



# BRUNEL Pupil Premium Strategy

Summary information					
School	Brunel Primary and Nursery Academy				
Academic Year	2018-19	Total PP budget	£105,720	Date of most recent PP Review	Sept '18
Total number of pupils	357	Number of pupils eligible for PP	76	Date for next internal review of this strategy	Sept' 19

Current attainment (ASP 2018)		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average for Other)</i>
Proportion achieving expected attainment or above in reading, writing & maths	31%	65% (67%)
Average progress score in reading	2.9 (- 0.2)	3.1
Average progress score in writing (TA)	2.9 (-0.4)	3.3
Average progress score in maths	2.9 (0.2)	3.1

## Barriers to learning (a greater likelihood for pupils eligible for Pupil Premium)

I internal    E external
A. Low self-esteem (I,E)
B. Less effective behaviours for learning (E,I)
C. Poorer communication skills, especially vocabulary ((E)
D. Lower attendance and punctuality. (E)
E. Lack of 1;1 scaffolding at the point it's needed. (I)
F. Lack of cultural experience. (E)
G. Less value placed on books and reading. (E)
H. Reduced parental engagement and learning partnership . (I,E)
I. Family Circumstances (E)

Area of spend	Total budgeted cost	Barrier	Description of intervention and rationale *where identified by EEF	Intended outcomes	How impact is to be measured	Impact of the intervention
Alternative Provision—Teacher and TA hours	£50,000	A,B, C,E	<p>Wave 4: Accelerated Progress Targeted pupils across the academy receive smaller group tuition.</p> <p><b>X6 KS1/KS2 pupils, operating at well below ARE</b></p> <p><b>*EEF Research: Small Group Tuition +4 months</b> <b>Visible Learning Effect Size 0.47</b></p>	<p>Target pupils make accelerated progress</p> <p>Pupils more secure working in a smaller group</p> <p>Building self-esteem , learning behaviours and access to learning</p>	<p>Data analysis termly</p> <p>Pupil progress Meetings</p> <p>Parent meetings and feedback</p>	<p>Avg progress in points for Tamar pupils. 15 pts progress overall = 2.6pt progress on average for reading.</p> <p>15 pts progress overall = 3.1pt progress on average for writing.</p> <p>15 pts progress overall = 3.3pt progress on average for maths.</p> <p>All pupils included within this data have SEN and complex needs ,requiring 1:1 tuition on a daily basis.</p> <p>All pupils access their own classroom during the school day with the exception of 1 pupil who is on a part time table.</p> <p>Alongside a focus on academic achievement an emphasis has been put on person centred planning using a TEACCH approach whilst also fostering teacher for learning strategies.</p>
Specialist Teacher—SEND	“	D,H	<p>Support CiN, Early Support and CAF process—family engagement.</p> <p>Support vulnerable/targeted families to access academy life and learning.</p> <p>Liaison with external professionals.</p> <p>Parents Evenings</p>	<p>Targeted families more engaged. Increased attendance.</p> <p>Improve provision/access for all SEND</p>	<p>Data analysis termly</p> <p>Pupil progress meetings</p> <p>Attendance data</p> <p>TAC/ES outcomes. Feedback from professionals</p>	<p>SENCO supports Tamar provision and engages with external professionals and families in order to support academic and social emotional wellbeing of all vulnerable pupils.</p> <p>Referrals made to access additional support.</p> <p>4 of the 6 pupils in Tamar class are on part-time table in school</p>

