



# **DISADVANTAGE PREMIUM STATEMENT & PLANNED SPEND 2017/2018**

| 1. Summary information |                            |                                  |         |                                  |                |
|------------------------|----------------------------|----------------------------------|---------|----------------------------------|----------------|
| School                 | Brocklewood Primary School |                                  |         |                                  |                |
| Academic Year          | 2017/2018                  | Total PP budget                  | £405240 | Date of most recent PP Review    | Summer 2017    |
| Total number of pupils | 531                        | Number of pupils eligible for PP | 249     | Date for next PP Strategy Review | September 2018 |

| 2. Current attainment (Based on 2016/2017 results)                          |   |        |        |  |        |        |
|---|---|--------|--------|--|--------|--------|
|   | <i>Pupils eligible for PP (your school)</i> |        |        | <i>National average for all pupils</i> |        |        |
| % achieving Good Level of Development                                       | 72%   |        |        | 71%                                    |        |        |
| % achieving pass mark at Year 1 phonics (32)                                | 84%   |        |        | 81%                                    |        |        |
| % achieving secure or above in reading, writing & maths (or equivalent) KS1 | R: 65%                                      | W: 61% | M: 65% | R: 76%                                 | W: 68% | M: 75% |
| % achieving secure or above in reading, writing & maths (or equivalent) KS2 | 56%   |        |        | 61%                                    |        |        |
| Progress measure: KS1 to KS2: reading                                       | +2.55                                       |        |        |  |        |        |
| Progress measure: KS1 to KS2: writing                                       | +3.81                                       |        |        |  |        |        |
| Progress measure: KS1 to KS2: maths   | +3.69                                       |        |        |  |        |        |

| <b>3. Barriers to future attainment (for pupils eligible for PP)</b>  |  |
|---|--|
| <b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>          |  |
| <b>A.</b>   | Poor communication skills on entry.  |
| <b>B.</b>   | A number of children with significant emotional and behavioural needs.                                   |
| <b>C.</b>   | Children's vocabulary is limited, they also have poor spelling and struggle to apply grammar in writing. |
| <b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i> |  |
| <b>D.</b>   | Low attendance and poor punctuality.   |
| <b>E.</b>   | A number of children with significant difficulties at home requiring multiagency support.                |

| 4. Outcomes <i>(Desired outcomes and how they will be measured)</i> |   | Success criteria  |
|---|---|---|
| A.  | Disadvantaged pupils' communication, reading and writing skills will improve so that a similar proportion of disadvantaged pupils and non-disadvantaged pupils achieve GLD on leaving F2. | <ul style="list-style-type: none"> <li>The proportion of cohort achieving a GLD is broadly in line with national.</li> <li>A similar proportion of disadvantaged pupils as non-disadvantaged achieve GLD.</li> </ul>  |
| B.  | Disadvantaged children with significant learning, behavioural and emotional needs will be effectively supported to enable them to make progress.  | <ul style="list-style-type: none"> <li>All disadvantaged pupils' emotional needs are supported to enable them to access mainstream education.</li> <li>Results in PASS questionnaire will show an improvement from September to July.</li> <li>Disadvantaged pupils are making progress in reading, writing and maths.</li> </ul> |
| C.  | Improve spelling and grammar so that attainment in writing for disadvantaged children increases by the end of KS2.  | <ul style="list-style-type: none"> <li>% of DP children achieving EXS in writing at the of KS2 increases from 57% to closer to national percentages.</li> <li>% of DP children achieving EXS in GPS Test increases from 57% to closer to national percentages.</li> </ul>   |
| D.  | Attendance of disadvantaged children will improve so it is closer to the national level of 96%  | <ul style="list-style-type: none"> <li>Attendance of DP increases from 93.7%</li> </ul>   |

| 5. Planned expenditure |         |
|------------------------|---------|
| Academic year          | 2017/18 |

| A. Disadvantaged pupils' communication, reading and writing skills will improve so that a similar proportion of disadvantaged pupils and non-disadvantaged pupils achieve GLD on leaving F2. |  |  |   |            |                                      |
|--|--|--|---|------------|--------------------------------------|
| 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? |
| The proportion of cohort achieving a GLD is broadly in line with national.   | Additional TA in F2                              | Small group intervention has a bigger impact on diminishing the difference in attainment.  | EYFS Lead to monitor provision regularly.                   | SA         | Half termly.                         |
| A similar proportion of disadvantaged pupils as non-disadvantaged achieve GLD.   | Free book bag for PP chn.                        | Not having a book bag is a barrier to effective reading between home and school.           | Class teacher to monitor and provide book bag as necessary. | SA         | Weekly.                              |
|  | PP chn are heard to read more often than non-PP. | Being heard to read regularly is one of the biggest indicators of future academic success. | KS Leaders to monitor consistency of provision.             | SA         | Half termly.                         |
| <b>Total budgeted cost</b>   |  |  |   |            | <b>19287.50</b>                      |

