



## Pupil Premium Impact Statement 2017-18

Quality of teaching for all																																				
Desired outcome	Chosen action / approach	Evaluation / Impact																																		
<p>Difference between PP and national attainment in read, write and maths is diminished.</p>	<p>In class support provided by TAs to work with small groups and support individuals in class sessions. TA2 / 3/ 4</p> <p>1:1 support for identified children who need the extra guidance.</p>	<p>See additional information compiled by assessment lead with ongoing tracking of PP group, including rates of progress by PP group in all year groups.</p> <p><b>Important to note:</b> Of 35 pupils in school entitled to PP, 19 (54%) are adopted. 46% are FSM or FSM ever 6. When reviewing data produced through FFT aspire, disadvantaged refers to FSM pupils only, not adopted pupils. Any reviewing of Brookburn disadvantaged data needs to take into consideration that the make-up of PP pupils at Brookburn does not reflect the national picture for this group. The needs of adopted pupils, and early childhood experiences, does not compare to other disadvantaged pupils where poverty and deprivation are key factors.</p> <p><b>KS2 2017-18</b></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2" style="background-color: #e0e0e0;">Pupil Premium</th> <th colspan="2" style="background-color: #e0e0e0;">PP (9)</th> <th colspan="2" style="background-color: #e0e0e0;">PP (- SEN) (7)</th> </tr> <tr> <th style="background-color: #e0e0e0;">% at Expected (No GDS)</th> <th style="background-color: #e0e0e0;">Average Standardised Score</th> <th style="background-color: #e0e0e0;">% at Expected (No GDS)</th> <th style="background-color: #e0e0e0;">Average Standardised Score</th> </tr> </thead> <tbody> <tr> <td style="background-color: #e0e0e0;">Reading</td> <td style="background-color: #e0e0e0;">67%</td> <td style="background-color: #e0e0e0;"></td> <td style="background-color: #e0e0e0;">86%</td> <td style="background-color: #e0e0e0;"></td> </tr> <tr> <td style="background-color: #e0e0e0;">GPS</td> <td style="background-color: #e0e0e0;">67%</td> <td style="background-color: #e0e0e0;"></td> <td style="background-color: #e0e0e0;">86%</td> <td style="background-color: #e0e0e0;"></td> </tr> <tr> <td style="background-color: #e0e0e0;">Writing</td> <td style="background-color: #e0e0e0;">33%</td> <td style="background-color: #e0e0e0;"></td> <td style="background-color: #e0e0e0;">43%</td> <td style="background-color: #e0e0e0;"></td> </tr> <tr> <td style="background-color: #e0e0e0;">Maths</td> <td style="background-color: #e0e0e0;">44%</td> <td style="background-color: #e0e0e0;"></td> <td style="background-color: #e0e0e0;">57%</td> <td style="background-color: #e0e0e0;"></td> </tr> <tr> <td style="background-color: #e0e0e0;">Combined</td> <td style="background-color: #e0e0e0;">22%</td> <td style="background-color: #e0e0e0;"></td> <td style="background-color: #e0e0e0;">29%</td> <td style="background-color: #e0e0e0;"></td> </tr> </tbody> </table> <p>PP pupils have performed below their peers. However, PP without SEN in reading and GPS performed slightly above pupils nationally. In writing and maths, they were still below their peers. 6 out of 9 children achieved ARE in reading. 2 of the 3 who didn't were SEN and 1 was dis-applied. The other child joined out school speaking no English but achieved a scaled score of 99. In writing, a third of pupils achieved ARE. Of the 6 who didn't, 2 are SEN and 1 was a non-English speaking joiner in Y5. In maths, 4 met ARE with 1 working at GP. 2/5 children not meeting ARE were SEND. One of these was dis-applied. Of the remaining 3 children not reaching ARE, 2 reached a scaled score of 97 and one achieved 98.</p> <p>When reviewing individual progress, PP pupils made +0.5 progress in reading based on their prior attainment and thus, compare favourably to national. One PP pupil made +14.1 in reading, showing significant value added. Progress rates in Writing and Maths are not as positive. In writing, it is only possible to gain a scaled score of 103 as a progress measure, meaning it is harder to gain positive progress score if in middle attainment group. Pupil dis-applied from all tests brought down averages considerably as disapplication automatically gives a scaled score within 70 (vs 100 at EXS) which reduces average for group considerably.</p>	Pupil Premium	PP (9)		PP (- SEN) (7)		% at Expected (No GDS)	Average Standardised Score	% at Expected (No GDS)	Average Standardised Score	Reading	67%		86%		GPS	67%		86%		Writing	33%		43%		Maths	44%		57%		Combined	22%		29%	
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Prior Attainment Group	Reading		Writing		Maths	
	Average FFT aspire progress	Average scaled score	Average FFT aspire progress	Average scaled score	Average FFT aspire progress	Average scaled score
High – 1 pupil	-2.7	106	-2.6	103	-5.3	102
Middle – 4 pupils	+4.9	110	-2.9	103	-1.0	104
Low – 4 pupils (2 SEND, 1 disapplied)	-3.1	98	-5.2	93	-7.75	92
<b>AVERAGE GROUP</b>	<b>+0.5</b>	<b>105</b>	<b>-3.9</b>	<b>95</b>	<b>-4.49</b>	<b>98.75</b>

