



The Bromley Pensnett Primary School

Pupil Premium amount 2016_17: £176, 727

Number of pupils eligible for PPG = 146

NOR Jan 2017 = 269 (not including Nursery)

The Bromley Pensnett Primary School receives additional funding for every child who is eligible for Free School Meals (FSM). This funding is called the ‘Pupil Premium Grant’ (PPG) and should be used to close the gap between children who are entitled to Free School Meals and the rest of the school in terms of how much progress children are making and where they are in relation to their classmates and children across the country (attainment). From September 2012 we are required to record online how we have spent our Pupil Premium in the last year and how we propose to spend it in the coming academic year.

The Sutton Trust teaching and learning toolkit has been used in creating this document. Further reading can be done by following the link:

<https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit>

Links to the positive outcomes are seen in [blue writing](#) which are about the number of months progress.

Amount and title	Intended outcome	Actions	Monitoring	Evaluation	Impact						
Attendance £18,000	Attendance Officer will work with families to improve the attendance of pupils who are eligible for PPG	<ul style="list-style-type: none"> Daily attendance checks First day absence calls made Monitoring of patterns in attendance Home visits made to help support 	<p>Attendance report in Head teachers report to Full Governors</p> <p>Best attendance communicated to all in the school community</p>	<p>Has the gap in school attendance for those entitled to PPG and non PPG been closed?</p> <p>Is this consistent in all year groups or do some year groups need</p>	<ul style="list-style-type: none"> Overall attendance for whole school 2016_17 = 94.87%. Overall attendance for whole school 2015_16 = 93.44% Overall attendance improved by +1.43% School attendance is broadly in line with Government recommended figure of 95% <table border="1"> <thead> <tr> <th></th> <th>PPG</th> <th>NPPG</th> </tr> </thead> <tbody> <tr> <td>2015_16</td> <td>92.77%</td> <td>94.81%</td> </tr> </tbody> </table>		PPG	NPPG	2015_16	92.77%	94.81%
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		<p>parent/carers understanding of the importance of good attendance</p> <ul style="list-style-type: none"> Attendance clinics to offer support and signposting to services Referral to further agencies if no improvements are seen Regular update on the newsletters Celebrate success stories through rewards, trips, postcards home 	<p>Monthly attendance reports reviewed by Headteacher and Attendance Officer</p>	<p>further targeted support? Has the government recommended target of 95% attendance been achieved by PPG and NPPG pupils?</p>	<table border="1"> <tr> <td>2016_17</td> <td>93.27%</td> <td>96%</td> </tr> </table> <ul style="list-style-type: none"> NPPG have above expected attendance throughout the school year. PPG have below expected attendance throughout the school year NPPG there is an improvement from the previous year by 1.19% PPG there is an improvement from the previous year by 0.5% 	2016_17	93.27%	96%																					
