



BROOK STREET PRIMARY SCHOOL PUPIL PREMIUM SUMMER STATEMENT 2017- 2018

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

INTERVENTION	COSTS
Breakfast Club Staffing Costs	
Milk	£1,163.60
Fruit	£1,372.22
	£300.90
Attendance Officer	£1000
Maths Pre-tutoring Interventions	£2952.03
Reading Intervention Teacher	£3812.48
Reading Intervention TA	£ 595.68
Individual Readers across the school	£2250.41
Early Reading Intervention	£371.23
ELS intervention	£371.60
Phonics Intervention	£138.30
Writing and Spelling Interventions	£1689.59
Pupil Premium Intervention Teachers KS2	£3182.50
Alternative Curriculum Provision	£387
School Counsellor	£1773.34
Extra-Curricular Clubs	£389.07
Parents Course / Toddlers	£336.00
TOTAL COSTS FOR SUMMER TERM	21,714.35
TOTAL SPEND TO DATE	69,603.87
SPEND REMAINING	2096.13

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

A huge Thank You to GREGGS who now supply all the food for breakfast club, Pupil Premium Funding now covers staffing costs only. This continues to make a huge difference to our families. This term Greggs have also provided funding in order to provide games for the children. Breakfast numbers are increasing daily. **In fact this term alone we have served approximately 6362 breakfasts.** With such a high need this is available from 8:00am from September 2018. Pupil accessing breakfast club have increased since it first opened from approximately 28 children to approximately 53 children each morning.

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.

There has been a positive change in each year group in mathematics.

YEAR GROUP	PROGRESS CHANGE
1	+6.22
2	In End of Year tests in Year 2, 67% PP children met the expected standard. No PP children met the greater depth standard.
3	+4.71
4	+4.85
5	+6.60
6	In End of tests in Year 6, 100% PP children met the expected standard compared with 73% non PP. 1 out of the 7 PP children achieved the greater depth standard.

The progress of PP learners in Y 1, 5 and 6 has exceeded expectations this year. In other year groups there have been successes with individual PP children. In some cases children have made more than 6 steps of progress.

In some cases it must be noted that the PP group has a cross over with SEND which is also impacting outcomes.

Looking ahead to next year, maths interventions need to happen in Years 3, 4 and 5. Due to changes in our assessment system going forward into 2018 - 19 this may be the case in other years too.

READING INTERVENTIONS

There has been a positive progress measure in each year group again this term. Reading continues to be a focus for school development this year.

YEAR	PROGRESS CHANGE AUTUMN	PROGRESS CHANGE SPRING	PROGRESS CHANGE SUMMER
1	+0.44	+3.15	+3.67
2	+2	+4.2	In End of Year Tests 67% PP children met the expected standard in reading. None of these were working at greater depth.
3	+1.29	+3.43	+6.14
4	+1.93	+3.57	+6.08
5	+1.33	+3.17	+4.20 (Two children have EHCPs and are working pre key stage)
6		Y6 have been assessed in a slightly different way this term.	In End of Year tests 6/7 (86%) PP children met the expected standard in Reading compared with 67% non PP.

Although in some year groups PP children have not made expected progress there is lots to celebrate on our journey to improving reading across the school. By comparing the data from the autumn to summer shows that teaching and interventions are making an impact. E.g Year 4 - + 1.93 in the autumn to +6.08 in the summer This shows that that intervention after the autumn term has impacted on these children meeting expected progress measures by the end of the year.

In some cases it must be noted that the PP group has a cross over with SEND which also impacts outcomes.

Reading will remain a focus for the year ahead, with the introduction of Accelerated Reader and the launch of the new school library. In addition, individuals will be picked up for Reading Intervention. Group interventions will expand knowledge of vocabulary develop comprehension skills.

Phonics continues to be a focus for the school. With results not meeting expectation this year, interventions in Year 2 and 3 will continue during the autumn term.

WRITING INTERVENTIONS

YEAR	PROGRESS CHANGE AUTUMN	PROGRESS CHANGE SPRING	PROGRESS CHANGE SUMMER
1	+1.67	+2.85	+4.78
2	+2.34	+4.8	In End of Year Tests 50% PP children met the expected standard in writing. None of these were working at greater depth.
3	+ 0.86	+2.86	+4.14
4	+1.29	+3.15	+5.62
5	+0.83	+1.83	+3.20 (2 of these children have EHCPs)
6	+1.28	Y6 have been assessed in a slightly different way this term	In End of Year tests 4/7 57%) PP children met the expected standard in Writing compared with 67% non PP. 1 PP children met the greater depth standard.

Children have not made expected progress in writing this year. However we are looking at a new assessment system for 2018 - 2019 as we felt in some cases the current system was holding children back.

We continue to work on the independent application of writing and although we are using Talk for Writing as support for early writers we are yet to see the full benefit on this when working towards new genres. In addition the reading process must come before the writing progress.

However, as was the case with reading there have been some pleasing progress measures compared to the Autumn term following intervention in most classes. Pupil Premium children in Year 4 have done particularly well.

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. It must be noted that the counsellor is employed for 2 afternoons now, due to an increasing number of children needing to access vital resource and he will continue to do so during the summer.

Pupil Progress meetings have now been held for all classes and suggested interventions for next term have been discussed at Pupil Progress and Transition meetings.

ATTENDANCE OFFICER

The attendance officer has now worked in school for 5 terms.

Whole school is as follows:

2015 - 2016	95.66 %
2016 - 2017	96.27 %
2017 - 2018	95.98 %

Attendance for PP children is as follows:

2015 - 2016	95.63
2016 - 2017	96.04 %
2017 - 2018	95.52 %

Attendance for Non PP children is as follows:

2015 - 2016	95.14 %
2016 - 2017	95.81 %
2017 - 2018	95.60 %

As the data show above the gap the attendance for PP children and non PP children is narrowing. Much of the Attendance Officer's work focuses around PP families. She has also supported some families through Early Help. The Attendance Officer will continue to work in school next academic year.

The termly reports this year have shown a clear impact and spend of the Pupil Premium Funding 2017 - 2018. Although PP numbers seem to be declining across the school, interventions and the impact of good quality teaching continue to ensure we continue to narrow the gap.

Please look out for the projected spend 2018 - 2019.