

Robert Browning Primary School - Pupil Premium 2018-2019



Financial Year	Number of pupils funded	PP per Pupil	Amount of Pupil Premium Funding Received
2018-2019	142	£1320	£187,440
2017-2018	129	£1320	£185,420
2016-2017	162	£1320	£213,840

The purpose of the Pupil Premium Strategy is to raise the achievement and aspirations of disadvantaged groups of children.

Robert Browning uses this additional funding to target specific groups of children who are vulnerable of underachievement. The information below describes how Robert Browning Primary School uses this funding to help disadvantaged children.

For children who qualify for pupil premium funding the main barriers to learning are usually:

- Access to a wide variety of SMSC experiences outside of school.
- Reading and comprehension.
- Speech, language and communication.
- Social, emotional and academic starting points in EYFS.

Our parents whose children qualify for pupil premium funding often require support in the following areas, which has a knock on effect on the pupils attainment:

- Parenting skills around behaviour, routine, attendance and punctuality.
- Access to quality housing to provide a stable home life in which the children feel safe, can play, learn and sleep, etc.
- Education around healthy lifestyles, etc.

We are also aware that there are a high number of children who attend the school who do not qualify for Pupil Premium, but whose parents may not work, may be disabled or have no recourse to public funds – making these ‘non-Pupil Premium’ children highly vulnerable to under achievement.

Measuring the impact of Pupil Premium Funding

- Pupil progress meetings are held every half term at which the progress/attainment of individual pupils is discussed.
- The assessment of each pupil is tracked and monitored, with specific focus on pupil premium pupils’ attainment and achievement.

Pupil Premium Intervention (New or Continued)	Amount Allocated (£)	Pupils	Intended outcomes	Monitor	Impact Justification
In-house Speech and Language Therapist (Continued) 50%	£5,875	Disadvantaged Pupils in all Year Groups	<ul style="list-style-type: none"> To work with PP children and others to address SL issues in the school at an early stage. To improve interventions in Reception and KS1 and improve speaking and listening for all disadvantaged pupils. To increase staff knowledge and strategies and train TAs to provide high quality interventions. To provide resources that supports the 	SENDco	Total Caseload- 39 children 12 assessments carried out and 18 Language for thinking assessments 5 children had direct therapy with the SLT and 18 indirect. 13 reports written (inc 5 for children with EHCP) 4 children were discharged. Support for parents through a drop in service 1 joint assessment with health visitor 3 referrals to NHS stammering clinic
40% Attendance Management	£5,133	All PP children and other targeted children.	<ul style="list-style-type: none"> To ensure that our attendance becomes even better and that all PP children and other targeted families attend as much as they possibly can. To work with the families of our PP and most vulnerable children to improve attainment and outcomes by ensuring they learn in school every day. 	Laurie StL/HT	Absence for PP children: 2017: 4.6%, 2018: 4.2% 2019: 3.3% Persistent Absence: 2017: 12.1%, 2018: 8.5%, 2019: 5.21% Overall attendance 2019: 96.7% (Absence: 3.3%)
75%– Learning Mentor	£26,018	Targeted PP children.	<ul style="list-style-type: none"> Lunchtime clubs for PP children. Gardening club for PP children. Learning Mentor work with all PP children focusing on breaking down barriers to their learning. 	SENDCO/HT	Children evaluated these experiences positively. Behaviour and engagement of the children identified Improved. Systems developed to review this impact have developed since Sept 2018 under the new school leadership- this will enable the impact of groups to be more closely monitored: <ul style="list-style-type: none"> Provision map Weekly meetings with learning mentors More detailed behaviour records From Sept. 2019 the recording of and communication with parents/carers to improve.
75%– Senior Learning Mentor	£26,018	Targeted PP children.	<ul style="list-style-type: none"> Cooking Skills club for PP children. Behaviour Management focusing on pastoral care for PP children in all year groups. EVC ensuring equal access to EVs for PP children, including targeted sporting initiatives for PP children. 	SENDCO/HT	Children evaluated the experience positively
School Journey Expenditure	£3,500	Y5 PP children.	<ul style="list-style-type: none"> Contribution to funding for Y6 PP pupils who would otherwise not be able to attend the school journey. Kingswood outdoor pursuits centre in Kent. 	HT	Children evaluated the experience positively