| B. Disadvantaged children with significant learning, behavioural and emotional needs will be effectively supported to enable them to make progress. |                                      |  |  |                 |   |
|---|--------------------------------------|--|--|-----------------|---|
| 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?                      |
| All disadvantaged pupils' emotional needs are supported to enable them to access mainstream education.  | Full time school based counsellor    | In order to help their pupils succeed, schools have a role to play in supporting them to be resilient and mentally healthy. (DfE March 2016)   | JR to provide regular reports to the Head Teacher.                   | JR<br>HT        | Termly  |
|   | 3 x Safeguarding Officers            | 54 cases open to CP or CIN last academic year (including targeted support)<br>35 CP referrals made last academic year.<br>13 CAFs opened last academic year.   | Continued monitoring by HT.  | AB<br>CB<br>JW  | Daily monitoring.<br>Formal meetings half termly.         |
|   | 2 x Behaviour Mentors                | During academic year 2016-17, there were 568 handling incidents and 523 non-handling incidents. This number increased on the previous academic year. Most of these were from a small number of high profile DP children. | Monitoring of data.<br>Monitored by SENCO.                           | LC<br>RMc<br>LH | Weekly  |
|   | Forest School Programme              | Research has shown that Forest School boosts confidence, self-esteem, communication, motivation and physical skills.   | Forest School Lead to target PP chn and follow national plan.        | LE              | Half termly   |
|   | Curriculum Enrichment Activities     | Pupils have limited life-experience and need their learning set in context.  | All enrichment is linked to current topic and is rooted in learning. | SW              | Termly  |
| All pupils are making progress in reading, writing and maths  | Additional Needs Classes.<br>7 x TAs | Smaller class sizes with additional TA support provides a bespoke learning environment for pupils with significant difficulties.   | ANC are subject to whole school monitoring system.                   | HT<br>SO        | Half termly Pupil Progress.<br>Ongoing monitoring of T&L. |

|  |   |  |   |    |                            |
|--|---|--|---|----|----------------------------|
| Results in PASS questionnaire will show an improvement from September to July. | Children take the PASS questionnaire in September and July. | An understanding of children own attitudes to their learning can shape the provision put in place to support them. | RJ to facilitate the questionnaire. Results to be recorded in individual profile. | RJ | September<br>March<br>July |
| <b>Total budgeted cost</b>   |   |  |   |    | <b>363,518.97</b>          |

| C. Improve spelling and grammar so that attainment in writing for disadvantaged children increases by the end of KS2. |  |  |  |                            |  |
|---|--|--|--|----------------------------|--|
| 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?         |
| % of DP children achieving EXS in writing at the of KS2 increases from 57% to closer to national percentages.         | Additional teacher in Y6 (3 days per week) | This allows for quality interventions to be taken by the class teacher whilst class still receives quality first teaching. | Teaching and Learning Audits.<br>SLT to monitor.<br>Book audits.<br>Data – progress in SPAG and writing. | RJ<br>SLT                  | Half termly via school monitoring programme. |
| % of DP children achieving EXS in GPS Test increases from 57% to closer to national percentages.                      |  |  |  |                            |  |
|   |  |  |  | <b>Total budgeted cost</b> | <b>18200.00</b>                              |

| <b>D. Attendance of disadvantaged children will improve so it is closer to the national level of 96%</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> |
| Attendance of disadvantaged pupils will improve from 93.7%   | 3 x Walking Bus to target poor attenders.<br>6 x staff.      | Trialled in previous years and attendance for targeted pupil improved.                          | Regular attendance reviews of targeted pupils.   | DF                | 4 weekly.                                   |
|  | Free places for PP children at Breakfast Club.<br>6 x staff. | Trialled in previous years and attendance for targeted pupil improved.                          | Regular attendance reviews of targeted pupils.   | LF                | Half Termly.                                |
|  | Full time attendance officer.                                | Attendance is poor with high level of PA.   | Weekly home visit log checks.<br>Half termly reviews with HT.                            | DF<br>KF<br>HT    | Half termly.                                |
|  | Family Support Worker (0.5 attendance support).              | Many barriers for families to support attendance identified.                                    | Weekly meetings with Attendance Officer to ensure correct and most effective deployment. | AMH<br>DF         | Half termly.                                |
|  | External consultant to support Attendance Officer.           | Attendance is poor with high level of PA.<br>Focuses on impact of role and how to move forward. | Reports submitted to HT following visits.  | RL<br>DF<br>HT    | Termly.                                     |
| <b>Total budgeted cost</b>   |  |   |  |                   | <b>98720.00</b>                             |

Total Budget Exp: £499726.47

Total Budget Income: £405240.00