



BROOK STREET PRIMARY SCHOOL PUPIL PREMIUM AUTUMN STATEMENT 2018 - 2019

During the autumn term, the following interventions have taken place to support those children receiving Pupil Premium Funding.

INTERVENTION	COSTS
Breakfast Club Staffing Costs	£1555.72
Milk	£1,372.22
Fruit	£300.90
Attendance Officer	£1000
Maths Pre-tutoring Interventions	£2180.07
Reading Intervention Programme	£3285.83
Individual Readers	£2036.83
Early Words Together Programme	£657.08
Phonics Intervention	£142.03
Pupil Premium Intervention Teachers KS2	£2125.00
Alternative Curriculum Provision	£900
School Counsellor	£1136.67
KIDSAFE Programme	£403
Extra-Curricular Clubs	£389.07
Homework Club	£643.10
Parents Course / Toddlers	£651.33
TOTAL COSTS FOR AUTUMN TERM	£18,778.85
Money Remaining from the PP to date:	£56,321.15

The individual progress scores for children receiving Pupil Premium funding are very pleasing this term. All ability groups of children are being catered for and each child has received extra provision in either the arrival to school, readiness to learn, support in learning, or extra-curricular activities. In most cases the children have accessed support across all four areas.

IMPACT OF INTERVENTIONS:

BREAKFAST CLUB

Breakfast club is now running for an hour each day. There has been an increase in the number of breakfasts we are serving. In some cases Breakfast club is now appealing to working parents who require additional childcare support. Currently 29/60 of the pupil premium children are accessing the club each morning. On average we are providing 63 breakfasts each morning compared to 43 last term.

This continues to make a huge difference to our families. Thank you once again to; Greggs for sponsoring the club by providing the food and school staff who really make a huge difference to the start of the day for our children in order for them to feel ready to learn. In addition Greggs have bought a range of games for the children to play each morning and parent volunteers are doing a wonderful job of entertaining the children and supporting staff due to the increase of pupil numbers. Thank you for your continued Parental Support.

ATTENDANCE OFFICER

The attendance officer continues to support the school again this year. To date, this academic year she has visited 18 families in regard to persistent absence. 11 of these families receive the PP funding and she has supported 13 individual children. Some of these families are also working with social care. It must be noted that her professionalism and approach with parents remains fully supportive to the family, with the interests of the child kept at the forefront. School attendance is vital in diminishing the gap, especially for PP children and her work continues to be invaluable.

MATHS INTERVENTIONS

A maths pre- tutoring programme has continued to run each morning in school in those year groups requiring Maths support. This has been delivered by the teaching assistant assigned to each class. We have made changes to our assessment system so this really shows a new base line in terms of which year groups need targeted support in mathematics during the Spring Term. Many of the interventions in place for Mathematics consist of a pre tutoring programme, which will continue to run next term.

YEAR GROUP	PROGRESS CHANGE
1	+2.0
2	+0.4
3	-1.0
4	0
5	+1.64
6	-0.58

READING INTERVENTIONS

Reading continues to be a focus for school development plan this year. The data shows that children are not always making a significant amount of progress in reading. School has adopted the Accelerated Reader Programme this year. The aim of this is to encourage children to read independently or together at home. In addition, this programme allows us to monitor reading and more importantly check the understanding of the texts read at home; rather than relying on signed planners and parental comments. Teachers are currently re testing the children so that progress can be reported in terms of the impact of this initiative; further details will be provided in the Spring term statement. Those children not experiencing great success at home will be picked up through individual readers next term. High quality Guided Reading sessions continue to develop reading skills in school and teachers are introducing whole class reading sessions. The reading assessment system has remained the same therefore progress measures can be compared to previous terms if required. In response to the data below interventions are in place to boost reading in Year 1,3 and 5. Impact of this will be reported at the end of the spring term.

YEAR	PROGRESS CHANGE
1	+1.2
2	+2.8
3	+1.4
4	No data to report at present
5	+1.0
6	+2.29

WRITING INTERVENTION

The school has introduced a new assessment system for writing this term. The system is more efficient at building a picture of the child as a writer. Criteria has been produced for each year group, using the assessment framework in year 2 and 6 and as a benchmark. The data below really gives us a new baseline for the children. As with mathematics it is difficult to report on progress, however we will have clearer picture at the end of the spring term. Interventions are in place for the spring term.

YEAR	PROGRESS CHANGE
1	+1.2
2	+2.1
3	+1.4
4	No data to report at present
5	+1.29
6	+0.86

PHONICS INTERVENTION

The Read Write Inc. Programme which is used in school to target those children who have not yet passed the phonics screening check in Year 2 and 3. Due to the number of weeks it takes to deliver the intervention, exit results will not be able until the end of January and therefore the impact of this will be reported then.

EARLY WORDS TOGETHER PROGRAMME

This programme is designed to help and encourage parents to read on a more regular basis with their children. The sessions have promoted the use of the local library and the use of story sacks to develop play opportunities around reading. It is unfortunate that attendance to the group has fluctuated this term and therefore it will be doubtful if this runs during the spring. Thirteen families were targeted from which 6 of these were pupil premium. Three of the families expressed interest but could not attend due to work commitments. Out of the 13, 4 families have attended a session with one of these coming to the sessions on a weekly basis. This is an intervention we wish to look at in the future.

EMOTIONAL SUPPORT FOR CHILDREN

The school counsellor continues to work with children and exit reports are produced to record the ongoing work with these children. Due to confidentiality, I am unable to provide further details. The school counsellor is able to meet with parents requiring further information on the session and has done so this term.

KIDSAFE

Safeguarding lessons have been taught to Reception, Year 3 and 4 this term. Having completed one cycle the children are now recapping key messages to help keep them safe and building on new learning. The curriculum has focussed around Peer Pressure and choices. Bullying, including CyberBullying.

Pupil Progress meetings have now been held for all classes and an intervention map to show provision is now in place for the Spring Term.