

Brooke Primary Academy

Pupil Premium Strategy 2019 - 2020



1. Summary information

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| School | Brooke Primary Academy | | | | |
| Academic Year | 2019 - 20 | Total PP budget | £135,906 | Date of most recent PP Review | June 2017 |
| Total number of pupils | 377 | Number of pupils eligible for PP | 88 | Date for next internal review of this strategy | Spring 2020 |

2. Current attainment

| <i>Year Group</i> | <i>Subject</i> | <i>Pupils eligible for PP</i> | <i>Pupils not eligible for PP (National Average)</i> |
|---------------------------------|---|-------------------------------|--|
| FS2 (7 children – 17%) | Good Level of Development | 71% | 75% |
| Year One (15 children – 29%) | Phonics Screening Check – Expected Standard | 60% | 84% |
| Year Two (9 children – 18%) | % achieving the expected standard or above in Reading | 44% | 78% |
| | % achieving the higher standard in Reading | 0% | 28% |
| | % achieving the expected standard or above in Writing | 44% | 73% |
| | % achieving the higher standard Writing | 0% | 17% |
| | % achieving the expected standard or above in Maths | 44% | 79% |
| | % achieving the higher standard Maths | 0% | 24% |
| | % achieving the expected standard or above in Reading, Writing and Maths | 44% | 69% |

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| Year Six (16 children – 27%) | % achieving the expected standard or above in Reading, Writing and Maths | 38% | 71% |
| | % achieving the expected standard or above in Reading | 56% | 78% |
| | % achieving the higher standard in Reading | 13% | 27% |
| | % achieving the expected standard or above in Writing | 69% | 83% |
| | % achieving the higher standard Writing | 0% | 20% |
| | % achieving the expected standard or above in Maths | 69% | 83% |
| | % achieving the higher standard Maths | 6% | 27% |

3. Barriers to future attainment for pupils eligible for Pupil Premium, including high ability

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| a. | There is an increasing amount of children entitled to Pupil Premium who have low attendance rates and there are more disadvantaged children who are becoming persistent absentees. |
| b. | Children who are entitled to Pupil Premium in Foundation Stage One are starting the academy below age-related expectations in the areas of learning - 'communication and language' and 'personal, social and emotional development'. In addition to this, not enough children are supported to exceed the Early Learning Goals at the end of Foundation Stage Two. |
| c. | In some lessons, teaching is not providing appropriate challenge for the more able children entitled to Pupil Premium. In addition to this, some parents find it difficult to support their children at home. |
| d. | 52% of our children live in the lowest 10-20% of deprived households in Doncaster and this figure will increase, with more children in EYFS and Key Stage One living in the most deprived households. A barrier to future attainment is a lack of opportunities and aspirations for our children. |

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| 4. Desired outcomes | |
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| a. | <p><u>Improved Attendance to 96%</u></p> <p>As a result of more effective systems for monitoring data, attendance for Pupil Premium children will improve. The administrative aspect of attendance data will be monitored weekly and analysis of absences and codes will be acted upon. There will be a 'key worker' approach for children who are persistently absent and Attendance Support Plans will be put in place for these families. Case studies will show the impact of any actions and support given.</p> |
| b. | <p><u>More Effective EYFS Provision</u></p> <p>The provision for children who are in Foundation Stage One needs to be tailored and planned to meet the needs of the children who are entitled to Pupil Premium funding. Autumn baselines will identify the gaps children have in their learning and activities will be organised accordingly. Better systems for tracking data will show that these children are making accelerated progress.</p> |
| c. | <p><u>Attainment for the More Able children</u></p> <p>The data systems will be sharpened to ensure the more able children across all age groups make good progress. Also, more children will be targeted to achieve Exceeding a Good Level of Development at the end of Foundation Stage Two and also Greater Depth in Reading, Writing and/ or Mathematics at the end of Year Two and Year Six.</p> |
| d. | <p><u>Increased Curricular Opportunities</u></p> <p>Thorne is below the Doncaster average when looking at family's deprivation and although there is investment in the local area this is only recent and there has not been an impact. The children have few opportunities and this leads to anti-social behaviour in the community. The desired outcome is to engage learners with an enhanced curriculum and provide exciting learning opportunities which will inspire and aspire them to succeed.</p> |

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| 5. Planned expenditure | | | | | |
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| Academic year | 2019/ 2020 | | | | |
| Quality of Teaching for All | | | | | |
| Desired Outcome | Action | Evidence and rationale | Implementation | Staff lead | Review |
| Improved Attendance | Raise the profile of good attendance and improve the reward systems, linked to Dojo System. | <p>Improving attendance was an identified target in the most recent external review of Pupil Premium.</p> <p>Leaders know that our children respond very well to consistent, positive praise and link this strategy for improving attendance to other whole school priorities. (£3,000)</p> | A Senior Leader is the lead for this desired outcome. Weekly meetings and discussions are logged and data analysis presented to governors for challenge. | Head of School | January 2020 and April 2020 |
| | Delegate responsibility for attendance to other leaders in phases with concerns. | <p>Children in EYFS and Key Stage One have concerning attendance, especially children in nursery. Staff see these parents on a regular basis at the start/ end of each day and therefore it should be easy to target them.</p> <p>There needs to be a consistent, daily approach to asking parents about absences and punctuality concerns. (£2,271)</p> | Each phase leader to at the attendance data for each class within their phase and meet with parents in order to challenge. | Head of School | January 2020 and April 2020 |

