



PUPIL PREMIUM STRATEGY

April 2016-Mar 2017 actual income received - £59,307

April 2017-Mar 2018 expected income - £54,700

	Apr	May	Jun	Jul	April to July 2016	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Aug to Mar	Total Financial Year	Apr	May	Jun	Jul	April to July 2017
Income																				
FSM 6 Pupil Premium				13,860	13,860		13,860			13,860			13,860	41,580	55,440			13,200	660	13,860
Post LAC Pupil Premium				475	475		475			475			475	1,425	1,900			475		475
EY Pupil Premium				827	827									-	827					
Autumn Term LAC PP					-				1,140					1,140	1,140					
Total Income	-	-	-	15,162	15,162	-	14,335	-	1,140	14,335	-	-	14,335	44,145	59,307			13,675	660	14,335
Costs																				
Out of school provision																				
Year 2 ASC					-		181	465			28	21	35	729	729	14	28	28	21	91
Year 1 ASC/BC					-		98				78	59	93	327	327	34	77.5	93	91	294
Reception ASC																7	28	28	14	77
Total Out of School Provision	-	-	-	-	-	-	279	465	-	-	106	80	128	1,056	1,056	55	132	149	126	462
Staff Costs																				
Academic Intervention	4,947	4,947	4,947	4,947	19,788	4,947	4,961	4,961	4,961	4,961	2,881	2,372	2,372	32,416	52,204	3,039	3,039	3,039	3,039	12,156
Nurture Intervention	1,284	1,284	1,284	1,284	5,136	1,284	1,177	1,177	1,177	1,177	1,177	1,434	1,434	10,037	15,173	1,039	1,039	1,039	1,039	4,156
Total Staff Costs	6,231	6,231	6,231	6,231	24,924	6,231	6,138	6,138	6,138	6,138	4,058	3,806	3,806	42,453	67,377	4,078	4,078	4,078	4,078	16,312
Expenditure																				
Attendance Awards	107	308	38		454		72	237		283	74		307	973	1,427		146	700	235	1,081
YMCA Counselling Service								2,000					708	2,708	2,708	1,417				1,417
Behaviour		60			60										60					
Trips/Visits				193	193							128		128	128				1,531	1,531
Learning Resources								650						650	650					
Other Expenditure Total	107	367	38	193	706	-	2,072	887	283	-	74	128	1,015	4,460	5,166	1,417	146	700	1766	4,029
Total Cost	6,338	6,598	6,269	6,424	25,628	6,231	8,489	7,490	6,421	6,138	4,237	4,015	4,950	47,971	73,599	5,550	4,356	4,927	5,970	20,803



We have identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

- Access to extra-curricular activities - educational experiences such as trips, music lessons and participation in physical activities
- Parental engagement with school - especially regarding attendance at information and workshop evenings and completion of homework
- Behaviour – pupils with specific social and emotional needs which affect their learning

Area of Spend	Focus
Additional TA/teacher support in classes and for focused intervention – KS1	English and Maths
Additional TA support in classes and for focused intervention - EYFS	English, Maths PSED
Additional Learning Resources	English, Maths PSED
Funding for 1-1 support sessions	PSED
Funding for Breakfast Club/After School Club	PSED
Funding for extra-curricular activities	PSED
Funding for school trips/activities	PSED

