

Pupil Premium Strategy Statement 3 Year Plan: 2018 – 2021

Summary information					
School	Brooklands Primary School				
Academic Years	2018 - 2021	Total PP budget	£32,320 (2018 - 2019) £31,000 (2019 – 2020) £TBC (2020 -2021)	Date of most recent PP Review	Sept 2019
Total number of pupils	210	Number of pupils eligible for PP	24 (2018 - 2019) 20 (2019 – 2020) TBC (2020 -2021)	Date for next internal review of this strategy	Sept 2020

Current attainment			
	Pupils eligible for Pupil Premium 2018 - 2019	Pupils eligible for Pupil Premium 2019 - 2020	Pupils eligible for Pupil Premium 2020 - 2021
Achieving age related expectations in reading, writing and maths	60%		
Achieving age related expectations in reading	60%		
Achieving age related expectations in writing	80%		
Achieving age related expectations in maths	60%		

Barriers to future attainment (for pupils eligible for Pupil Premium)

In-school barriers

A.	Speech and language skills are lower for some pupils eligible for Pupil Premium.
B.	In some cases pupils eligible for Pupil Premium are not meeting age related expectations in reading, writing and mathematics.
C.	Social and emotional issues for a small group of pupils eligible for Pupil Premium is having an impact on their readiness to engage with learning.

Barriers to future attainment (for pupils eligible for Pupil Premium)

External barriers

D.	In some cases attendance and punctuality is below national expectations.
E.	In some cases support at home is inconsistent (home learning completion, volume of reading at home).
F.	In some cases access to sporting and cultural experiences is limited.

Outcomes

Success criteria

A.	Improved oral language skills for pupils eligible for Pupil Premium.	Pupils eligible for Pupil Premium make rapid progress by the end of the year so that all pupils eligible for Pupil Premium meet age related expectations.
B.	Increased proportion of pupils eligible for Pupil Premium achieving age related expectations.	Pupils eligible for Pupil Premium achieve age related expectations in reading, writing and mathematics.
C.	Social and emotional issues addressed for pupils eligible for Pupil Premium.	Fewer behaviour incidents recorded for these pupils on the school system.

D.	Higher rates of attendance for pupils eligible for Pupil Premium.	Pupils eligible for Pupil Premium attend school regularly and arrive on time.
E.	Improved support for learning beyond the classroom.	Pupils eligible for Pupil Premium are supported with home learning.
F.	Increased opportunities for pupils eligible for Pupil Premium.	Pupils eligible for Pupil Premium experience a ran

Planned expenditure			
Desired outcome	Chosen action / approach	Cost	What is the evidence and rationale for this choice?
C. Social and emotional issues addressed for pupils eligible for Pupil Premium.	Additional adult support (Key Stage 1 and Key Stage 2, Autumn, Spring and Summer term, 5 mornings per week).	£31,000	EEF: Behaviour interventions (+3)
A. Improved oral language skills for pupils eligible for Pupil Premium.			<ul style="list-style-type: none"> Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.
B. Increased proportion of pupils eligible for Pupil Premium achieving age related expectations.			EEF: Oral language interventions (+5)
E. Improved support for learning beyond the classroom.			<ul style="list-style-type: none"> Studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension.
			EEF: Small group tuition (+4)
			<ul style="list-style-type: none"> Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better, e.g. groups of two have slightly higher impact than groups of three. Once group size increases above six or seven there is a noticeable reduction in effectiveness. However, although the above pattern is usually consistent, there is some variability in impact within the existing evidence. For examples, in reading, small group teaching can sometimes be more effective than one to one or paired tuition.
			EEF: Social and emotional learning (+4)
			<ul style="list-style-type: none"> On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).
			EEF: Reducing class size (+3)
			<ul style="list-style-type: none"> Reducing class size appears to result in around 3 months additional progress for pupils, on average. Intuitively, it seems obvious that reducing the number of pupils in a class will improve the quality of teaching and learning, for example by increasing the amount of high quality feedback or one to one attention learners receive.
			EEF: One to one tuition (+5)
			<ul style="list-style-type: none"> Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress. Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact.
D. Higher rates of attendance for pupils eligible for Pupil Premium.	Increased tracking and interventions	£0	EEF: Parent engagement (+3)
			<ul style="list-style-type: none"> Two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact. Parents' aspirations also appear to be important for pupil outcomes, although there is limited evidence to show that intervening to change parents' aspirations will raise their children's aspirations and achievement over the longer term.
F. Increased opportunities for pupils eligible for Pupil Premium.	Planned enrichment activities such as dance, music, sport		EEF: Sports participation (+2)
			<ul style="list-style-type: none"> The overall impact of sports participation on academic achievement tends to be positive but low (about two additional months' progress). However, there is recent evidence from the UK that sports participation can have a larger effect on, for example, mathematics learning when combined with a structured numeracy programme (with one study showing an impact of up to ten months' additional progress).
			EEF: Arts participation (+2)
			<ul style="list-style-type: none"> Improved outcomes have been identified in English, mathematics and science.

			<ul style="list-style-type: none">• Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of a positive link between music and spatial awareness and between drama and writing.• Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.
--	--	--	---