



Disadvantage Premium Statement & PLANNED SPEND 2019/2020

1. Summary information					
School	Brocklewood Primary School				
Academic Year	2019/2020	Total PP budget	£379651	Date of most recent PP Review	Summer 2017
Total number of pupils	531	Number of pupils eligible for PP	250	Date for next PP Strategy Review	September 2020

2. Current attainment (Based on 2018/19 results)						
	<i>Pupils eligible for PP (your school)</i>			<i>National average for all pupils</i>		
% achieving Good Level of Development	45.8%			71%		
% achieving pass mark at Year 1 phonics (32)	81.3%			81.9%		
% achieving secure or above in reading, writing & maths (or equivalent) KS1	R: 73%	W: 68%	M: 80%	R: 75%	W: 69%	M: 76%
% achieving secure or above in reading, writing & maths (or equivalent) KS2	53%			65%		
Progress measure: KS1 to KS2: reading	+0.77					
Progress measure: KS1 to KS2: writing	+2.03					
Progress measure: KS1 to KS2: maths	+0.63					

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Poor reading skills (fluency and comprehension).
B.	A number of children with significant emotional and behavioural needs.
C.	Children’s vocabulary is limited, they also have poor spelling and struggle to apply grammar in writing.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Low attendance and poor punctuality.
E.	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' reading will improve so that a similar proportion of disadvantaged pupils and non-disadvantaged pupils achieve ARE at statutory assessment points.	<ul style="list-style-type: none"> A similar proportion of disadvantaged pupils as non-disadvantaged achieve GLD, pass the phonics screen, achieve EXS at the end of KS1 and 2 in reading.
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"> All disadvantaged pupils' emotional needs are supported to enable them to access mainstream education. Results in PASS questionnaire will show an improvement from September to July. Disadvantaged pupils are making progress in reading, writing and maths.
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"> % of DP children achieving EXS in writing at the of KS2 increases from 69% to closer to national percentages. % of DP children achieving EXS in GPS Test increases from 64% to closer to national percentages.
D.	Attendance of disadvantaged children will improve so it is closer to the national level of 96%	<ul style="list-style-type: none"> Attendance of DP increases from 94.45%

5. Planned expenditure	
Academic year	2019/2020

A. Disadvantaged pupils' reading will improve so that a similar proportion of disadvantaged pupils and non-disadvantaged pupils achieve ARE at statutory assessment points.					
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?
Disadvantaged pupils' reading will improve so that a similar proportion of disadvantaged pupils and non-disadvantaged pupils achieve ARE at statutory assessment points.	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/MT/SF	Half termly.
	PP pupils are attend before school Switch On intervention	1:1 reading and writing for this 12 week intervention which follows Reading Recovery principles results in accelerated progress nationally.	Reading Recovery teacher train all TAs to deliver this and provide regular, ongoing CPD and monitor the intervention and the outcomes	JJ	Termly (12 weeks)
Total budgeted cost					£32,020

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 HT	Termly
	3 x Safeguarding Officers	77 cases open to CP or CIN last academic year (including targeted support) 54 CP referrals made last academic year. 9 CAFs opened last academic year.	Continued monitoring by HT.	AB KB JW	Daily monitoring. Formal meetings half termly.
	3 x Behaviour Mentors	During academic year 2016-17, there were 568 handling incidents, this decreased to 185 in 2018-19 and 523 non-handling incidents, this decreased to 501. Although there has been a reduction, a small number of DP pupils still require significant intervention and support with their behaviour	Monitoring of data. Monitored by SENCO.	RMc CY LC JJ	Weekly
	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 SO	Termly

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.	KS leaders to facilitate the questionnaire. Results to be recorded in individual profile.	SF MT	September March July
Total budgeted cost					£249,940

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 gets closer to national average (69% compared to 78%)	Focus on quality first teaching of writing, set in the context of project work.	Progress of those expected to achieve ARE is good. Historically DP children not achieving GDS. Whole school focus on quality first teaching with additional support for DP children.	SD to deliver training to all staff via CPD provision. SD to run GDS groups. HT to track data.	SD	Termly at pupil progress meetings
% of DP children achieving EXS in GPS stays in line with national average	Early morning Y6 booster groups for core subjects	Pastoral aspect of boosters is crucial: getting children in school, mentally prepared, used to the format of tests. Smaller groups for more bespoke support.	Baselines assessment in September with progress and attendance tracked half termly.	SF SD	Termly at Pupil progress meetings
Total budgeted cost				No additional cost	

D. Attendance of disadvantaged children will improve so it is closer to the national level of 96%					
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?
Attendance of disadvantaged pupils will improve from 94.45%	3 x Walking Bus to target poor attenders. 6 x staff.	Trialled in previous years and attendance for targeted pupil improved.	Regular attendance reviews of targeted pupils.	KF AMH HT	4 weekly.
	Free places for PP children at Breakfast Club. 6 x staff.	Trialled in previous years and attendance for targeted pupil improved.	Regular attendance reviews of targeted pupils.	LF	Half Termly.
	Family Support Worker- conduct home visits and regularly support families with poor attendance	Many barriers for families to support attendance identified.	Weekly meetings with SBM to ensure correct and most effective deployment.	AMH KF	Half termly.
Total budgeted cost					£97, 700