



## The Bromley Pensnett Primary School

Pupil Premium amount 2017\_18: £192,500

Number of pupils eligible for PPG = 141

NOR March 2018= 268 (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.

### Barriers to future attainment (for pupils eligible for PP and LAC)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A. Coupled vulnerability with SEND is an issue for our PP eligible pupils.
B. Gaps in learning Preventing pupils achieving Age Related Expectations
C. Social and emotional issues preventing pupils being ready to learn in Early Years and incomers from other settings.

External barriers (issues which also require action outside school, such as low attendance rates)

D. Lack of parental engagement with support in EY and with reading across school
E. Lack of parental knowledge about impact of repeated absences from school

Desired outcomes (Desired outcomes and how they will be measured)	Success criteria
A. An increase in the number of PP pupils with SEND making at least expected progress (3 steps from their starting points) in writing	Target pupils eligible for PP make as much progress as other pupils in writing.

	Measured by teacher assessments and successful moderation practices within school and MAT group.
B. Gaps are identified and plugged through interventions and high quality first teaching. Interventions are swiftly adapted and changed to meet needs of pupils.	Pupils eligible for PPG will reach ARE. More pupils will achieve ARE in end of key stage assessments
C. Through multi agency approach needs of children will be assessed and needs met quickly.	Boxall profile will show improvement in emotional needs (baseline vs exit data from Nurture group) Reduction of incidents as seen by behaviour log and case files.
D. Parent/Carers will be inducted in the routines for BPPS. Parent/carers will attend events to support their child's learning. Children will enjoy reading aloud to their parent/carers	Log of attendance at parent events show an increase in PPG parents attending. Login to Bug Club site will increase for PPG pupils
E. Use of Attendance clinics to show impact on child's learning and relationships with peers. Parent/carers will be supported to improve child's attendance in school.	Attendance of small group with persistent absence will be improved. Use of monthly attendance reports Persistent absence figures show a reduction month by month

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
Quality First Teaching £56,000	To rapidly close the gap with identified children helping to get them on track with their peers	<ul style="list-style-type: none"> <li>Additional adult support is placed where needed due to gap between PPG and NPPG (+4 months)</li> <li>Additional adult support in Y5 where PPG is at 75%</li> <li>Additional adult support in Y1 for literacy as group of children at risk of falling behind</li> <li>Use of meta cognitive and self regulation strategies to support resilience and building power in pupils – focus on Yr 5 (+8 months)</li> </ul>	<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 progress of PPG and NPPG</p>	<p>What is the attainment for PPG pupils? What is the attainment for NPPG pupils?</p> <p>What is the progress of PPG pupils? What is the progress of NPPG pupils?</p>	
Attendance £20,000	Attendance Officer will work with families to improve the attendance of pupils who are eligible for PPG	<ul style="list-style-type: none"> <li>Daily attendance checks</li> <li>First day absence calls made</li> <li>Monitoring of patterns in attendance</li> <li>Home visits made to help support parent/carers understanding of the importance of good attendance</li> <li>Attendance clinics to offer support and signposting to services</li> </ul>	<p>Attendance report in Head teachers report to Full Governors</p> <p>Best attendance communicated to all in the school community</p> <p>Monthly attendance reports reviewed by Headteacher and Attendance Officer</p>	<p>Has the gap in school attendance for those entitled to PPG and nonPPG been closed?</p> <p>Is this consistent in all year groups or do some year groups need further targeted support?</p> <p>Has the government recommended target of 95% attendance been</p>	

		<ul style="list-style-type: none"> <li>• Referral to further agencies if no improvements are seen</li> <li>• Regular update on the newsletters and website</li> <li>• Celebrate success stories through rewards, trips, postcards home</li> <li>• Breakfast club places offered for free</li> <li>• Parent consultations to include information on attendance</li> </ul>		achieved by PPG and NPPG pupils?	
Emotional wellbeing of pupils £53,000	Vulnerable pupils will have been swiftly identified, their needs assessed so that there is not a detrimental impact on their learning	<ul style="list-style-type: none"> <li>• Nurture room children are identified and support programme in place (+4 months)</li> <li>• Referral to other agencies including Early Help offer, SEN provision, Learning Mentor, additional professional services (e.g. Play therapy, counselling services) (+1 month)</li> <li>• Support for Parent/Carers through the Early Help offer and co-ordinating support for parents.</li> <li>• SDQ scores and/or Boxall profile used as a baseline assessment and then to measure progress</li> <li>• Training for all staff in highly effective behaviour</li> </ul>	<p>Conduct profiles reviewed for individual children</p> <p>IBPs reviewed on a half termly basis 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>Are children safe, happy and resilient?</p> <p>Can children express their 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> <p>Are Parent/Carers supported through the Early Help package?</p>	

		management strategies, use of self regulation to support individuals and small groups (+4 months)			
Quality interventions to close the gap £63,727	<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"> <li>• Precision teaching training given to TAs so they can all deliver this intervention when needed (+4months)</li> <li>• Plugging the gaps flexible teaching groups in KS1 + KS2 delivered by HLTA's (+4months)</li> <li>• Numicon and Power of One is used to effectively support pupils with their mathematical number development</li> <li>• Phonic groups to be flexible across classes (+4 months)</li> <li>• Welcomm speech and language programme for Reception pupils (+5 months)</li> <li>• Homework club supported by staff at lunchtimes (+2 months)</li> <li>• Use of additional Forest School sessions for children in Reception and Nursery (+4 months)</li> </ul>	<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>	