Area of spend	Intended outcomes – why these approaches were taken	Actions	1 st Review November	Mid-Year Review February	End of Year Review July
PP HLTA Year 2	<ul style="list-style-type: none"> <input type="checkbox"/> Improved learning outcomes in writing (meeting end of year age-related objectives) <input type="checkbox"/> Improved confidence for pupils in specified areas <input type="checkbox"/> Learning tasks tailored to specific needs of pupils – closing gaps in understanding <input type="checkbox"/> Consolidation of learning completed in classes – time for practise and application of skills <input type="checkbox"/> Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points to learning. Pre-teaching to include pre-reading of texts in English, research for writing units, key vocabulary <input type="checkbox"/> Pupils have time to complete homework tasks if unable to do at home 	<ul style="list-style-type: none"> <input type="checkbox"/> Regular reviews of PP group timetable with DHT <input type="checkbox"/> Regular communication between PP HLTA and class teachers – individual pupils’ needs, pre-teaching materials, learning to consolidate, sharing of resources <input type="checkbox"/> Teaching resources and materials – PP HLTA to liaise with DHT as necessary <input type="checkbox"/> PP HLTA to attend staff meetings – up-to-date with school priorities, teaching strategies and national developments 	<ul style="list-style-type: none"> <input type="checkbox"/> DHT and PP HLTA have regular professional discussions about the targeted children and the impact of the intervention. <input type="checkbox"/> The format of the intervention has already evolved over the half term <input type="checkbox"/> Book scrutiny has identified that the Year 2 children have made good progress so far in the term <input type="checkbox"/> HLTA has attended all staff meetings and completed Autumn 1 data check 	<ul style="list-style-type: none"> <input type="checkbox"/> Targeted interventions have been reviewed and children changed <input type="checkbox"/> Book scrutiny confirms that PP children having writing intervention are making expected or better progress <input type="checkbox"/> HLTA has attended all staff meetings and completed data checks <input type="checkbox"/> In Autumn 1 46.7% of Yr 2 writing intervention group were assessed at being at an age-related attainment in writing, working in Band 2. Spring 1 data shows that 60% are now working within Band 2, with 53.3% working well within the band. 67% of this group are targeted to achieve the expected standard in writing by the end of Year 2. 	<ul style="list-style-type: none"> <input type="checkbox"/> 65% PP children in Year 2 achieved the Expected standard in writing; 100% made at least expected progress from their starting points, with 53% making better than expected progress <input type="checkbox"/> 21% PP children in Year 2 achieved Greater Depth in writing <input type="checkbox"/> Broadly in line with PP national data from 2016 in writing <input type="checkbox"/> 12% increase on school 2016 data



