

# Pupil premium strategy statement

| 1. Summary information  |  |                                  |           |  |      |      |
|---|--|----------------------------------|-----------|--|------|------|
| School  | Brooklands School  |                                  |           |  |      |      |
| Academic Year   | 2019-2020  | Total PP budget                  | £154 000  |  |      |      |
| Total number of pupils  | 574  | Number of pupils eligible for PP | 138 (24%) |  |      |      |
| 2. Attainment of Year 6   |  |                                  |           |  |      |      |
|   | <i>Pupils eligible for PP (your school)</i>  |                                  |           | <i>Pupils not eligible for PP (national average)</i> |      |      |
|   | 2017   | 2018                             | 2019      | 2017   | 2018 | 2019 |
| % achieving ARE in reading, writing and maths   | 29%  | 38%                              | 31%       | 61%  | 64%  | 65%  |
| % achieving ARE in reading  | 47%  | 67%                              | 45%       | 71%  | 75%  | 73%  |
| % achieving ARE in writing  | 56%  | 59%                              | 55%       | 76%  | 78%  | 78%  |
| % achieving ARE in maths  | 50%  | 45%                              | 45%       | 75%  | 76%  | 79%  |
| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) |  |                                  |           |  |      |      |
| In-school barriers  |  |                                  |           |  |      |      |
| <b>A.</b>   | Historically, pupils eligible for PP have struggled to achieve age related expectation (and GDS) in writing. This is due to lower starting points (as evidenced by our locality reports), a lack of cultural experiences and limited (or no) exposure to quality writing and reading opportunities outside of school. This also means they have a more limited vocabulary when compared to other children in our school. This means that typically our PP children write with less confidence. In 2019 SATs the number of pupils achieving ARE in reading significantly dropped. |                                  |           |  |      |      |
| <b>B.</b>   | In Maths PP pupils have lower starting points on arrival to Brooklands in Y5 (again evidenced by locality reports and GL testing). This means that there are gaps in prior learning and mathematical skills which has led to PP pupils not achieving ARE by the end of Y6. Linked to the barrier in A – the volume and meaning of vocabulary in the maths reasoning papers has been a barrier to achievement.  |                                  |           |  |      |      |
| <b>C.</b>   | Due to the home experience of some of our PP children, they present with attachment issues. This means that they are more likely to display challenging behaviour and or emotional issues which impacts negatively on achievement in lessons and attendance at school. This can lead to disaffection in school.  |                                  |           |  |      |      |
| <b>D.</b>   | PP pupils have historically had have lower attendance at school than non-PP. However, this is improving.   |                                  |           |  |      |      |
| <b>E.</b>   | Lack of educational and wider experiences (and aspirations). This can lead to lack of confidence in writing and pupils disengaging from school.  |                                  |           |  |      |      |
| External barriers   |  |                                  |           |  |      |      |
| <b>F.</b>   | Parents of PP children in our school are less likely to attend workshops, parents' evenings or other family learning opportunities. This is for a range of reasons including shift patterns, transport issues, child care and a lack of confidence in engaging with the school.  |                                  |           |  |      |      |

