



## **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 the financial year 2018/19 (1<sup>st</sup> April 2018 to 31<sup>st</sup> March 2019)** we received a total of £34, 510 which can be broken down to:

- Pupil Premium children - Ever 6 FSM = £23760 (£1320)
- Stockport L.A.C = £900
- Post L.A.C = £6900
- Out of area L.A.C =£500
- Pupil Premium Plus £500
- Virtual School retained budget £250

**For the financial year 2019/20 (1<sup>st</sup> April 2019 to 31<sup>st</sup> March 2020)** we received a total of £27,940 which can be broken down to:

- Pupil Premium children - Ever 6 FSM = £22440
- Stockport L.A.C = £900
- Post L.A.C = £4600

### **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 2018/19 and on track to spend this financial year's allocation.

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.

The following information shows examples of how Pupil Premium is used and the pupil impact it has had on the pupils. Following this are three individual case studies.

**Brookside Primary School Pupil Premium Case Studies  
Financial Year 2019 – 20**

Intervention	Desired Outcome	Implementation	Staff involved	Pupil Impact
Forest Activities	<p>Teambuilding, co-operative skills. Children with low self-esteem having the opportunity to achieve and succeed in activities that take them beyond the classroom. Experiencing outdoor activities learning hands-on.</p>	<p>A mixed group from Year 2 to 6. Pupil Premium children who would benefit from better social skills &amp; confidence to improve their life chances, and raise their belief in themselves. Alongside pupils with low self-esteem or mental health difficulties. Working together to build a fire. Some children are learning outdoor games that are new to them; such as hide &amp; seek. They learn the ability to judge whether they are better at working alone or in small teams, learning who they work well with. Problem solving; how to keep wood dry for the following week. Little input from teacher to enable children to learn &amp; discover for themselves. They need to find ways to resolve a problem.</p>	LW JC	<p>Raised levels of confidence when working away from friendship groups. 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.	KA SW 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.	HT 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.	Resource staff	
Out of School Activities/Extra Curricular	Pupils to have the opportunities to broaden their	Pupils (mostly HA) having the opportunity to join in with after school activities and clubs,	SENCO to arrange with providers.	Pupils who would ordinarily would not be able to afford these clubs and activities, having the opportunity to initiate and develop

Activities	experiences beyond the curriculum.	provided by private organisations, This includes Drama Club, brass lessons, Mad Science Club.		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.	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.	SENCO & HT	Improved scores and higher attainment from both children. Enables them to access the curriculum that was more appropriate for their level.

## 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
<b>Reading</b>	2a	3c	4b	5b	5
<b>Writing</b>	2b	3c	3b	4c	5
<b>Maths</b>	2a	3c	4c	4a	5

### **Provision for 2014-15**

	Adult :Child Ratio
<b>Literacy booster</b>	1:4
<b>Numeracy Booster</b>	1:4
<b>Nurture Group</b>	1:4
<b>Forest School</b>	1:8
<b>Behaviour Support</b>	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
<b>Reading</b>	2a	5	3	18
<b>Writing</b>	2b	5	3	20
<b>Maths</b>	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 <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 2016

## Pupil Premium Case Study

February 2019

Child C

### Relevant information from School Records

Child C joined Brookside Primary school from another school in September 2016, joining our Year two class. This was following a family bereavement.

The school, using Pupil Premium grant, funded a new the Nurture group intervention and then began work on the Brookside Character Award. This award involved completing many tasks, for example, gardening, baking, jobs at home etc.

Child C was the first child to complete the character award and receive this special badge that goes with the award.

### Impact of Provision and High Quality First Teaching

	EYFS	Year 2	Year 4
Writing	2	Exp	M++
Reading	2	Exp	M+
Number	2	Exp	M+

It can be seen from the table above that the progress made from KS1 to Y4 is good. Child C making more than expected progress. This progress is attributed to both high quality first teaching and additional provision to deal with emotions and resilience which were put in place, funded by the pupil premium grant.