<p>Additional TA/ teacher support in classes and for focused intervention – all year groups</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 1:1 and/or small group interventions planned to cater for individual needs (i.e. spelling, reading, handwriting) <input type="checkbox"/> Support within lessons to improve understanding of learning in reading, writing and maths <input type="checkbox"/> Consolidation of learning completed in classes – time for practise and application of skills <input type="checkbox"/> Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points to learning. Pre-teaching to include pre-reading of texts in English, research for writing units, key vocabulary, concepts in maths calculation strategies and terminology <input type="checkbox"/> Priority reading with TAs if pupils are unable to read at home <input type="checkbox"/> Pupils who are on SEN register and in receipt of PP have their individual targets reviewed regularly and aspirational targets are set for their progress 	<ul style="list-style-type: none"> <input type="checkbox"/> Regular TA meetings with DHT – review of interventions, re-shaping of groupings and focuses, sharing of ideas and resources <input type="checkbox"/> Teacher and DHT review – careful planning of interventions to be completed each half term/phase <input type="checkbox"/> DHT observe interventions and provide feedback regarding strategies, next steps, resources <input type="checkbox"/> Clear communication between teachers and TAs – expectations within lessons <input type="checkbox"/> TA timetables carefully planned – making best use of morning work, registration and afternoon intervention time for pre-teaching and consolidation of learning <input type="checkbox"/> Close communication between TAs, teachers and HT to track pupils with concerning attendance and/or punctuality. HT to address concerns with parents and develop action plan as necessary 	<ul style="list-style-type: none"> <input type="checkbox"/> DHT has planned the interventions for the Autumn term <input type="checkbox"/> Professional dialogue between staff indicates a good level of understanding of the targeted groups <input type="checkbox"/> 85% of Year 2 PP (working within TT Steps) have made 1 or more steps progress from summer 2 to Autumn 1 in reading, 85% in writing and 92% in maths. 47% are currently working within Band 2 in reading, 40% in writing and 40% in maths. 77% of the group that will be assessed against the framework at the end of Year 2 are targeted to achieve the expected standard <input type="checkbox"/> 63.6% of Year 1 PP have been assessed at 40-60+ in reading, 100% in writing and 81.8% in maths for Autumn 1. 64% are targeted in reading to achieve 1s or better, 55% in writing and 64% in maths. 64% have been targeted to achieve the phonics check in Year 1 	<ul style="list-style-type: none"> <input type="checkbox"/> 17.01.17 – Rapid Phonics - Year 1 progress report received - In Autumn 1 no child was assessed in reading as working at age related expectations, working in Band 1. Spring 1 data shows that 71.4% are now working within Band 1, with 21.4% working at 1b+ <input type="checkbox"/> 10.02.17 – PP reading analysis report received. Amanda read with all PP children and provided teachers with a summary of strengths and next steps, for all children. Autumn 1 data showed that 53.3% of this group were assessed at working at age related expectations, in Band 2. Spring 1 data shows that 66.7% are now working within Band 2, with 53.3% working well within the band. 67% are targeted to achieve the expected standard in reading by the end of Year 2, with 40% targeted to achieve greater depth. <input type="checkbox"/> 25.02.17 – Rapid Phonics - Reception progress. Autumn 1 baseline assessment shows that 41.7% of this group were assessed at being at an age-related attainment in reading. Spring 1 data shows that 83.3% of this group are now working within 40-60 months, with 50% working well within the band. 67% of this group are targeted to achieve the Early Learning Goal in reading. <input type="checkbox"/> 25.02.17 – Maths Intervention - Reception progress. Autumn 1 baseline assessment shows that 58.3% of this group were assessed at being at an age-related attainment in numbers. Spring 1 data shows that 83.3% of this group are now working within 40-60 months, with 66.7% working 	<ul style="list-style-type: none"> <input type="checkbox"/> Impact of Reception Rapid Phonics Programme - 73% of Pupil Premium children who accessed the rapid phonics programme made accelerated progress in reading and writing this year. Next Steps-Offet programme to all disadvantaged children in reception next year. Increase frequency of sessions to 4x week. <input type="checkbox"/> Impact of Maths Intervention in Reception -58% of pupil premium children made accelerated progress in number and 67% in Shape. Space and Measure. There has been a bigger impact for lower attainers. Next Steps-Next year intervention should be 3x week in half term blocks-starting with lower ability children, focussed on basic number skills-n rich can be used for ideas to keep it interesting and to be done in provision. Brief records should be kept (see rapid phonics folder) and observations should be on 2 simple. Focus children should change each half term but should still be mainly pupil premium. Summer term should be focused on challenge and extension for exceeding children. <input type="checkbox"/> Rapid Phonics Year 1 Impact- 50% of children who received intervention, passed the phonics check. 74% of children who received intervention made accelerated progress from their starting points. Next Steps-Rapid phonics programme to continue to be
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				<p>well within the band. 75% of this group are targeted to achieve the Early Learning Goal in maths.</p> <p><input type="checkbox"/>25.02.17 – Maths Intervention Year 1 progress. In Autumn 1 7.1% of this group were assessed as working at age related expectations, working in Band 1. Spring 1 data shows that 64.3% are now working within Band 1, with 28.6% working at 1b+</p> <p><input type="checkbox"/>February STEM book scrutiny – 69% Reception PP are on track to achieve at least the ELG ; with 5 children being targeted to achieve Exceeding – targeted PP intervention for spring term; 61% Year 1 PP children are being targeted to achieve the expected standard by the end of the year – PP intervention is having good progress with targeted children; 67% Year 2 PP are still on track to achieve the expected standard , with 21% targeted to achieve Greater Depth</p> <p><input type="checkbox"/>February writing book scrutiny – 69% Reception PP on track to achieve expected at the end of reception; 44% Year 1 PP on track to achieve expected standard by the end of Year 1 – further targeting of Rapid Phonics and writing intervention; 60% Year 2 PP on track to achieve expected standard, with 20% on track to achieve greater depth</p>	<p>used in year 2 for children who did not pass the check. Children in year 1 and 2 to be reassessed in September 17. Groupings to be reviewed more frequently (at least every half term with class teacher or DHT)</p> <p><input type="checkbox"/>17.07.17 – 85% of reception PP children achieved the Early Learning Goal in maths, with 23% achieving Exceeding</p> <p><input type="checkbox"/>17.07.17 – 56% of Year 2 PP children achieved at least the expected standard in maths; 21% achieving greater depth; 47% made better than expected progress from their starting point</p>
<p>Funding for extra-curricular music lessons/ clubs</p>	<p><input type="checkbox"/> Social skills are developed through participation in a range of clubs provided by the school or external providers</p> <p><input type="checkbox"/> Pupils enjoy the experience of being at school and are keen to</p>	<p><input type="checkbox"/> Annual analysis of number of pupils who have taken part in clubs</p> <p><input type="checkbox"/> Staff to talk to children/parents about possible interests and available clubs</p>	<p><input type="checkbox"/> Currently have Italian club running for Year 1 and 2. HT to analyse attendance</p>	<p><input type="checkbox"/>Year 1 after school Italian club. 40% of attendees are PP</p> <p><input type="checkbox"/>Year 2 after school Italian club. 27% of attendees are PP</p> <p><input type="checkbox"/>87% of Year 2 PP children attend one or more clubs at Brewster Avenue</p>	<p><input type="checkbox"/>Year 1 after school Italian club. 40% of attendees are PP</p> <p><input type="checkbox"/>Year 2 after school Italian club. 27% of attendees are PP</p> <p><input type="checkbox"/>87% of Year 2 PP children attend one or more clubs at Brewster Avenue</p>