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Specialist TAs X2 Speech and Language	£1,500	C	<p>Targeted pupils receive additional SALT teaching, following intervention designed, and monitored by a Speech Therapist, led by x2 TAs.</p> <p><b>*EEF Research: Oral Lang. Intervention +5 months</b> VL ES 0.6</p> <p>Wave 3 Targeted pupils and staff gain access to professional guidance from an Ed Psych aimed at supporting those with complex needs.</p> <p><b>*EEF Research: Individualised Instruction +2 months</b> VL ES 0.23</p>	Targeted pupils Speech and Language Needs are identified early. Individual plans are implemented correctly and promptly.	Target pupils meet their individual targets set by the Speech Therapist.	<p>SALT SALT designs programs and supports the SALT interventions. She was also responsible for the TEACCH program in Tamar class which has had an impact on pupils Independent skills.</p> <p>15 pupils access SALT provision, supported by Speech therapist Cara Skinner. Recommendations have included lego therapy, use of visuals and ELKLAN training.</p> <p>Educational Psychologist has assessed and supported 4 pupils within Tamar class, offering a range of strategies for adults to use with these pupils. This has included liaison with families and home support.</p> <p>Her involvement has helped us access therapeutic parenting program for 2 carers.</p> <p>This has helped us reengage external agencies (family Plus). She has advised us on Part time tables enabling pupils to have a more successful time in school (albeit part time) Contributed to the statutory assessment process, supporting and helping us to gain EHCP's for 3 pupils.</p> <p>We facilitated the Ed Psych liaising with drama therapist.</p> <p>Virtual school Ed Psych completed the boxall profile with us supporting SENCO in securing a special school placement for LAC pupil.</p> <p>2 pupils have benefited from drama</p>
Dramatherapy	£1,500			Classroom Support Plan reviews.		
Educational Psychology	£1,000			TAC/ES review		
Playtherapy	£1600			Targeted pupils meet Classroom Support Plan Targets.  Outcomes improved for individuals and families with complex needs		

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Alternative Lunch EYFS/KS1 x2 KS2 x2	£10,000	A,B	TIS/TA led lunchtime support for children with social/behaviour issues <b>*EEF Research: Social and Emotional Learning +4 months Behaviour +3 months VL ES 0.44</b>	Improvement in social interaction thus ensuring a smooth transition back to afternoon learning	KS Pupil Progress Meetings  Management Meeting feedback	All pupils involved have managed to stay for lunchtimes throughout the school year in contrast to previous years. 88% of these pupils are eligible for PP funding  1 pupil now on a reduced t/ table goes home for lunch (see separate timetable)
Intervention TAs X4	£8,000	A,B,C,E	Wave 4 targeted small group intervention Literacy, Numeracy and building self-esteem and resilience. Address misconceptions in learning.  <b>*EEF Research: Small Group Intervention +4 months VL ES 0.47</b>	Targeted pupils make accelerated progress and begin to close the attainment gap.	Pupil progress meetings	
Breakfast Club  Staff x2  Resources	£5,000  £2,500	D	Wave 2: KS2 Breakfast Club  Average attendance x50 pupils daily.  <b>*EEF Research: Before School Programmes +2 months VL ES 0.52</b>	Increased attendance Children's basic needs met and ready to learn	Increased attendance EWO reports	56 pupils eligible for PP in KS2. 19 PP pupils (34%) regularly attend (2 + times a week)
Education City online homework programme	£850	H	Financial Support in order to access the broader curriculum  Parental Engagement in Homework <b>*EEF Research: Arts Participation +2 months VL ES 0.44</b>	Children access at home. Parental involvement increases	Pupil records Pupil and Parent questionnaires	

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Subsidised music tuition, theatre trips etc.	£2,000	F	Financial Support in order to access the broader curriculum *EEF Research: Arts Participation +2 months VL ES 0.38/0.37	Diminishing the cultural difference	Participation levels	100% of PP pupils attended a theatrae production of Beauty and the Beast (half price tickets)
Residential trip	£3,500	A,F,H	Financial Support in order to access the broader curriculum *EEF Research: Outdoor Adventure Learning +4 months VL ES 0.43	Diminishing the difference	Participation levels	81% of PP pupils took part in the residential.
Book bags	£250	G,H	Wave 1 Parental Engagement All new pupils given a bookbag and reading record to promote learning at home *EEF Research: Parental Involvement +3 months VL ES 0.50	Children read or share books with parents at home	Reading records Pupil data	
Contingency	£1620					