

# Pupil premium strategy Brook Street Primary School 2019 - 2020

1. Summary information					
<b>School</b>	Brook Street Primary School, Carlisle, Cumbria				
<b>Academic Year</b>	19/20	<b>Total PP budget</b>	£73,800	<b>Date of most recent PP Review</b>	2016
<b>Total number of pupils</b>	250	<b>Number of pupils eligible for PP</b>	61+ EY	<b>Date for next internal review of this strategy</b>	Termly

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving expected standard or above in reading, writing &amp; maths</b>	<b>End of KS2 – 14%</b>	<i>End of KS2 – 71% (65%)</i>
<b>% making expected progress in reading (as measured in the school)</b>	<b>End of KS2 – 29%</b>	<i>End of KS2 -79% (73%)</i>
<b>% making expected progress in writing (as measured in the school)</b>	<b>End of KS2 - 43%</b>	<i>End of KS2 – 93% (78%)</i>
<b>% making expected progress in mathematics (as measured in the school)</b>	<b>End of KS2 – 57%</b>	<i>End of KS2 – 86% (79%)</i>

3. Barriers to future attainment (for pupils eligible for PP)		
<b>Academic barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Low Literacy Levels: Phonics, Reading Comprehension, Understanding of a range vocabulary.	
<b>B.</b>	Limited literacy levels at home to support daily reading.	
<b>C.</b>	A need to raise aspirations and ensure children have a “can do” attitude.	
<b>Additional barriers</b> ( <i>including issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Low attendance coming through the school, which will impact future years.	
<b>E.</b>	Limited life experiences and knowledge of the world around them.	
4. Intended outcomes ( <i>specific outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	Increase the number of children passing the phonics screening check.	Increased number of chn passing the

<b>B.</b>	Develop reading comprehension and increase the children's use and understanding of vocabulary	
<b>C.</b>	Peer tutoring and assessment	Development
<b>D.</b>	Development of metacognition and self-regulation,	New Curriculum

### 5. Planned expenditure

**Academic year**                      **2019 - 2020**

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

#### **i. Develop the teaching and learning of reading through phonics and comprehension strategies.**

<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Review phonics programme	A consistent approach to phonics teaching	A recent decline over a three-year trend in phonics has led to this becoming an action for this year's development plan. EEF states phonics makes a significant difference to children's learning. Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading.	Review of phonics and teaching of early reading through English Hub Allow phonics led to monitor and evaluate the teaching, learning and assessment of phonics. Improvement in outcome for children on Year 1, who sit the phonics screening check.	ES / ET	February 2020  July 2020

Increase the teaching of vocabulary across the curriculum.	Improved speaking and listening. Improved understanding of a wider range of vocabulary.	Low literacy levels of the children and a large number of EAL learners mean children enter the school with a limited or lack of vocabulary.	Review the use of knowledge organisers and knowledge notes in Y1,3,5 with the intention to roll out to all year groups if successful. Review Guided Reading cycles to ensure discrete teaching of vocabulary is evident. Successful pupil voice interviews and book studies.	ET ER	Spring 2020 through subject Deep Dives.  Through teaching & learning monitoring and evaluation calendar.
Develop teaching and learning of Guided reading,	Improve outcomes for children at the end of KS2 in reading	Low literacy levels of the children. Reading comprehension strategies focus on the learners' understanding of written text. Pupils are taught a range of techniques, which enable them to comprehend the meaning of what they read.	Improved questioning techniques through lesson self-review. Strong evidence of quality first teaching through learning walks and deep dives / book studies. Improved outcomes for children in reading.	JB / LM / ET	Termly through Pupil Progress meetings Dec 2019 March 2020 July 2020
<b>Total budgeted cost</b>					<b>£40,496.23</b>
<b>ii. Targeted support – The use of same day interventions to target individual needs and misconceptions.</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Review intervention forms and monitoring of PP children.	Bespoke PP plans for those children not making expected or better progress.	Identification of individual needs rather than to target gaps as well as pre and post lesson tutoring.	Through the use of individual PP plans, which highlight gaps in learning. Intervention follows the Intent, Implement, Impact model. Individual children who are not making expected progress are tracked appropriately.	LM	Termly through Pupil Progress meetings Dec 2019 March 2020 July 2020

Provide daily opportunities for same day interventions through pre-tutoring or post-tutoring.	Ensure all children make expected or better progress from their starting points.	Allows the teacher to focus on a specific group of learners, who are either falling behind or struggling with a challenging concept.	Improved outcomes for children across core subjects. Diminish the gaps between PP and Non PP children. Ensure PP children are making expected or better progress. Improve retention and understanding of learning through instant feedback and same day intervention.	LM	Termly through Pupil Progress meetings Dec 2019 March 2020 July 2020
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**Total budgeted cost**    **£27,484.80**

**iii. Other approaches – Peer tutoring and assessment, self-regulation and metacognition**

<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To develop self and peer assessment across writing with the intention to roll this out across the curriculum.	Peer assessment is evident across the curriculum. With the scope to then develop peer tutoring.	It is proven that pupil improve learning by taking on teaching role and evaluating their own and each other's successes. The EEF states that this work has a moderate impact for little cost.	Specifically teach the cycle of plan, edit and redraft within the writing process. Give the children strategies in which they can question and feedback on their own successes and those of other peoples.	ET / LM	Through termly monitoring and evaluation of teaching and learning: Through book studies, learning walks, pupil voice discussions, assessment.
To develop cognition across the curriculum using: knowing, understanding and learning.	A revised curriculum, which develops knowledge and skills. Confident learners, who have a deeper knowledge in specific subject	Use of metacognition to support learning and the retention of knowledge through cognitive load. Metacognition is proven through EEF to make a significant	Blocking of subjects across the curriculum.	ML,TB, GK	Through termly monitoring and evaluation of teaching and learning: Through book studies, learning walks, pupil voice discussions. Evaluation of assessment.

**Total budgeted cost**    **£1,620**

**6. Additional detail**

Please see additional action plans, which supplement this strategy intent. We also use the Pupil Premium funding to provide additional support for our families through support from a counsellor and attendance officer. We offer all families a free breakfast club sponsored by Greggs. Safeguarding is at the essence our work and the KIDSAFE programme intents to be delivered again this year.

Planned breakdown of costings:

INTERVENTION	COSTS
Breakfast Club Staffing Costs	£5768,40
Milk	£4,116.66
Fruit	£902.70
Attendance Officer	£3000
School Counsellor	£3410
KIDSAFE Programme	£1,194.18
EYFS intervention support	£4,746.20
Implementation of a new phonics programme	£1000
Phonics support	£6294.60
Reading Intervention Programme	£6753.60
Individual Readers	£7000.00
Guided Reading Support	£19,448.03
KS1 same day intervention support	£7,995.96
KS2 same day intervention support	£12,624.36
Pupil Premium Intervention Teacher Upper KS2	£6,864.48
Training for staff on Innovation and excellence of a knowledge-rich curriculum.	£1620.00
Cover for monitoring and evaluation for Middle leaders.	£3194.66
TOTAL PROJECTED SPEND FOR THE YEAR	£83,309.47
Projected overspend of :	£9,509.47