	<p>come before/stay later to participate in chosen activities</p> <p><input type="checkbox"/> Talent, skills and efforts in non-academic subjects are celebrated and develop self-confidence</p>	<p><input type="checkbox"/> HT to arrange funding (as appropriate) for clubs and resources required (i.e. musical instruments, sports clothing)</p>		<p><input type="checkbox"/> 19% of the attendees at the Norwich girls' football club are PP</p>	<p><input type="checkbox"/> 19% of the attendees at the Norwich girls' football club are PP</p>
Funding for Breakfast and After School Club	<p><input type="checkbox"/> Breakfast Club – to promote good attendance and punctuality</p> <p><input type="checkbox"/> After School Club - Pupils have time to complete homework tasks if unable to do at home</p> <p><input type="checkbox"/> Pupils enjoy spending time with peers prior to lessons beginning (helps them become read for learning)</p>	<p><input type="checkbox"/> Inform parents of PP pupils that Breakfast Club available at no cost (encourage pupils to attend)</p> <p><input type="checkbox"/> Liaise with class teachers so TAs aware of homework that requires completion – if appropriate</p>	<p><input type="checkbox"/> Currently offer payment for 2 children to attend breakfast/after school club each week. The impact has been more integrated into the school and improved well-being</p>	<p><input type="checkbox"/> Currently offer payment for 2 children to attend breakfast/after school club each week. The impact has been more integrated into the school and improved well-being</p>	<p><input type="checkbox"/> Currently offer payment for 5 children to attend breakfast/ after school club each week. The impact for 1 child has been significant for attendance while they attended the breakfast club.</p>
Funding for dedicated 1-1 support	<p><input type="checkbox"/> To provide dedicated time and support (1:1 and group) to help build pupils emotional development</p> <p><input type="checkbox"/> To improve the self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom</p>	<p><input type="checkbox"/> Clear protocols in place to ensure pupils are referred for correct support</p> <p><input type="checkbox"/> Regular opportunities for feedback to parents and staff at school</p>	<p><input type="checkbox"/> 1:1 sessions have started with outside agencies</p>	<p><input type="checkbox"/> Significant improvements in behaviour and well-being for individuals who access the weekly 1-1 sessions</p> <p><input type="checkbox"/> 3 PP children have greatly benefitted from having 1-1 sessions</p>	<p><input type="checkbox"/> Significant improvements in behaviour and well-being for individuals who access the weekly 1-1 sessions</p> <p><input type="checkbox"/> 3 PP children have greatly benefitted from having 1-1 sessions</p>

How will the school measure the impact of the Pupil Premium?

- To monitor progress on attainment, new measures have been included in the performance tables that will capture the achievement of pupils covered by the Pupil Premium. At Brewster Avenue Infant and Nursery School, the usual cycle of data collection and the monitoring and tracking of the cohort's attainment, will be used to inform pupil progress and enable the early identification of need, support and appropriate intervention.
- Review meetings will take place at each milestone.
- At each milestone, the school will review the impact of actions taken and will plan for how the funding will be specifically allocated over the next phase. When selecting pupils for Pupil Premium target groups, the school will look at all pupils across the school. There are some pupils who are not eligible for PP who will benefit from these groups if their needs are similar and we believe progress can be made towards individual targets.
- Pupil Premium Funding and the impact of this is a regular item at Full Governing Body Meetings.
- **Designated staff member in charge: Mrs Amanda Bull**
- **Nominated governor: Mr Luke Mudge**