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| | Allocate Inclusion Support Assistant to carry out data checks. | Following an audit with the school's Educational Welfare Officer in 2018-2019, the systems for coding, analysing and following through to Fixed Penalty Notices or Enforcement were not effective. Too many children had poor attendance and the school's systems were not securing necessary improvements. (£2,924) | Dedicated time, on a daily for basis, to check registers and then follow through on any children not in school without authorised reason. Home visits carried out as necessary. | Head of School | June 2020 |
| | Breakfast Club | Punctuality is an issue and it is increasingly the children who are entitled to Pupil Premium who are late. (£5,850 20 children) | Offer free breakfast club to targeted families every morning. | Head of School | End of each term |
| More Effective EYFS Provision | Additional member of support staff | Baseline for children starting Foundation Stage One is evidence that children's communication and language skills are below where they should be, and there are also concerns with children's personal, social and emotional development. | Learning walks, drop-ins and observations carried out to ensure this is implemented effectively. | EYFS Lead | End of each term |

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| | | An EYFS Teaching and Learning Lead will ensure language is consistently and effectively modelled for the children. There will also be consistency in implementing the academy's behaviour policy. (£2,271) | | | |
| | Resources | A need was identified in the external Pupil Premium Review to provide resources to develop the provision for the nursery children, especially outside. This is still an area for development. (£4,000) | Audit of current resources and purchase of additional resources in order to develop provision for nursery children and improve outcomes. | EYFS Lead | |
| Increased Curricular Opportunities | Funding to enhanced learning opportunities through educational visits | Interviews with children and their voice through the School Council and end of year reports indicate that educational visits/ visitors are significant in enhancing learning opportunities and they ensure the children remember more of the curriculum. (£3,000) | Long-term curriculum planning ensures children have two opportunities per year for an educational visit/ visitor. | Head of School | June 2020 |

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| | Ukulele Sessions | There is no peripatetic service available and music specialism is limited. The wider opportunities scheme through the LA had a very positive impact on children's behaviour and developing their team-building skills. (£4,700) | Long-term planning ensures a tuned instrument is taught to children in Year Six and an untuned instrument is taught in Year Five. | Head of School | June 2020 |
| | Children's University | Parent questionnaires and interviews with pupils demonstrate a need for more after school clubs. The Children's University is a charity to improve engagement for children at out of school activities. (£2,000) | Regular assemblies and passport counts and children work towards a graduation ceremony in Summer 2020. | Senior Leadership Team + Parent Advocate | June 2020 |
| Total budgeted cost | | | | | £30,106 |

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| Targeted Support | | | | | |
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| Desired Outcome | Action | Evidence and Rationale | Implementation | Staff lead | Review |
| Improved Attendance | Key Workers linked to vulnerable families | Leaders recognise that effective relationships with parents contributes significantly to improvements in school. To extend this further, key workers will meet regularly with targeted families. This will secure improvements in attendance and also provide consistency of care for our families. (£4,925) | Identified families have a key worker in place and regular meetings are held. Parents are clear on what strategies they need to use to improve their child's attendance. | Head of School | June 2020 |
| More Effective EYFS Provision | Targeted Intervention – Phonics, Reading and Speech and Language | Better progress across the curriculum has been seen when the member of support staff works with the class teacher and the children in the morning and then boosts and consolidates in a 1:1 situation or with small groups in an afternoon. This will continue into Year One to support the children who did not achieve a good level of development in 2019. (£12,160) | An additional member of support staff will take responsibility of working with children who are entitled to Pupil Premium, using activities and tasks planned by the class teacher. This will ensure there is continuity in learning. | EYFS and KS1 Teaching and Learning Lead | June 2020 |

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| <p>Attainment for the More Able Children</p> | <p>Improve systems for tracking more able children to ensure progress is accelerated for this group.</p> | <p>Following analysis of 2019 outcomes for children entitled to Pupil Premium:</p> <ul style="list-style-type: none"> • Very few children exceed the Early Learning Goals at the end of Foundation Stage Two. • Not enough children are achieving the Greater Depth Standard at the end of Year Two. • Not enough children are achieving the higher standard in Year Six tests and assessments. • Progress is too slow for children throughout Key Stage Two. <p>Closer tracking and more regular intervention tasks (at least x3 a week) will ensure outcomes improve for this group in 2018. (£22,464)</p> | <p>Disadvantaged children, including those who are more able children will be closely tracked. 1) Some children will be targeted to make accelerated progress to achieve the higher attainment levels and 2) more able children will all make good progress.</p> | <p>Senior Leadership Team</p> | <p>June 2020</p> |
| | <p>Intervention/ booster sessions for children not on track to make end of year targets.</p> | <p>In-year progress for 2018-2019 is better for the children who have had access to a skilled learning support assistant to boost and provide intervention in an afternoon. Purchased and published interventions have not had the same impact on improving outcomes. (£57,624)</p> | <p>One Learning Support Assistant allocated per phase in order to work with children in small groups/ individual basis dependent on need. Intervention Files to log evidence and impact.</p> | <p>SENCo</p> | <p>June 2020</p> |

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| Increased Curricular Opportunities | Reduced cost to families for Y6 Residential Visit | Children have very few opportunities within the local community and the cost of residential limits participation. Parents are unable to claim with the LA now that we are an academy. Pupil premium children access the trip at a reduced cost. (£2,000) | Generic letters sent to all parents and then targeted families contacted on an individual basis. | Head of School | June 2020 |
| | The Brilliant Club | There is little to do in Thorne yet our families are reluctant to seek university/employment outside the local area. Through discussions with headteachers in the locality, lack of aspirations is a common concern. (£5,560) | Planning takes place during the Summer term and links are set up with a PhD student from the Brilliant Club. Two local universities are visited; a launch event and a graduation ceremony. | Assistant Head Teacher | June 2018 |
| Total budgeted cost | | | | | £104, 733 |
| Pupil Premium Spend for Quality of Teaching for All and Targeted Support | | | | | £134,749 |