

BRODETSKY JEWISH PRIMARY SCHOOL

PUPIL PREMIUM PROVISION PLAN and 2016/17 Review

Every pupil is an individual at Brodetsky Primary School. This is reflected in our curriculum planning, our provision and our assessment.

Assessment is ongoing throughout the year. Every half term our class teachers meet with their Phase leader, supported by The Head teacher or Deputy to review the progress of every pupil in the school which includes focusing on the impact we are having on children who receive Pupil Premium.

During the course of this review we identify any pupil's progress that has either slowed or could be further improved and agree strategies and interventions that will be used to bring this about. These strategies are then incorporated into planned activities by the class teacher and individual or small- group targeted interventions are delivered.

When reviewing the progress of the pupils we give regard to a number of vulnerable groups within our context, as well as broader specific groups. These include:

1. Boys
2. Girls
3. Highest attaining pupils
4. Lower attaining pupils
5. Minority Ethnic Groups
6. Lesbian/Gay/Transgender Pupils
7. Young Carers
8. Pupils with medical conditions
9. Summer born pupils
10. Special Education Needs or disabilities
11. Free School Meals/Pupil Premium
12. Children Looked After
13. Low attendance
14. New to English and English as an Additional Language
15. Pupils with different religions and beliefs

We are required to report on the progress of those pupils linked to Pupil Premium funding via this website.

What is Pupil Premium Funding?

Pupils who currently receive/ are eligible for Free School Meals, or have received/been eligible for them in the last 6 years, are allocated an amount of funding to be used within the school budget to help ensure they make strong progress.

BRODETSKY JEWISH PRIMARY SCHOOL

How much Pupil Premium Funding does the school receive?

This changes each year as the numbers change and the amount per pupil changes. Below is a table showing the funding received in the last three years including this year.

| | | | |
|---------------|-----------|-----------|---------|
| Year | 2015-2016 | 2016-2017 | 2017-18 |
| Funding | £35,721 | £38,420 | £45,020 |
| Pupil Numbers | 27 | 28 | 33 |

What is the Pupil Premium Funding used for?

We use the funding in a number of ways and this changes every year. The majority of the funding is used to purchase adult support either through teachers or teaching assistants.

Every class teacher writes a specific action plan for any pupil whose progress or emotional needs need further improvement. All Pupil Premium pupils are considered as part of this action plan.

Funding also aids keeping teacher numbers as high as possible to keep classes as small as is possible.

However we also use it to provide specific resources, opportunities and interventions that help us to support our pupils. In 2016/2017 we used the funding in the following ways.

| Strategy | Pupil Numbers |
|---|---------------|
| 1:1 Literacy Support | 1 Pupil |
| 1:1 Maths Support | 1 Pupil |
| Small Group Support- Literacy within lessons | 18 Pupils |
| Small Group Support Handwriting | 2 pupils |
| 1:1 support – cross curricular | 1 Pupil |
| Small group support- Maths within lessons | 12 pupils |
| Additional Teaching Time- Maths | 6 Pupils |
| Additional Teaching Time- English | 14 pupils |
| School Trips and Residentials | 10 Pupils |
| Additional Resources/equipment purchased | 4 pupils |
| Support For Uniform Purchase | 2 Pupils |
| Access to Nurture Provision | 12 Pupils |

BRODETSKY JEWISH PRIMARY SCHOOL

What impact does this provision have on pupil progress?

Pupil Premium allows us to provide support and resources for children who have barriers in accessing various areas of the curriculum, particularly in English and Maths. For some children who receive Pupil Premium, English is an Additional Language (EAL) therefore we provide them with opportunities that allow them to acquire the skills required for learning. A significant number of children who receive Pupil Premium are also targeted for Nurture Provision in order to develop their emotional well-being, confidence, independence and resilience so that we can maximise their learning in school. There has been a noticeable impact seen by class teachers where children have developed life skills such as self-esteem, anger management and ability to manage relationships with peers which all have a positive impact on their readiness to learn in the classroom. Pupil Premium over time has allowed some pupils to now work at, or closer to, Age Related Expectations who were in previous years working Below Expectations.

By the end of Key Stage 1 2017:

5 pupils in the cohort were identified against Pupil Premium (PP) Funding. In addition this group included 3 pupils with special educational needs.

| | Reading% | | Writing% | | Maths% | |
|------------|----------|-----------|----------|-----------|----------|-----------|
| | Expected | Exceeding | Expected | Exceeding | Expected | Exceeding |
| All Pupils | 79 | 26 | 74 | 23 | 81 | 23 |
| PP | 40 | 0 | 60 | 0 | 40 | 0 |

Pupil Premium children overall did statistically less well than their peers in all areas. However the progress of all children is tracked thoroughly and interventions are in place for this group in order for us to support them to make appropriate progress.

By the end of Key Stage 2 2017:

In 2016-2017 there were 3 (6%) pupils in Year 6 who were identified against Pupil Premium.

| | Reading% | | Writing% | | Maths% | |
|------------|----------|-----------|----------|-----------|----------|-----------|
| | Expected | Exceeding | Expected | Exceeding | Expected | Exceeding |
| All pupils | 73 | 42 | 89 | 24 | 93 | 33 |
| PP | 67 | 0 | 100 | 0 | 100 | 0 |

We did not have a significant gap in PP pupils achieving the expected standard, however none of the 3 PP achieved greater depth.

The progress in the subsequent cohorts will be tracked very carefully

Actions for 2017-2018

Each teacher has created an action plan to improve the progress of all pupils who can be considered to have a vulnerability either through national criteria, or those specific

to the school or class and interventions are happening regularly across the school during various times of the day.

These action plans are being monitored and evaluated by each Department Leader and Deputy Headteacher who will ensure any common issues are acted on collectively. These actions are then evaluated every half term in Pupil Progress Meetings where teachers discuss and review the strategies that are in place to support pupils based on the ongoing assessment data and information about each child.