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| <b>G.</b>                  | Adverse childhood experiences (including the impact of poverty)  |   |
| <b>4. Desired outcomes</b> |  |   |
|                            | <i>Desired outcomes and how they will be measured</i>  | <i>Success criteria</i>   |
| <b>A.</b>                  | Improved progress and attainment of PP pupils<br>Pupils will have access to quality enrichment experiences within school which will increase their cultural capital and give them experiences to write about.<br>Pupils will have access to cross-curricular opportunities and will follow a creative curriculum.<br>Pupils will have opportunities to develop their vocabulary whilst at Brooklands school, so they can access the formal language of the curriculum<br>English department development plan to focus on improving reading at KS2  | Y6 PP pupils achievement in reading & writing will be equal to that of non-PP. Word of the day is a regular feature of school life and pupils can use words in sentences<br><br>Reading project intervention boosts their attainment<br>Improved reading & writing outcomes for PP pupils in Y6 & Y8              |
| <b>B.</b>                  | Pupils will be able to access reasoning papers in Maths at KS2. Gap closes between achievement of PP and non-PP pupils in all years. Maths mastery approach implemented in Y5.<br>Principles of RADY applied to maths (and other subjects) to boost achievement and progress of PP pupils. Pixl tracking and interventions used to close gaps in prior learning.   | % PP pupils achieving ARE and ARE + at Y6 is equal/proportional to that of non-PP.  |
| <b>C.</b>                  | The attendance of PP children will be at least in line with others in school (which will be in line with national or above). Implementation of Restorative approaches across the whole school will help pupils self-regulate and staff manage a range of behaviours. Pupils have access to in-school counselling and therapeutic coaching. Pupils will be more able to focus on learning when in lessons and confidently access extra-curricular opportunities. Attendance and behaviour will be monitored weekly by PP champion and support worker. PP support worker will work with families to improve attendance. Check-in champions set up for pupils as required | Attendance target for PP children: 96% or above.<br>Behaviour data will continue to show an improving picture for PP children.  |
| <b>D.</b>                  | See above as are linked  |   |
| <b>E.</b>                  | Each department/faculty area nominates PP champion to promote and support PP attainment in each subject<br>PP participation in extra-curricular activities and events is reflective of proportion of PP in school<br>Careers events/workshops accessible for PP pupils<br>Pupils' aspirations are raised – it is 'cool' to be clever & be involved in school'  | Profile of PP as vulnerable group raised in non-core subjects.<br>Attainment in non-core improves.<br>PP participation in school life continues and is monitored<br>PP pupils have information about careers/jobs etc   |
| <b>F.</b>                  | At any school event for parents, there is at least proportional representation of PP parents. Parents report that they are more willing to attend workshops and other learning opportunities. Parents contacted and given advance notice of events. Extra events added to calendar<br>Monitored by scrutiny  | Profile of PP as vulnerable group raised in non-core subjects.<br>Attainment in non-core improves.<br>At least 25% of parents attending any whole school event are from PP families. Attendance at workshops from PP families improves. Parents feel more confident in accessing school. Home visits as necessary |
| <b>G</b>                   | School is a safe place & a place of joy for pupils. New experiences can be had & opportunities to excel exist for all pupils in all area   | Poverty proofing school day<br>Proportional representation of pupils in all areas of school life<br>Pupil well-being surveys report positive information  |

## 5. Planned expenditure

Academic year  
2019-2020

### 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         | When will you review implementation ?           |
|-----------------|---|--|---|--------------------|---|
| A & G           | Creative curriculum planned and implemented across the whole school. Increased cultural learning opportunities through curriculum & extra curricular activities & enrichment opportunities. Creative opportunities planned by all subjects - with a view to these supporting writing. | EEF & Ofsted evidence with regards to enriching education and giving all pupils (but especially important for disadvantaged pupils) access to a well-rounded and culturally rich education. When writing opportunities are reinforced across the curriculum pupils have had greater success. | Internal and external monitoring of quality of teaching in writing and moderation of writing produced. Monitoring through directors meetings to ensure there are clear links. | CGF/AAL<br><br>SLT | Pupil progress meetings<br>Directors meetings   |
| A & B           | Teacher insistence on use of subject specific vocabulary & challenging texts. Key words shared with parents on Show my homework<br><br>Form teachers will promote and teach the word of the day. These will be shared with parents through Show My Homework & school website.         | Ofsted new framework talks of 'cultural capital'. This is linked to the Vocabulary gap (Alex Quigley). Increasing vocabulary is a huge part of cultural capital  | Lesson observations. Scrutiny of books.<br>Pupil voice  | CGF/LS             | Half termly lesson observations and book looks. |

