



The Brockley Way – 'Only my best is good enough'

Pupil Premium Strategy – September 2017

Contextual Information		
Total Number of Pupils	139	Date of Next Review December 2018
PPG Funded Eligible children	38.8% 40 children	
Total Received	£54000	

Current Attainment		
Year Group	Attainment of Eligible Pupils	Attainment of Pupils Not Eligible
Reception – 21 children <i>Externally Moderated LA</i> Children receiving a good level of development	25%	100%
Y1 – 12 children Achieving phonics standard pass	66.7%	77.8%
Y 1 & 2 Achieving phonics standard pass	80%	84%
Y2 -17 children <i>Externally Moderated LA</i> <ul style="list-style-type: none"> • Reading 	71.4%	70.6%



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<ul style="list-style-type: none"> • Writing • Maths • RWM Combined 	<p>71.4%</p> <p>85.7%</p> <p>57.1%</p>	<p>64.7%</p> <p>94.1%</p> <p>58.8%</p>
<p>Y6 – 13 children <i>Externally Moderated LA</i></p> <ul style="list-style-type: none"> • R,W & M combined • Reading • Writing • Maths • GAPS 	<p>100%</p> <p>100%</p> <p>100%</p> <p>100%</p> <p>100%</p>	<p>85.7%</p> <p>85.7%</p> <p>85.7%</p> <p>85.7%</p> <p>85.7%</p>

Barriers to Learning for Brockley Children

1. Nursery – Children generally enter nursery with poor communication skills and a lack of pre-school experience. Attainment on Entry (first six week assessment) shows communication and language as being particularly low, this hinders progress as children affected require Speech and Language interventions.
2. Behaviour and attitudes to learning for a small number of Year 3 & 4 children (particularly boys) is slowing academic progress and hindering attainment.
3. Staff delivery of higher level questioning around Maths Mastery requires development across LKS2.
4. Historically at the end of KS2 Maths outcomes for Y6 disadvantage children have been lower than their peers. This



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leads to transition problems for some.
5. Attendance is below the target of 96%. It is proven that less than 90% attendance has a damaging impact on the progress and academic attainment of a child.
6. Studies within school (child questionnaires) suggest that approximately 36% of children do not receive help with their homework – parent questionnaires and attendance at workshops indicates that parents are keen to help and support their children.

Outcomes - How will this be measured?	Success Criteria
Improve communication skills in Nursery & Reception so disadvantaged children are able to access the EYFS curriculum and achieve well.	Improved outcomes for children in Language and Communication.
Improve reading so that an increased % of disadvantaged children achieve a GLD – currently 25% in school compared to 54.6% LA	To increase the % of disadvantaged children achieving a GLD
Improve writing so that an increased % of disadvantaged children achieve a GLD – currently 25 % in school compared to 47.6% LA	



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Quality of Teaching Rationale and Focus

Outcome	Action	Rationale	Monitor	Lead	Review Date
Improve reading outcomes in Reception	Opportunities for reading on 1:1 and groups to be clearly planned Children identified and progress monitored	School needs to stop 'catch up' and ensure that children are provided with quality first teaching opportunities that encourage independence and ensure that they are supported and achieve a GLD	Termly ECARS Pupil Progress Meetings Parent Involvement Moderation of books Planning Teacher evidence	EYFS Leader with support through S2S plan	Dec 2017 – 1 st review
Improve writing outcomes in Reception	Opportunities for writing to be clearly planned for All free choice writing to be recorded in books Children identified and progress monitored			Attendance at EYFS Cluster	April 2018 – 2 nd review
Improve maths outcomes in Reception	Opportunities for writing to be clearly planned for			The Brockley Way – Non Negotiables Sharing of good practice across the TSA and Cluster	