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<p>Quality First Teaching £45,000</p>	<p>To rapidly close the gap with the youngest children helping to get them on track with their peers</p>	<ul style="list-style-type: none"> Class sizes in N, Rec, Y1 and Y2 are kept below average class size (+3 months) Additional adult support is placed where needed due to gap between PPG 	<p>Pupil progress meetings termly with a focus on attainment and progress of PPG and all other children</p> <p>Report to School Improvement Committee Governors on the</p>	<p>What is the progress of PPG pupils? What is the progress of NPPG pupils?</p>	<p>Progress:</p> <table border="1"> <thead> <tr> <th>Writing</th> <th>PPG</th> <th>NPPG</th> </tr> </thead> <tbody> <tr> <td>Rec</td> <td>+2.8</td> <td>+3.5</td> </tr> <tr> <td>Y1</td> <td>+2.5</td> <td>+2.8</td> </tr> <tr> <td>Y2</td> <td>+2.7</td> <td>+2.5</td> </tr> <tr> <td>Y3</td> <td>+2.6</td> <td>+2.4</td> </tr> <tr> <td>Y4</td> <td>+3.3</td> <td>+4.0</td> </tr> <tr> <td>Y5</td> <td>+3.3</td> <td>+3.4</td> </tr> <tr> <td>Y6</td> <td>+4.3</td> <td>+4.4</td> </tr> </tbody> </table>	Writing	PPG	NPPG	Rec	+2.8	+3.5	Y1	+2.5	+2.8	Y2	+2.7	+2.5	Y3	+2.6	+2.4	Y4	+3.3	+4.0	Y5	+3.3	+3.4	Y6	+4.3	+4.4
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		and NPPG (+4 months)	progress of PPG and NPPG		<table border="1"> <thead> <tr> <th>Reading</th> <th>PPG</th> <th>NPPG</th> </tr> </thead> <tbody> <tr> <td>Rec</td> <td>+3.9</td> <td>+4.3</td> </tr> <tr> <td>Y1</td> <td>+2.7</td> <td>+2.9</td> </tr> <tr> <td>Y2</td> <td>+2.8</td> <td>+2.8</td> </tr> <tr> <td>Y3</td> <td>+2.8</td> <td>+2.7</td> </tr> <tr> <td>Y4</td> <td>+4.7</td> <td>+4.9</td> </tr> <tr> <td>Y5</td> <td>+3.3</td> <td>+3.2</td> </tr> <tr> <td>Y6</td> <td>+4.3</td> <td>+4.6</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Maths</th> <th>PPG</th> <th>NPPG</th> </tr> </thead> <tbody> <tr> <td>Rec</td> <td>+4.7</td> <td>+5.1</td> </tr> <tr> <td>Y1</td> <td>+2.6</td> <td>+2.4</td> </tr> <tr> <td>Y2</td> <td>+3.2</td> <td>+3.2</td> </tr> <tr> <td>Y3</td> <td>+2.8</td> <td>+2.8</td> </tr> <tr> <td>Y4</td> <td>+4.8</td> <td>+4.9</td> </tr> <tr> <td>Y5</td> <td>+3.2</td> <td>+3.3</td> </tr> <tr> <td>Y6</td> <td>+4.6</td> <td>+4.2</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th></th> <th>Writing</th> <th>Reading</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Rec</td> <td>Attainment gap narrowed</td> <td>Attainment gap narrowed</td> <td>Attainment gap narrowed</td> </tr> <tr> <td>Y1</td> <td>Attainment gap narrowed</td> <td>Attainment gap remained similar</td> <td>Attainment gap narrowed</td> </tr> <tr> <td>Y2</td> <td>Attainment gap remained similar</td> <td>Attainment gap remained similar</td> <td>Attainment gap narrowed</td> </tr> <tr> <td>Y3</td> <td>Attainment gap</td> <td>Attainment gap</td> <td>Attainment gap</td> </tr> </tbody> </table>	Reading	PPG	NPPG	Rec	+3.9	+4.3	Y1	+2.7	+2.9	Y2	+2.8	+2.8	Y3	+2.8	+2.7	Y4	+4.7	+4.9	Y5	+3.3	+3.2	Y6	+4.3	+4.6	Maths	PPG	NPPG	Rec	+4.7	+5.1	Y1	+2.6	+2.4	Y2	+3.2	+3.2	Y3	+2.8	+2.8	Y4	+4.8	+4.9	Y5	+3.2	+3.3	Y6	+4.6	+4.2		Writing	Reading	Maths	Rec	Attainment gap narrowed	Attainment gap narrowed	Attainment gap narrowed	Y1	Attainment gap narrowed	Attainment gap remained similar	Attainment gap narrowed	Y2	Attainment gap remained similar	Attainment gap remained similar	Attainment gap narrowed	Y3	Attainment gap	Attainment gap	Attainment gap
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Emotional wellbeing of pupils £80,000	Vulnerable pupils will have been swiftly identified and needs identified so that their emotional	<ul style="list-style-type: none"> Nurture room children are identified and support programme in 	<p>Conduct profiles reviewed for individual children</p> <p>IBPs reviewed on a half termly basis</p>	<p>Are children safe, happy and resilient?</p> <p>Can children express their</p>	<ul style="list-style-type: none"> 4 children placed in full time Nurture group. All were entitled to PPG. <p>End of academic year 2016_17:</p>																