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| A , B & G | Implement RADY uplift to PP data to allow for earlier intervention & for staff to raise their expectations of PP pupils.<br>PP pupils explicitly directed to complete gold or platinum work   | Our experience of working with challenging education in 2018-2019 was very positive. Evidence from other schools has shown this approach is successful. Raising aspiration recognised as being a significant driver to raising standards | <p>Ensure that line management meetings with heads of faculties/subjects focus on the attainment of DA pupils and that faculty/subject heads then go back and challenge teachers to rapidly improve the attainment of DA pupils.</p> <p>Ensure that there is someone who has an overview of every individual DA pupil's attainment across all their subjects. This person needs to monitor attainment at each data tracking point and alert leaders to subjects or individual teachers where DA pupils are not making accelerated progress. A discussion can then take place to see what help a subject or teacher needs to help DA pupils reach the raised expectations</p> <p>Directors meetings have PP focus</p> | CGF/JHN/WR/GRD | Half termly at data tracking points |
| A & B     | Monitor use of student passport targets in quality first teaching   | Collective efficacy and quality first teaching recognised as having biggest impact   | Monitored by GRD & CGF in learning walks. Good practice shared   | CGF/GRD        | End of Autumn term                  |
| A & B     | HLTA support in Maths and English used to provide targeted interventions and quality in-lesson support<br>Providing data access to teaching assistants so they can independently assess need and learning gaps for intervention purposes. | EEF evidence – teaching assistants need to be trained to have a positive impact.   | Interventions monitored every 6 weeks<br>GRD to meet with HLTAs to discuss interventions and in-class support  | CGF/GRD        | 6 weeks                             |

|             |   |   |   |                |   |
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| B           | <p>Maths department to embed Maths Mastery approach across department through Enigma Maths Hub</p>  | <p>Mastery curriculum evidence from schools participating has been encouraging. This was introduced last year with encouraging results in Y5. Professional development from Maths hub for Maths department – EEF – quality first teaching by well trained teachers can add a year's progress.</p> | <p>Lesson observations, hub information and data</p>  | <p>WR/SA</p>   | <p>Ongoing - half termly data</p>           |
| C           | <p>Implement restorative approaches as behaviour system. Focus entirely on positive behaviours and building relationships</p> <p>Use class charts to track behaviours</p>   | <p>EEF – positive relationships improve attendance and progress</p>   | <p>DWD to monitor. Staff have received training. Core team of staff who will act as ambassadors.</p> <p>PP groups set on class charts to monitor proportional representation</p>            | <p>DWD</p>     | <p>Half termly tracking</p>                 |
| A, B, C & G | <p>Introduce Brooklands Learning journey to raise aspirations and engagement</p>  | <p>Evidence from Denbigh school – raising aspirations</p>   | <p>Launch to pupils in assembly and parents through parents evenings/letters. All pupils will have a copy in their planner. Form tutors monitor progress pupils are making in form time</p> | <p>AAL/CGF</p> | <p>Half termly</p>                          |
| A, B & C    | <p>Teachers will provide feedback to pupils through marking and intervention during the lesson to ensure progress is made and misconceptions are addressed immediately.</p> <p>Review marking/feedback policy</p> | <p>EEF research indicates on average the provision of high-quality feedback led to an improvement of eight additional months' progress over the course of a year.</p>   | <p>Lesson observations. Scrutiny of books. Ongoing training for staff on a needs basis (identified from observations and books)</p>   | <p>SLT</p>     | <p>Half termly pupil progress meetings.</p> |

| F                           | All homework is set on Show My Homework<br>Pupils not accessing SHMW supported to do so by JWD | Parents are able to support with homework because they can see clearly what their child has to do. SHMW has been in place for 2 years and is successful.                                  | Support teachers with managing homework through SHMW – train new teachers<br>CGF to monitor log-in rates to check disadvantaged pupils are using and logging in – intervene if not<br>Pupil voice/parent voice | CGF/JWD/AL  | Half termly                             |
|-----------------------------|--|---|--|-------------|---|
| <b>Total budgeted cost</b>  |  |   |  |             | £80 000                                 |
| <b>ii. Targeted support</b> |  |   |  |             |   |
| Desired outcome             | Chosen action/approach   | What is the evidence and rationale for this choice?   | How will you ensure it is implemented well?  | Staff lead  | When will you review implementation ?   |
| A                           | Apply principles of HFL Reading Fluency project intervention to reading teaching               | Pupils that took part in the KS2 Reading Fluency Project in 2018-2019 made an average of <b>30 months' progress</b> in reading comprehension age. All bar one achieved ARE in Reading KS2 | monitoring by LS and data analysis   | LS/SB       | Half termly                             |
| A&B                         | Pixl interventions & rigorous monitoring of QLA data   | We have been a member of PIXL since 2016 - interventions for B1 pupils have been successful. Reading dipped in 2019, so in order to reverse this we need to make better use of the QLA    | Monitoring of data. Lesson observations. Training TAs in PXL therapies   | CGF/WRS/LSI | Every 3 weeks through core team meeting |
| A                           | Bee Hive intervention group for pupils working significantly below key stage                   | The beehive has been running for two academic years. This has been successful with pupils who have accessed it  | Closer monitoring of data with this intervention<br>Lesson observations and feedback   | GRD/CGF     | Half termly                             |

