking and intervention through PIXL, staff training in teaching reading skills and individualised support) have made a difference.

In writing, the story is less positive. The average progress score for disadvantaged pupils was -3.69 (compared to -1.92). The difference is most notable in low prior attaining disadvantaged pupils (-6.89 compared to -4.93). The % of disadvantaged pupils achieving age related expectations in writing was also lower (59% compared to 75%) and the same with the number of pupils achieving greater depth in their writing (6% compared to 17%). Whilst these figures are disappointing as there was a big focus on writing last year within Y6, with lots of interventions and support, there are some individual success stories in these figures.

In Maths at KS2 progress for disadvantaged pupils was less than non-disadvantaged (-2.11 compared to -.85 overall). This figure is mainly distorted by the margins of low prior attaining pupils (0.17 progress compared to 3.70 – these figures show us that this group of pupils – typically in M6 and M5 made excellent progress overall, but that the gap between disadvantaged and non-disadvantaged pupils still needs attention.

Alternative curriculum – this was the first year we provided an alternative curriculum for a small group of pupils in Y5 & Y6. Data wise this is difficult to report the impact because the pupils in intervention were not accessing mainstream curriculum so were not able to sit SATs or did not achieve age related expectations in them. However, individual success stories surround each pupil. Overall all pupils' confidence has improved – this is seen through their participation in lessons. Y6 intervention pupils last year received 12 hours intervention a week. They do not need it this year and are now able to access the mainstream curriculum with support. 1 EHCP & PP pupil no longer needs intensive 1:1 support as now shows independence in lessons. One SEND stage 2 & PP pupil has been placed in top set science. Parental feedback about the progress in this group has been very positive.

Pupil premium support worker – this appointment has been a success. The pupil premium lead worked closely with the English and Maths departments and met with key PP pupils who were under achieving – these pupils in the main did then go on to achieve ARE. PP support worker was also able to work closely with pupils and parents to improve PP attendance. She also held meetings/phone conversations with parents to improve parental engagement – this is a step in the right direction but is an area we need to continue to work on. Log on rates for show my homework have also improved for all groups of pupils.

Record of PPG spending by item/project

Item/project	Cost	Objective	Outcome
Appointment of intervention specialist	£47 398	To provide an alternative curriculum for or most vulnerable pupils – typically working at upper KS1.	Objective met
Appointment of pupil premium support worker	£22 254	This role was to provide targeted support in improving attendance for PP pupils as well as supporting achievement of pupils by working to identify (and then overcome) individual learning barriers	Objective met and ongoing
Pixl membership	£2500	To raise KS2 attainment by targeting underachieving pupils with specific and strategic interventions	Outcome met – KS2 attainment has improved overall
Show my homework	£1100	To improve transparency with homework and allow greater engagement for parents	Outcome met – log in rates for disadvantaged pupils are not significantly different from non
Breakfast club subsidy	£1500	To ensure pupils have a healthy, nutritious breakfast to start the school day.	Met
Cookery Club	£320	To provide after school cookery sessions for PP Pupils to learn new skill and succeed in area outside curriculum	Outcome met
Music lessons	£1200	To widen experiences and aspirations by providing the opportunity for pupils to learn a musical instrument.	Outcome met – a particular highlight was seeing pupils in receipt of these lessons perform in the Christmas concert
Access to art therapy/counselling & Jigsaw services	£6000	To ensure pupils have access to a trained counsellor to enable their emotional health and wellbeing needs to be met.	Met – evidence from reports and discussions with pupils/teachers
Miscellaneous classroom resources	£2058	To support pupils access the curriculum (by e.g. providing	Outcome met PP pupils have been able to participate

		ingredients for cooking, books for library, art sketch books, revision materials, curriculum days, school uniform, chicks for intervention room)	fully in curriculum
Y8 Business enterprise Challenge	£1170	To raise aspirations of Y8 pupils and begin career advice	Outcome met – PP pupils fully participated in day and team to national final
Staff development – diploma in therapeutic counselling	£1500	To train a staff member to be able to provide in house counselling in order to be able to continue to meet the social and emotional needs of pupils	Outcome met – staff member has completed course and is a well used resource
High Quality TA intervention for targeted support	£60000 (portion share towards 4 HLTAs)	To allow teaching to take place in smaller groups in Maths and Literacy to raise attainment and progress. To provide specialist Maths and Literacy interventions	Outcome met
SNIP dyslexia support	£2000	To allow pupils with dyslexia and dyslexic tendencies access to specialist programmes to ensure they make at least adequate progress.	Outcome met - data from HLTA leading programme shows pupils in the programme make excellent progress in their reading
Challenge partners subscription	£3000	To support raising attainment through whole school improvement	Outcome met as pupil outcomes are improving.
Intervention Groups	£2000	To ensure Pupil premium pupils make good/ outstanding progress and raise attainment of this group of pupils.	Outcome met in some instances – interventions have been successful and pupils have shown progress, this does not always translate into test results