	needs do not have a detrimental impact on their learning	<p>place (+4 months)</p> <ul style="list-style-type: none"> Referral to other agencies including Early Help offer, SEN provision, Learning Mentor, additional professional services (e.g. Play therapy, counselling services) (+1 month) SDQ scores and/or Boxall profile used as a baseline assessment and then to measure progress Training for all staff in Attachment awareness and how this impacts on learning needs of pupils (+4 months) 	<p>Red/Yellow cards monitored on a half termly basis</p> <p>Nurture room children reviewed on a half-term basis with SLT</p> <p>Link to SENCo Governor</p>	<p>worries and concerns in an appropriate way? (dependant on their age and experiences)</p> <p>Do the systems we have in place adequately meet the needs of the pupils?</p>	<ul style="list-style-type: none"> 1 child moved to an Alternative provision having gained an EHCP 1 child gained an EHCP as they moved to Secondary school One child gained an EHCP and has transitioned full time back to class One child waiting on outcome of EHCP and is transitioning back to class with support <p>Progress data for Nurture children:</p> <table border="1" data-bbox="1552 662 1991 810"> <thead> <tr> <th></th> <th>Expected</th> <th>Accelerated</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>75%</td> <td>50%</td> </tr> <tr> <td>Writing</td> <td>50%</td> <td>25%</td> </tr> <tr> <td>Maths</td> <td>50%</td> <td>25%</td> </tr> </tbody> </table> <p>Nurture behaviour incidents logged in September 2016 = 24 Nurture behaviour incidents logged in July 2017 = 1</p> <p>The impact of the Nurture room meant there was a significant reduction in behaviour that caused concern</p> <p>2017_18 there are 10 children in the process of obtaining an EHCP. These children have already had a multi-agency approach used to identify there ongoing needs more rapidly</p> <p>Sept 2016: All staff attend Attachment Awareness training</p>		Expected	Accelerated	Reading	75%	50%	Writing	50%	25%	Maths	50%	25%
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					<p>November 2016: Boxall training was been delivered to all staff. Vulnerable children have been baseline using the Boxall toolkit. Impact to be measured in Nov 17 when Boxall will be used again</p> <p>July 2017: NQT attends REAP and attachment awareness training</p> <p>23% of school population has an outside agency working with them due to SEN. EYFS + KS1: The largest involvement is with SALT (Speech and Language) KS2: The largest group is CAMHs and Educational Psychologist.</p> <p>Play therapist engaged with 5 children. All children entitled to PPG This was for our most vulnerable group of children</p> <p>Educational Psychologist: 12 children reviewed. 92% of these children were entitled to PPG</p> <p>Learning Support Services: 19 children were reviewed. 74% of these children were entitled to PPG</p> <p>REAP training was all members of Nurture room so that understanding of the needs of children was understood Nurture Network training was undertook be all members of the Nurture room so that the</p>
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					<p>needs and requirements of these children could be understood.</p> <p>Lunchtimes: over the course of 2016_17 20 children accessed the Nurture room. This helped to reduce the number of lunchtime incidents</p> <p>2017_18 only 13 children will be accessing the Nurture over the lunchtime as other children have successfully re-integrated back onto the playground</p>
<p>Quality interventions to close the gap £33,727</p>	<p>Pupils in receipt of PPG are supported to overcome barriers to learning.</p> <p>Interventions will help ensure that children achieve in line with their peers.</p> <p>Interventions are flexible and rapidly change if needed to meet the needs of pupils</p>	<ul style="list-style-type: none"> • Precision teaching training given to TAs so they can all deliver this intervention when needed (+4months) • Numicon is used to effectively support pupils with their mathematical number development • Phonic groups to be flexible across classes (+4 months) • Welcomm speech and language 	<p>SLT to review interventions at least every six weeks</p> <p>Adjustment to the interventions if needed done rapidly</p> <p>Progress of children discussed in half-termly progress meetings</p> <p>School improvement governors report from Head teacher</p>	<p>Do the interventions help the children to make progress?</p> <p>Do we have the right interventions to support the needs of the children?</p> <p>Is there a rapid response for children who are at risk of falling behind?</p>	<p>Reception: Numicon used as a regular part of learning.</p> <p>Welcomm programm delivered to 12 pupils. All 12 were PPG. All children caught up with their peers. 7 of the 12 children made 18 months progress in a 10 month period.</p> <p>Forest School sessions delivered weekly to all nursery and reception pupils. Outcome 87% obtained The World element of ELG</p> <p>Y1: Numicon used as a regular part of learning.</p> <p>Phonic groups taught daily in small groups PPG children had additional small phonics group as top up</p> <p>Phonic screening check: 76%</p> <p>PPG = 71%</p> <p>NPPG = 83%</p>

		<p>programme for Reception pupils</p> <ul style="list-style-type: none"> • Homework club supported by staff at lunchtimes (+1 month) • Use of additional Forest School sessions for children in Reception and Nursery (+3 months) 			<p>Y2 Numicon used as a regular part of learning.</p> <table border="1"> <thead> <tr> <th>KS1 maths data</th> <th>ARE</th> <th>ARE+</th> </tr> </thead> <tbody> <tr> <td>Whole cohort</td> <td>71%</td> <td>26%</td> </tr> <tr> <td>PPG</td> <td>74%</td> <td>21%</td> </tr> <tr> <td>NPPG</td> <td>68%</td> <td>32%</td> </tr> </tbody> </table> <p>Y3 Numicon used as a regular part of learning.</p> <p>Power of One delivered to small group of PPG children</p> <p>Y4 Power of Two delivered to small group of PPG children</p> <p>Y5 Power of Two delivered to small group of PPG children</p> <p>Y6: Homework club delivered every lunchtime</p>	KS1 maths data	ARE	ARE+	Whole cohort	71%	26%	PPG	74%	21%	NPPG	68%	32%
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