Brinkley Grove Primary School Pupil **Evaluated** Premium Report 2019 – 20

Pupil Premium Allocation

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| Total number of pupils on roll – January census | 402 |
| Number of Pupils eligible for Pupil Premium – As of September 2019 | 72 |
| Total amount of Pupil Premium received (2019-20) | £122,427 |

Pupil Premium funding comes directly into school and is based on the number of children registered as eligible for Free School Meals (FSM) at the moment and in the past six years, as well as children who have parents in the armed forces and children who are looked after.

It should be noted that not all pupils eligible for the Pupil Premium are low attaining or making poor progress. In order to accelerate the progress of all eligible pupils, we have looked carefully at the children’s barriers to further progress and put in place strategies to help remove these barriers.

The Pupil Premium is additional to main school funding and it will be used by this school to address any underlying inequalities between children eligible by ensuring that funding reaches the pupils who need it most.

In our school we have a total of 93 pupils who are entitled to benefit from additional funding. The Pupil Premium funding entitles 81 of these children to £1320 each as a result of receiving Free School meals within the last 6 years. We currently have one child in school who has been Looked After continuously for more than six months who is entitled to £2,300. We also have 10 children whose parents are currently serving in the armed forces and are entitled to £1,620 each. We also have 1 adopted child who is receiving £2300 additional funding. All funding for these eligible children is to be spent at the discretion of the Head teacher and Pupil Premium leader.

**Please not that due to school closures during the Spring term 2020, we have far less data available than in previous years. Therefore, the analysis of the impact made from our actions is less thorough than we would ideally include into our evaluated Pupil Premium report.**

Pupil Premium Spending

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| **Action** | **Impact group** | **Intended outcome** | **Outcomes** |
| Outdoor learning groups  | Eligible pupils in years 4, 5 and 6.  | To develop positive attitudes to learning and school through a range of opportunities, e.g. supermarket visit, farm visits, vegetable growing, treasure hunts and science experiments.  | The children say that they ‘look forward’ to attending the group each week and have also said: ‘it’s helped me to concentrate better because I have had a break and some fresh air’. Children have ‘learned new skills’ which have they have continued home with their families. The children have all expressed that they would want this club to continue. Class teachers have said that this has affected the children positively and that the children show improved attitude to learning as they have this weekly ‘reward’. |
| Speech and Language interventions`  | Reception and year 1 pupils with S&L below age-related  | To improve pupils’ oral capacity, leading to improved literacy skills. | All children are screened upon entry into reception to thoroughly understand the children’s needs and provide the necessary support on an individual basis. This is continued monitoring throughout year 1 and 2 to support children entering Key Stage 2. |
| After school tuition run by teachers for small groups. | Eligible pupils from across the school  | To provide additional support to ‘plug gaps’ in pupils understanding to allow them to continue to progress. To improve attitudes and motivation to learning.  | All children showed improved motivation and engagement in their core subjects.  |
| Teacher development  | All pupils  | Raise the quality of teaching through rigorous audit process and regular teacher development meetings/Pupil progress meeting updates.  | All teachers have achieved their PMR targets for teaching and learning. Before lockdown, the children. The data from Spring 1 to Spring 2 showed the following outcomes for progress for eligible children:* In year 1**, 100% made expected or above expected progress in reading**, **writing,** **in maths.**
* In year 2, **100% made expected or above expected progress in reading and writing**, and **86% in maths.**
* In year 3, **89% made expected or above expected progress in reading, 100% in writing**, and **78% in maths.**
* In year 4, **58 % in reading,** **92% in writing and 100% in maths made expected or above expected progress.**
* In year 5, **100% of children made expected or above expected progress in reading, writing and maths**.
* In year 6, **100% of children made expected or above expected progress in reading, writing and maths.**
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| Extra-curricular provision  | Eligible pupils from across the school.  | To provide opportunities for disadvantaged children to participate in wider opportunities, e.g. water sports and team building, music / singing, Children’s University.  | Two eligible children have been enabled to attend dance club. |
| After-school support  | Eligible pupils from across the school.  | Support for families to access emergency afterschool childcare.  | No families required this service. |
| 123 maths online subscription  | Eligible pupils from across the school.  | Daily maths practice to support the four operations (available daily in class, during the day and accessible at home).  | Good engagement from children across the school with 100 children using their logins on a weekly basis. Class teachers have been using this program as an additional intervention as well as during early morning work. It ha has aided the children to secure concepts in place value and the number system. |
| Child First membership (THRIVE)  | Eligible pupils from across the school.  | Speech and language support with a therapist focusing on our youngest learners.  | A full time THRIVE practitioner is working to implement consistent management plans for children with emotional barriers to learning and to build upon social/ emotional skills for all identified children. The success of these is monitored carefully and outside agencies are contacted where appropriate. |
| Lunchtime clubs  | Eligible pupils from across the school.  | Lunchtime games club to run throughout the year to focus on eligible children to support friendships and wellbeing during the lunch hour.Lunchtime club at ‘The Ark’ to start from the Spring term to focus on Improving social skills and supporting emotional needs. | The introduction of the ‘Lunch time club’ has made a remarkable difference to the ability for children to cope with anxiety, behaviour difficulties and build friendship support during this period of the day. The transition back to class has improved for our children who often struggle to cope during lunchtime. |
| Attendance solutions | For all children across the school.  | To improve and sustain good attendance of pupils within the school via close tracking and strategies to promote a positive ethos for all to attend school. | This has been an effective service to track and support children with poor attendance. Attendance for Pupil premium children was 92.93% for the period 3/9/2019-08/03/2020 compared to 96.63% for those who were not pupil premium. I.e. attendance for pupil premium children is still lower than the rest of the school. We would like to resume using Attendance Solutions when it is possible again during the 2020-21 academic year. (Covid-9 dependent).  |
| Annual subscription of the ‘Lexia’ reading app. | Eligible pupils from across the school.  | To provide additional differentiated reading support which adapts constantly to the changing needs of each child. | Lexia is currently being used by more than 100 children from Y1 –Y6 who have been identified as being at risk of not meeting their end of year expectations in reading.By providing a structured and personalised reading programme that can be accessed at home and at school, Lexia enables children to improve their key reading skills independently. Teachers are provided with progress data from Lexia that enables them to monitor children’s development of skills such as word recognition, vocabulary knowledge, grammar and spelling. |
| New whole-class reading books for children in Key stage 1. | Eligible pupils from across the school.  | To enable all children to access quality reading materials to support the development of key reading skills within lessons. | Children in all of the EYFS and KS1 classes have access to a variety of whole class sets of high quality texts. These books are used to raise the profile of reading for pleasure as well as being an integral part of structured reading lessons. Having multiple copies of a wide variety of fiction books means that children are introduced to a variety of diverse titles, authors and illustrators. |

Academic support Emotional/ behavioural/ family support