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	All work to be recorded in square papered books in preparation for KS1				
Improve communication skills for the EYFS children so that they are able to access learning and understand what is being asked of them	Delivery of ECAT Programme to be established.	To improve language and communication skills, staff need to develop and implement a strategy that enables and supports children's language skills	Progress made towards clear targets leads to improved outcomes for learners targeted	EYFS Leader with support from ECAT Team and leaders EYFS Staff to deliver programme to a structured timetable and monitor robustly	Dec 2017 – 1 st review April 2018 – 2 nd review
Improve outcomes in Maths in the infants with the introduction of a maths programme for KS1 children that will accelerate learning and enable children to 'catch	Provision of programme that enables children to catch up and plugs the gaps in maths	School needs to stop 'catch up' and ensure that children are provided with quality first teaching	Progress made towards clear targets leads to improved outcomes for learners targeted	Staff to deliver programme to a structured timetable and monitor robustly	Dec 2017 – 1 st review April 2018 – 2 nd review



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up'		opportunities that encourage independence and ensure that they are supported and achieve at least in line with their peers	Attainment improves		
Continue to improve outcomes in Maths across school specifically at the end of KS1 & KS2	Ensure subject knowledge is secure and that expectations are high	Outcomes need to improve in maths across school so that attainment at the end of KS1 & KS2 are at least in line with national outcomes	Maths Subject Leader SLT Governors Pupil Progress Meetings Review of standards in books	Maths Subject Leader	Dec 2017 – 1 st review April 2018 – 2 nd review
Accelerate outcomes so that attainment at the end of KS1 & KS2 continues to improve through Maths Mastery	Ensure subject knowledge is secure and that expectations are high	Outcomes need to improve in maths across school so that attainment at the end of KS1 & KS2 are at least in line with national	Maths Subject Leader SLT Governors Pupil Progress Meetings	Maths Subject Leader	Dec 2017 – 1 st review April 2018 – 2 nd review



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		outcomes			
Improve outcomes for : <ul style="list-style-type: none"> Disadvantaged children Boys In reading, writing, maths & GAPS so that outcomes are favourably comparable with those of their peers	Ensure that Quality First Teaching is of the highest standards across school with a focus on maths Ensure strategies and interventions are timely and appropriate therefore leading to accelerated progress for boys and disadvantaged children	Boys and disadvantaged children are in the main falling behind their peers in maths in specific cohorts A clear and robust approach to learning needs to be implemented to ensure children in certain cohorts representative of certain groups diminish the difference and narrow any gaps	Maths Subject Leader SLT Governors Pupil Progress Meetings Review of standards in books	Maths Subject Leader	Dec 2017 – 1 st review April 2018 – 2 nd review
Attendance amongst a number of disadvantaged children is still well below 96%	The SBM as part of a focused approach will investigate how	Attendance at school has proven links with success academically – for	SBM SLT Governors Daily absence	SBM	Weekly Assembly Celebration



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	<p>other schools have been successful in improving parental engagement and ensuring children attend school regularly</p> <p>School to apply policy rigorously</p> <p>Rewards of a grand gesture to be considered for regular attendance</p>	<p>a child to reach their full potential they must attend school regularly and on time</p>	<p>response</p> <p>Weekly monitoring</p> <p>Termly monitoring</p> <p>Target specific children/families</p> <p>Outside agency involvement</p> <p>Vulnerable children/families supported</p>		<p>Termly Reward for highest class attendance</p> <p>6 week reviews</p> <p>Published weekly on the website and text to parents</p> <p>Yearly celebration for 100% with prizes for the children</p>
<p>Mental Health and Well-being for our pupils requires timely and supportive opportunities – given the backgrounds of some of our disadvantage pupils</p>	<p>Personal, Social and emotional Support for children requiring support to be provided across school by trained staff</p>	<p>Children must be well mentally to cope with the daily pressures they face school provides an outlet for them to express their</p>	<p>Listening Ear/Learning Mentor</p> <p>SLT</p> <p>Governors</p> <p>Daily absence response</p> <p>Weekly</p>	<p>Listening Ear/Learning Mentor</p>	<p>Weekly reviews</p>



