



BROOK STREET PRIMARY SCHOOL PUPIL PREMIUM SPRING STATEMENT 2017

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

INTERVENTION	COSTS
Breakfast Club	1,163.60
Milk	1,372.22
Fruit	300.90
Attendance Officer	1000.00
Maths Pre-tutoring Interventions	2952.03
Reading Interventions / Individual Readers (including a Reading Intervention Teacher)	4136.83
Early Literacy Support Programme Phonics Screening Interventions Guided Reading interventions Year 1 -3	5,328.36
READ WRITE INC Intervention	3609.43
Handwriting support groups KS1 and 2	1689.59
Pupil Premium Intervention Teachers KS1 / 2	4290.00
School Counsellor	886.67
LAC TA support	2484.50
Extra-Curricular Clubs	389.07
Homework Club	643.10
Toddlers	1498.54
Parents' Course: crèche for pre-school children	336.00
TOTAL COSTS FOR SPRING TERM	32,080.84
TOTAL COST OF THE PP SPEND TO DATE	55,581.65

The individual progress scores for children receiving Pupil Premium funding are very pleasing again this term. All ability groups of children are being catered for and each child has received extra provision in either their 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 continues to run each morning with the opportunity for children to have a bite to eat and complete any homework they might be struggling with. Following further conversations with the children, they also enjoy the social time with their friends around the table. There is also evidence to show that parents are helping their children with their homework and even older brothers and sisters get involved.

CHILDREN'S VIEWS ON INTERVENTIONS

This term pupil voice questionnaires have focused on the support the children are receiving at interventions during the school day.

"Miss Mellor helps me during assembly to go over work I have not understood."

"I like speaking to Dave the counsellor. It helps me realise about stuff going on in my life."

"The small groups work well as you don't always get spoken over by others."

"I get to find out new words and understand what they mean."

"Pip (the puppet) is helping me learn new stuff."

"Pip helps me to learn new letters."

MATHS INTERVENTIONS

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

YEAR GROUP	PROGRESS CHANGE
1	+6.0
2	+5.0
3	+6.4
4	+4.2
5	+6.3
6	+6.1

In all year groups children have made accelerated progress in this area. Although there are some maths interventions happening in class much of this accelerated progress has occurred through high quality teaching and learning in class from the class teacher and the effective use of the TA.

READING INTERVENTIONS

Reading continues to be a focus for school development this year. The spring intervention programme targeted a range of reading activities across the school.

YEAR	PROGRESS CHANGE
1	+4.2
2	+2.5
3	+4.0
4	+2.6
5	+5.6
6	+4.9

This data shows that reading is improving across the school. Interventions focussed mainly around reading this term and these have proved to show great impact. For example last term there was a 0.36 progress change in Year three this is now +4.0 and in year 5 there was a +1.39 and this is now +5.6.

Children who receive PP funding and have SEND are making progress in relation to their individual targets. These children are being supported and tracked on an individual basis, but are inclusive to this data.

Pupil Premium children in Year 2 and 4 will continue to have some intervention. In other classes the focus will move to writing.

Individual children who are receiving individual Reading Intervention sessions with a teacher are making good progress and these teaching sessions will continue next term.

WRITING INTERVENTIONS

Writing continues to be a focus for this term. Children's work in books shows great progress and we continue to aim high in this area.

YEAR	PROGRESS CHANGE
1	+4.3
2	+1.5
3	+3.4
4	+2.8

5	+4.9
6	+4.4

This data shows that pupil premium children in years 1, 5 and 6 have made either expected or higher than expected progress. Children who receive PP funding and have SEND are making progress in relation to their individual targets. These children are being supported and tracked on an individual basis, but are inclusive to this data.

Many of the interventions being delivered next term will have a focus around writing, especially in years 2,3 and 4 and new data will be reported at the end of the summer term.

Pupil Premium funding is also being used to develop writing across the school through staff CPD. This term staff will be receiving the next part of Talk for Writing Training, alongside another cluster school. This training will support non-fiction writing units for the future and complement the work already being done with fiction.

Two Pupil Premium teachers will continue to work in years 2 and 6 to improve standards in writing. Time allocated to year 2 has been increased and this impact will be measured at the next data collection at the end of the summer term. In addition SATS analysis will aim to challenge this for coming years.

EARLY YEARS INTERVENTIONS

The following interventions have continued to run in the Early Years.

Phonics intervention

Talk for Writing Intervention

Time to Talk

Name Writing Intervention

Following pupil progress meetings it seems many of the PP children will achieved a GOOD LEVEL OF DEVELOPMENT this year and our data should look mirror last year's result where those children receiving the PP funding were a high performing group.

PHONICS INTERVENTIONS

These has been a significant amount of PP funding on the implementation of the READ WRITE INC programme as an intervention in Year 3 to ensure that these children are now able to pass the phonics screening check. It has been so successful in this year group that some children were also identified in Year 4 to carry out the programme to support their reading. Out of the 22 children who have received the programme so far 17 have now passed the phonics screening check. The children who have not yet passed

have been identified as requiring some SEND support. It must be noted that 4 out of the 5 who have yet to pass have missed by either one or two marks and therefore have still made significant progress from their starting points.

EMOTIONAL SUPPORT FOR CHILDREN

A teaching assistant continues to support our Looked after Children.

The school counsellor continues to work with children and exit reports are produced to record the ongoing work with these children.

A Kidsafe teacher has been delivering sessions to promote safeguarding and keeping children safe. Informative meetings have been held for parents so that children can be supported at home and at school.

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