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| C        | Implement check in champions for pupils causing persistent concern re behaviours  | Advice from Paul Carlille - restorative practices   | Pupil voice. Restorative approaches training   | DWD/AAL/CGF       | weekly behaviour data                              |
| C & F    | PP support worker makes contact/meetings with parents of PP pupils whose attendance drops.  | PP attendance continues to improve  | Monitoring and support for PP worker   | CGF/JWD           | Ongoing through attendance reports                 |
| C, F & G | 'Find the gap – plug the gap' – close monitoring of PP pupils' wider experiences and intervention as required<br><br>Pupils offered in school support/counselling/therapeutic coaching as needed<br><br>Staff receive attachment training           | Restorative approaches training, Mick Waters & Gary Toward – relationships and well-being are at the heart of learning. Pupils cannot learn if they don't feel safe – some pupils need additional support to allow them to do this. | RS achieved diploma in therapeutic coaching – qualified to deliver interventions. System of referral to her in place via well-being team. Monitoring | CGF/KB/JWD/RS/GRD | Half-termly  |
| E & G    | PP music lessons subsidised by PP budget  | This has been popular and successful when we have done this in previous years. Recent evidence and research (including new Ofsted framework) emphasises the impact of cultural capital and wide curriculum for disadvantaged pupils | Attendance at music lessons monitored and reported to Head of Music.   | CGF/JBH           | Half termly  |
| F        | Curriculum shared with parents. Homework timetable shared with parents<br>PP support worker will contact parents to remind to attend workshops/parents evening etc.<br>Set up informal 'well-being check' afternoon to encourage parents to attend. | Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes.   | Attendance of children (and parents) at appropriate sessions.<br>Monitoring of PP plan (shows PP access to different opportunities)                  | JWD/CGF           | As appropriate depending on intervention duration. |

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|                              |   |   |   |                   |   |
| E & G                        | Restart Brooklands learning ambassadors club<br>Introduce Peer mentoring scheme for Y6 key marginal pupils using Y8 high achieving pupils as aspirational role models     | Teaching meta cognition (add detail)  | Set up programme in advance for BLA club<br>Train peer mentors and monitor          |                   |   |
| <b>Total budgeted cost</b>   |   |   |   |                   | £72000  |
| <b>iii. Other approaches</b> |   |   |   |                   |   |
| <b>Desired outcome</b>       | <b>Chosen action/approach</b>   | <b>What is the evidence and rationale for this choice?</b>  | <b>How will you ensure it is implemented well?</b>                                  | <b>Staff lead</b> | <b>When will you review implementation ?</b>          |
| A, B, C & D                  | Raising the attainment of disadvantaged youngsters (RADY).  | The RADY approach is embedded in over 40 schools across the West Midlands and having a positive impact on attainment of PP children in these schools. | Governors will maintain an overview of the RADY approach to ensure value for money. | CGF/WRS/AL        | Termly.   |
| E                            | Continue with quality careers work/teaching – through e.g. £10 challenge Y7, Kidzania links in PSHE, Ryman Enterprise competition, Brooklands alumnae board, Careers fair | School follows Gatsby principles for careers and this has been recognised as an area of good practice by Ofsted. Linked to cultural capital           | CPD for staff - £10 challenge DWD to monitor careers                                | CGF/DWD/MTR       | Termly and/or after each event – which ever is sooner |
| E                            | Each department nominates PP Champion.  | 10 Musts has been successful in Maths. PP Champion in each department –   | CGF to monitor and meet with PP champions   | CGF               | Half termly.  |

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|                            | Implement 10 Musts for PP across whole school   | evidence from other schools has suggested this is successful in raising profile of PP   |  |     |             |
| E                          | Monitor PP attendance/representation in extra-curricular activities and whole school events. To be in line with proportion of PP pupils | We have been successful in this in previous years. PP attendance at clubs and events is broadly proportional. Linked to cultural capital again. | Staff running clubs/events are aware and are monitoring. | CGF | Half termly |
| <b>Total budgeted cost</b> |   |   |  |     | £5000       |