#### KS1 2017-18 attainment

KS1 PP vs national PP	2018 (3 pupils, 2 SEND)	2017 (5 pupils, 2 SEND)	2016 (3 pupils, 0 SEND)
Reading	0%	60% vs 76%	67% vs 78%
Writing	0%	0% vs 68%	0% vs 70%
GPS	67%		
Maths	33%	40% vs 60%	67% vs 77%

**CAUTION:** small cohort size. SEND overlap with 2018 group + all PP children adopted hence very different to national PP figures where majority of cases are FSM. Difficult to compare data

#### KS1 2017 – 18 progress (12 steps progress target)

Evidence of diminished difference with peers. In maths, PP children made rates of progress to significantly diminish difference with peers.

11/12 steps expected	Reading Progress KS1	Writing Progress KS1	Maths Progress KS1
PP (3 pupils, 2 SEN)	10	9.7	12.3
Non PP	11.6	10.9	11

#### Targeted support

Improved reading in Y1 and Y2. To ensure those struggling with reading are given quality early intervention.

ECAR programme  
Teacher (M6)

Reading recovery teacher worked with 4 PP pupils in KS1 in 2017-18 – 100% of pupils made at least expected rates of progress. 50% of children previously not on track to meet ARE reached ARE having made accelerated progress after slow progress rates on entry to year group. 75% of pupils made accelerated progress with one pupil making 2 years worth of progress in one academic year. Feedback from parents was overwhelming positive. Parental engagement in discussions with Reading Recovery Teacher was strong in all cases.

Improved reading in Y1 / Y2. To continue to support those who have either made accelerated progress through RR or who did not receive RR and are behind ARE.

Fischer Family Trust  
TA3

Pupils previously accessing Reading Recovery became a focus for high level support and intervention whilst in Y2. Whilst no pupil reached ARE in reading, all children made progress which ensured they continued working within their year group curriculum. All pupils sat Y2 SATS paper. 2/3 of pupils reached a scaled score just above 100 however teacher assessment of their overall achievement in reading meant pupils were awarded WTS. The average scaled score for the group was 99.7 – demonstrating that these pupils made accelerated progress across the Key stage and entering KS2 significantly further ahead than when they entered KS1

		(all children failed to reach the expected standard in Reception). 2 of the 3 children are SEND, with one on an EHCP. The remaining pupil is currently under assessment for SEN.
Accelerated progress in literacy and maths.	Catch-up maths / English sessions.	Please see summary of overall attainment standards in R/W/M produced by assessment lead. Standards of attainment for all PP groups in every year group + progress measures vs non PP pupils across whole school.
<b>Other approaches (whole school strategies)</b>		
Improved writing and maths for PP children.	Singapore maths approach in Y1- Y4  Talk for writing whole school.	Please see summary of overall attainment standards in R/W/M produced by assessment lead. Standards of attainment for all PP groups in every year group + progress measures vs non PP pupils across whole school.