



## **Pupil Premium Funding**

Pupil Premium, which is additional to main school funding, is allocated to children from low-income families who are currently or have been eligible for Free School Meals (FSM), Looked after Children and children whose parents are serving in the armed forces.

The purpose of Pupil Premium is to help address any inequalities or disadvantages between children who are in any of the above categories and their peers.

For **2015/16 financial year** we received £28140 for Pupil Premium children.  
17 pupils who were pupil premium and 3 post Looked After Children and 1 Looked After Child from out of area.

**For 2016/17** we received a total of £25080 + £1900  
14 pupil premium children - Ever 6 FSM = £18480 (£1320)  
2 Stockport LAC = £2800 (£1400 each £500 retained by Virtual school)  
Post LAC = £ 3800 (£1900 each)  
Out of area LAC =£1900

**For the financial year 2017/18 (1<sup>st</sup> April 2017 to 31<sup>st</sup> March 2018)** we received a total of £30,940 which can be broken down to:

- 17 pupil premium children - Ever 6 FSM = £18480 (£1320)
- 2 Stockport L.A.C = £2800 (£1400 each £500 retained by Virtual school)
- 2 Post L.A.C = £ 3800 (£1900 each)
- 1 Out of area L.A.C =£1900

### **What we use it for?**

- Teacher Assistant support.
- Year 6 intervention group for boosting the skills of lower ability children.
- Residential visits
- Activities aimed at removing barriers to learning for some pupils; such as Forest School, Motor Skills, Baking, Nurture groups. These are all aimed at improving behaviour, raising self-esteem, improving confidence and independence.
- Educational Psychologist buyback
- Behaviour support
- Music Lessons
- PP+ is linked to specific targets for the LAC. These include improving mobility by providing swimming lessons, horse riding, a classroom ramp and support staff for Multi-skills after-school sessions, one to one support to access the curriculum

### **How will we know the effect?**

We spent the entire pupil premium allocation for the financial year 2016/17 and on track to spend this financial year's allocation.

For the academic years 2014/15 and 2015/16 pupil premium children leaving Brookside outperformed children from similar starting points. Children have not only progressed academically but in other cases socially with raised self-esteem, better behaviour and more confidence.

Pupil Premium children are monitored for their progress at the end of each term during pupil progress meetings. However, every class teacher knows who the Pupil Premium children are in their class, and closely monitor their attainment and progress which informs their planning.

Each term discussions with teachers take place to decide on the interventions that the school has available, and teachers will request additional support to meet the needs of pupils on Pupil Premium.

## Pupil Premium Case Study 1

Child A: left Year 6 July 2015

### Relevant information from School Records

Child A joined Brookside Primary school in September 2009 joining our Year one class. On initial assessment it was clear that Child A found concentration difficult. In 2010 he was placed on the SEN register at school Action Plus. He was put on the SEN register for support in Social, emotional and Mental Health and was later diagnosed with ADHD. During his time at Brookside Child A struggled with behaviour at unstructured times.

### Levels of attainment and Progress

The Following data is taken from end of year teacher assessments and SATs Tests

|         | KS1 Data | Y3 | Y4 | Y5 | End of KS2 |
|---------|----------|----|----|----|------------|
| Reading | 2a       | 3c | 4b | 5b | 5          |
| Writing | 2b       | 3c | 3b | 4c | 5          |
| Maths   | 2a       | 3c | 4c | 4a | 5          |

### Provision for 2014-15

|                   | Adult :Child Ratio |
|-------------------|--------------------|
| Literacy booster  | 1:4                |
| Numeracy Booster  | 1:4                |
| Nuture Group      | 1:4                |
| Forest School     | 1:8                |
| Behaviour Support | 1:1                |

The school, using Pupil Premium grant, also funded school trips including the Residential Trip.

### Impact of Provision and High Quality First Teaching

|         | KS1 Data | KS2 Data | Levels Progress | APS Progress |
|---------|----------|----------|-----------------|--------------|
| Reading | 2a       | 5        | 3               | 18           |
| Writing | 2b       | 5        | 3               | 20           |

|       |    |   |   |    |
|-------|----|---|---|----|
| Maths | 2a | 5 | 3 | 18 |
|-------|----|---|---|----|

It can be seen from the table above that the progress made from KS1 to KS2 is outstanding. This progress is attributed to both high quality first teaching and additional provision put in place, some being funded by the pupil premium grant. Child A transferred to mainstream high school in September 2015.

### Pupil Premium Case Study 2

Child B: left Year 6 July 2016

#### Relevant information from School Records

Child B joined Brookside Primary school from another local school in September 2014, joining our Year five class. In 2014 Child B had been put on SEN register at School Action Plus by his former school. In September 2015 his SEN status was changed to SEN support. Child B was on the SEN register for a moderate learning difficulty and Speech, language and communication.

#### Provision for 2015-16

|                      | Adult :Child Ratio |
|----------------------|--------------------|
| After school booster | 1:4                |
| Numeracy Booster     | 1:1                |
| Lunchtime Booster    | 1:1                |
| Forest School        | 1:8                |

The school, using Pupil Premium grant, also funded school trips including the Residential Trip.

