The Brookfield School

Pupil Premium Report 2019-2020

Summary Information	
For the year 2019/20 the amount per pupil eligible for PP funding is as follows: FSM6 £1,320 (years 2 – 6) £935 (years 7 – 11) LAC £2300	
Pupils in school	90
Pupils eligible for Pupil Premium	52 pupils in total 45 (FSM6) 7 (LAC)
Pupil Premium allocation	£65,105
Review Date	11/2020

As a school it is important that we clearly identify the barriers to learning for pupils and from this identify the appropriate target areas for PP funding.

Barriers to learning identified:

- Low self-esteem and related social skills
- Financial difficulties of disadvantaged families
- Under developed language and literacy skills
- Lack of access to enrichment activities away from school
- Limited interactions with families as majority of pupils use school transport.
- Attendance rates for some pupils are low and therefore affect their ability to make progress

Strategy Statement

Strategy so far:

- Focus on quality first teaching based upon well founded evidence from EEF
- Development of a greater understanding of PP pupils to ensure that all staff know who they are, prioritize feedback and intervention
- Targeted literacy support to ensure access to curriculum
- Personal development of all pupils to provide the social and emotional support of our pupils where these are barriers to learning.

Strengths:

- Shared understanding and vision for PP pupil attainment
- Creation of a forward thinking, inclusive curriculum approach which is understood and subscribed to by the whole school community

Areas for development:

- In school attainment of both disadvantaged pupils and their peers in relation to national results data
- Successful transition of pupils from KS2 into KS3

Aim	Evidence of impact	Comments	Expenditure
1.Quality first teaching To develop staff practice and improve outcomes for pupils To engage and motivate pupils to ensure they fulfil their potential via the most appropriate learning pathway. Pupils make at least expected progress in reading Engage older pupils (Arrow) in a more practical approach to teaching and learning	• Lesson observations and learning walks show pupils are more engaged in their learning. • Support staff access a comprehensive CPD programme aimed at improving their knowledge and skills relating to the teaching of phonics and reading. • Variety of experiences and wide ranging opportunities provided to enable pupils to make informed decisions about their future. • Ongoing CPD training for staff to inform their practice. • Practical learning, as well as classroom based, has increased engagement particularly in science and environmental studies. • Whole school focus on assessment and feedback. • Successful lead by SLT of the management of the PP strategy.	The whole school engagement in modelling CPD will lead to significant developments in teaching practice that will benefit disadvantaged pupils particularly. Whole school continued use of bespoke assessment tool. Use of Dinedor outdoor learning centre for years 2- 9. SLT to continue to work with whole school to ensure PP expenditure is effective. Liaison with subject leads has highlighted need and strategies have been developed to improve results. Use of specific provisions to enable pupils to develop agricultural and animal care skills.	Delivery of CPD Dinedor provision Training provision: TIS (Head teacher) HLTA teaching courses x 2 Middle leader course x 1 SLT time allocation Off-site training facilities **£30,496**

2.Targeted Support Ensure that identified pupils are supported in developing their confidence and independent learning behaviours which in turn will improve outcomes for pupils.	• Small group and 1:1 catch up interventions led by experienced TAs. • Rigorous and consistent approach to the teaching of reading including vocabulary and comprehension strategies. • Use of external assessment to identify barriers and screen for dyslexia and dyscalculia, providing strategies to support in class.	SLT and subject leads to regularly monitor the PP cohort and use termly data cycles to monitor progress. Ongoing CPD training being provided for TAs to inform practice.	CPD training for TAs to deliver interventions successfully Schemes of work Assessment materials **£13327**
3.Wider Approach All pupils feel more confident and resilient within the classroom environment. Pupils have a successful start to their school day, with the opportunity to socialise with peers.	• In-school counsellor supports the emotional development and mental health of signposted pupils. • Breakfast club available to all. • Participation by pupils in educational visits, residential trips and extra-curricular activities.	Qualified school counsellor in school 2 days each week. The school approach to developing a positive school ethos has positively impacted on those disadvantaged pupils who lack cultural capital.	School councillor Breakfast provisions Art Therapy and music sessions Extra-curricular trips and activities. **£21282**

Develop the cultural capital of disadvantaged pupils. Develop self-esteem and build confidence.	• Art and music therapy run by specialists accessed by signposted pupils. • Acceleration of progress made with pupils' social and emotional development.		