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		feelings	monitoring Termly monitoring Target specific children/families Outside agency involvement Vulnerable children/families supported		
Wider opportunities for children to experience activities and receive support with homework after school	Personal, Social and emotional Support for children requiring support to be provided across school by trained staff A balance of opportunities that offer a broad spectrum of activities to engage and enjoy	Enduring that poverty doesn't pose a threat to thriving and having experiences beyond the local and immediate	Clubs daily offered by staff Reviewed by children to ensure relevance	SLT	Termly attendance reviews



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Provision of: <ul style="list-style-type: none"> • Water • Milk • Clothing • Shoes • Breakfast Club • Residential Visits subsidy 	Personal, Social and emotional support for children requiring help to be provided across school by trained staff in a supportive and discreet manner	Ensuring that poverty doesn't pose a threat to thriving and having experiences beyond the local and immediate	Reviewed by SLT weekly Monitoring of children through Meet & Greet	SLT	Weekly/daily reviews through contact attendance reviews
Ensure that transition for Y6 children is handled sensitively Child specific as required	Personal, Social and emotional support for children requiring help to be provided across school by trained staff in a supportive and discreet manner	Ensuring that poverty doesn't pose a threat to children thriving and beginning secondary school prepared mentally and practically	Reviewed by SLT weekly Discussions with parents	SLT	Weekly/daily reviews through contact attendance reviews

Costings for Provision Above



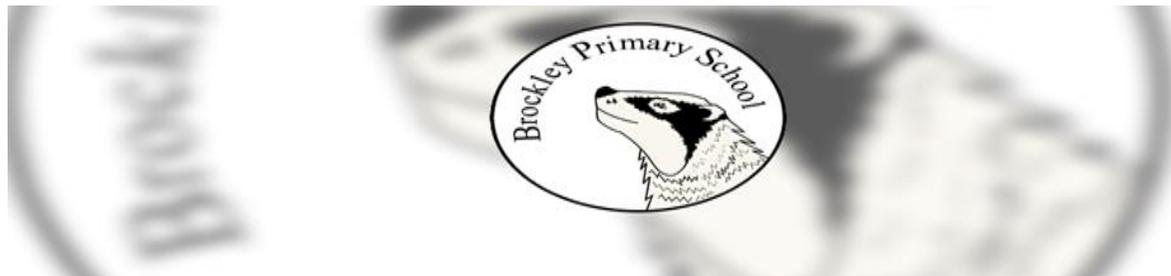
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Provision	Hours	Number of Weeks/Timescale	Costs	Outcomes
Play leader	7.5 hours weekly	32	£3090	<ul style="list-style-type: none"> • Lunchtime intervention to support friendships and develop team games to reduce lunchtime incidents. • Level PLT Sports Leader Training
Learning Mentor	3 hours weekly	32	£1566	<ul style="list-style-type: none"> • To support personal, social and behavioural issues.
Listening Ear	3 hours weekly	32	£1566	<ul style="list-style-type: none"> • To support personal, social and behavioural issues.
TA Intervention – Y3/4	10 hours weekly	32	£5739	<ul style="list-style-type: none"> • Class based 1:1 • Small group support • Child specific interventions – • ReadWriteInc • GAPS



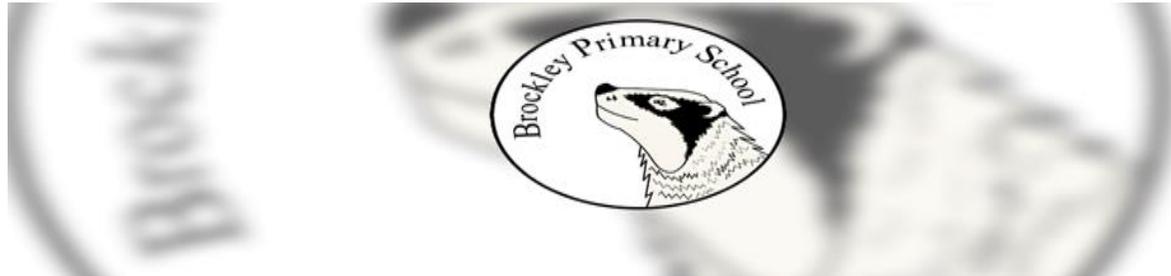
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				<ul style="list-style-type: none"> • Reading • Writing • Maths
TA Intervention – Y2/3	17 hours weekly	32	£9557	<ul style="list-style-type: none"> • Class based 1:1 • Small group support • Child specific interventions - • ReadWriteInc • GAPS • Reading • Writing • Maths
After School Club Provision	7.5 hours weekly	30	£4118	<ul style="list-style-type: none"> • To provide opportunities for children to develop skills and learn new and interesting hobbies through the provision offered after-school. It is also used as