Subsidised Breakfast Club and After School Club	£23,750	Whole school PP children.	<ul style="list-style-type: none"> Staff deployment to assist and support 	LstL/HT	Parents have appreciated the support, however it was hard to measure the impact on the pupils. After school club continues to run at a loss.																																																	
Behaviour Management CPD	£1,250	Whole school focus.	<ul style="list-style-type: none"> Specialised INSET from behaviour specialist on working with disadvantaged pupils exhibiting challenging behaviours and caring with pupils with SEMH. 	Senior Learning Mentors/HT	Anecdotal evidence suggests that behaviour from 2018-2019 has improved, however new systems introduced from September 2019 will allow us to measure this better.																																																	
Additional Teacher in Y6 for SATs preparation.	£7000	Working with Disadvantaged Pupils in Y6.	<ul style="list-style-type: none"> Extra teacher specifically targeting gaps in understanding in reading, writing and mathematics for disadvantaged pupils. 	SLT	<p>Outcomes in July 2018:</p> <p>Attainment for pupil premium children: 49% (compared to 45% for the whole school)</p> <p>Progress for pupil premium pupils: Reading: 0.83, writing 3.73, Maths -0.62 (Compared to schol data: Reading 1.49, writing 4.69, maths: 0.84)</p> <p>The children made better progress in reading and writing. Outcomes still continue to need improvement for pupil premium children and all children.</p> <p>There were 35 pupil premium children in the cohort (33 with KS1 data)</p>																																																	
Learning Mentor and Additional Support in Y3	£19,000	Y3 PP child prior to move to PRU	<ul style="list-style-type: none"> Learning Mentor to undertake a personalised provision for several Y3 boys facing SEMH and behaviour issues to enable them to access their learning. 	SENDCo	Provision helped to stabilise behaviour and prevent exclusions.																																																	
Additional support in Reception.	£9,000	Supporting PP children in Reception.	<ul style="list-style-type: none"> Extra TA to work with PP children with barriers to their learning, such as high-functioning Autism, limited speech 	EYFS Lead	In July 2019 64% of the pupils reached GLD, which was higher than predicted at April 2019. This suggests that the TA had an impact on raising standards in Reception.																																																	
Teaching Assistants Small Group Interventions.	£60,896	PP children in all year groups.	<ul style="list-style-type: none"> Teacher planned and TA led interventions to raise attainment in Y3 and Y4 in reading, writing and mathematics. Teacher planned and TA led interventions to raise attainment for any PP pupils identified in Pupil Progress meetings and by specific provision mapping. TA support to be made available as required throughout the period. Behaviour support in school for PP children. 	SLT SENDCo	<p>July 2019 Attainment:</p> <table border="1"> <thead> <tr> <th>Year Group</th> <th>PP Reading</th> <th>Non PP reading</th> <th>PP Writing</th> <th>Non PP writing</th> <th>PP Maths</th> <th>Non PP maths</th> </tr> </thead> <tbody> <tr> <td>Year 1 (12)</td> <td>50%</td> <td>87%</td> <td>33%</td> <td>93%</td> <td>50%</td> <td>100%</td> </tr> <tr> <td>Year 2 (15)</td> <td>94%</td> <td>67%</td> <td>94%</td> <td>80%</td> <td>100%</td> <td>87%</td> </tr> <tr> <td>Year 3 (15)</td> <td>56%</td> <td>72%</td> <td>44%</td> <td>68%</td> <td>56%</td> <td>76%</td> </tr> <tr> <td>Year 4 (12)</td> <td>67%</td> <td>63%</td> <td>42%</td> <td>52%</td> <td>67%</td> <td>67%</td> </tr> <tr> <td>Year 5 (16)</td> <td>56%</td> <td>78%</td> <td>50%</td> <td>78%</td> <td>56%</td> <td>83%</td> </tr> <tr> <td>Year 6 (30)</td> <td>47%</td> <td>59%</td> <td>47%</td> <td>64%</td> <td>50%</td> <td>55%</td> </tr> </tbody> </table>	Year Group	PP Reading	Non PP reading	PP Writing	Non PP writing	PP Maths	Non PP maths	Year 1 (12)	50%	87%	33%	93%	50%	100%	Year 2 (15)	94%	67%	94%	80%	100%	87%	Year 3 (15)	56%	72%	44%	68%	56%	76%	Year 4 (12)	67%	63%	42%	52%	67%	67%	Year 5 (16)	56%	78%	50%	78%	56%	83%	Year 6 (30)	47%	59%	47%	64%	50%	55%
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