#### Impact of Provision and High Quality First Teaching

|         | KS1 Data (previous school) | Y5                        | End of KS2 Year 6 | Scaled score<br><i>Expected 100 Greater Depth 110</i> | Average outcome for pupils with similar prior attainment | Pupil progress (national average 0) |
|---------|----------------------------|---------------------------|-------------------|---|--|-------------------------------------|
| Reading | 1                          | Emerging                  | Expected          | 108   | 90.76  | 17.24                               |
| Writing | 1                          | Below level of assessment | Expected          | 103   | 89.14  | 13.86                               |
| Maths   | 1                          | Below level of assessment | Emerging          | 97  | 92.11  | 4.89                                |

**It can be seen from the table above that the progress made from KS1 to KS2 is outstanding. This progress is attributed to both high quality first teaching and additional provision put in place, some being funded by the pupil premium grant. Child b transferred to mainstream high school in September 20**

**Brookside Primary School Pupil Premium Case Studies  
Financial Year 2017 – 18**

| Intervention      | Desired Outcome   | Implementation   | Cost  | Staff involved   | Pupil Impact   |
|-------------------|---|--|---|------------------|--|
| Forest Activities | <p>Teambuilding, co-operative skills.<br/>Children with low self-esteem having the opportunity to achieve and succeed in activities that take them beyond the classroom.<br/>Experiencing outdoor activities learning hands-on.</p> | <p>A mixed group from Year 2 to 6.<br/>Pupil Premium children who would benefit from better social skills &amp; confidence to improve their life chances, and raise their belief in themselves.<br/>Alongside pupils with low self-esteem or mental health difficulties. Working together to build a fire.<br/>Some children are learning outdoor games that are new to them; such as hide &amp; seek.<br/>They learn the ability to judge whether they are better at working alone or in small teams, learning who they work well with.<br/>Problem solving; how to keep wood dry for the following week.<br/>Little input from teacher to enable children to learn &amp; discover for themselves. They need to find ways to resolve a problem.</p> | <p>£200<br/>Resources<br/>£1544.40<br/>Staffing</p> | <p>LW<br/>JC</p> | <p>Raised levels of confidence when working away from friendship groups.<br/>Children who have not been high achievers in classrooms, find that they are highly successful in Science, as they are able to recall information around the natural world. CO has learning support, but is very knowledgeable about nature facts; he supports other children and can problem solve very well.</p> |

|                                |  |  |   |                       |  |
|--------------------------------|--|--|---|-----------------------|--|
| Nurture Group                  | Improved social skills and communication skills. Becoming more responsive to the needs of others and learn self-respect. Children with high anxiety and poor social skills start to learn more appropriate behaviours in different environments, and this enables them to work more effectively in a busy classroom. | Two mixed groups of KS1 and KS2. Adults act as excellent role models who are supportive and nurturing, who the children then begin to copy.  | £78.96 a week with 3 RSIAs                                  | KA<br>SW<br>LC        | As the children learn academically and socially they develop confidence, become responsive to others, learn self-respect and take pride in behaving well and in achieving. Parents have seen the impact at home & asked that their children stay in the groups. (JS BS ED JM)              |
| Kagan Strategies               | Pupils to learn effectively and be actively engaged in lessons. Meeting the needs of LA MA and HA pupils. Enabling pupils to work at a more reflective and independent level.  | Whole school staff trained over 2 days to implement co-operative learning in the class. Links to the School Development Plan. Enables the HA children to be more reflective, resilient, have the ability to co-operate, learn from others and develop their higher order thinking. | Gavin Clowes training all teaching & support staff<br>£1710 | HT<br>All staff       | Pupils to work at a deeper level of understanding: analyse, evaluate and create on Blooms Taxonomy. Pupils on a trip to Lyme Park; "We argued because everyone wanted to use the same tree, so we all agreed that we should work co-operatively and as a team so that we didn't fall out." |
| Cooking                        | Pupils with Additional Needs to have a positive experience about trying new foods, and learn about healthy living.   | Vulnerable pupils given the opportunity to develop their skills, and learn about healthy eating. Also pupils with sensory needs having the opportunity to try new foods.   | Approx £5 a week<br>£200                                    | Resource staff        |  |
| Out of School Activities/Extra | Pupils to have the opportunities to  | Pupils (mostly HA) having the opportunity to join in with after  | Various costs:<br>Mad Science                               | SENCO to arrange with | Pupils who would ordinarily would not be able to afford  |

|                            |  |  |                     |                  |  |
|----------------------------|--|--|---------------------|------------------|--|
| Curricular Activities      | broaden their experiences beyond the curriculum.   | school activities and clubs, provided by private organisations, This includes Drama Club, brass lessons, Mad Science Club.   | Drama Brass lessons | providers.       | these clubs and activities, having the opportunity to initiate and develop skills and interests they                                       |
| Pupil Premium Plus Funding | To enhance and improve the life chances of Looked After Children and to reduce the disadvantages they face. Also to improve the attendance of a LAC. | LAC Pupil A with disabilities and poor health. In order to improve his health & therefore increase his attendance at school; swimming sessions were made more accessible, a swimming teacher/fitness expert, horse riding, trips out of school, sports equipment, CADs, were all paid for. As well as this brass lessons and Science Club were paid for, to improve his motivation to want to attend school. | £1900               | SENCO to arrange |  |
| Pupil Premium Plus Funding | To ensure support is provided in class to enable LA Looked After Children develop improved literacy and Maths skills.                                | Support staff were put in place in the class during morning sessions to support the teaching of literacy and Maths.  | £3000               | SENCO & HT       | Improved scores and higher attainment from both children. Enables them to access the curriculum that was more appropriate for their level. |