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				respite to provide support for families when the pressures require easing.
TA Intervention – 3/	10 hours weekly	32	£2001	<ul style="list-style-type: none"> • Class based 1:1 • Small group support • Child specific interventions • ReadWriteInc • GAPS • Reading • Writing • Maths
TA Intervention Y2/3	2 hours weekly	32	£1824	<ul style="list-style-type: none"> • Small group support • Child specific interventions • ReadWriteInc



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				<ul style="list-style-type: none"> • GAPS • Reading • Writing • Maths
TA Intervention – 4/5/6	1.5 hours weekly	32	£3648	<ul style="list-style-type: none"> • Small group support • Child specific interventions • ReadWriteInc • GAPS • Reading • Writing • Maths • Transition



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Wider Opportunities Music Y3/4	1 hour weekly	30	£950	<ul style="list-style-type: none">• Learning to play a musical instrument; Experts said there is growing evidence that musicians have structurally and functionally different brains compared with non-musicians - in particular, the areas of the brain used in processing and playing music.• These parts of the brain that control motor skills, hearing, storing audio information and memory become larger and more active when a person learns how to play an instrument and can apparently improve day to day actions such as being alert, planning and emotional perception.• Children aged 7 are at the optimum age to learn a musical instrument and it has been identified from our most recent evidence that those children transferring to KS2 require an intervention that will help develop these skills.
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Milk	Daily	32	£2850	<ul style="list-style-type: none"> Under the FSM provision all children in receipt are entitled to milk on a daily basis.
Water supply	Daily	32	£320	<ul style="list-style-type: none"> Under the FSM provision all children in receipt are entitled to water on a daily basis.
Water bottles	Daily provision for all children		£250	<ul style="list-style-type: none"> Every child to be provided with a water bottle.
Residential Payments	Annual visits Y3 Y4 Y5 Y6	2 – 5 days (year group specific)	£3500	<ul style="list-style-type: none"> To enable children from families unable to afford the cost, provision is made to cover the cost of the residential and resources required.
Uniform and shoes	As required	Provision has been made for 34 children to receive £60 for uniform and	£2040	<ul style="list-style-type: none"> Uniform and shoes for disadvantaged children £60 to ease financial burdens on families in need. Discussions with families during spring and summer terms



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		shoes if required		
Subsidised Breakfast Club places	All children daily provision	32 weeks	£1360	<ul style="list-style-type: none"> Financial assistance is made for families unable to provide breakfast at home due to increasing demands on finances.
Y6 transition support	Y6 children	6 weeks	£500	<ul style="list-style-type: none"> To assist children transferring to high school with resources, transport, lunch and bus money
Individual intervention for children identified as requiring CAF/TAF/Care orders	Across school	32 weeks	£3850	<ul style="list-style-type: none"> Parent support/financial help for children Appointments/resources/food/clothing as requested by social services.
			Total cost: £48729	
			Total PPG received:	



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			£54000	
			PPG remaining: £5271	
Spending since Sept 2017				
Intervention programme Numicon Training	Groups across school	32	£950	<ul style="list-style-type: none"> A maths programme for children that will accelerate learning and enable children to 'catch up'
Listening Ear Training	Children presenting with BSE	Continued leader training and updates interventions	£400	<ul style="list-style-type: none"> Staff are better equipped to support children identified as requiring interventions to help them to manage their BSE.
				<ul style="list-style-type: none">