



The Brook



PUPIL PREMIUM STRATEGY STATEMENT 2017 - 2018

School:	The Brook				
Academic year	2017 - 2018	Total PPG budget	£5,280 + £1900 PPG+	Date of most recent review:	06.10.16 (Hilary Thomas)
Total number of pupils	179	Number of pupils eligible for PPG	8	Date of next internal review of this strategy	July 2018 - Internal

1. Current Attainment: Taken from Summer data 2017

<i>Based on last year's data</i> R - 2 children Y1 - 1 child Y2 - 3 children	<i>Attainment of Pupils eligible for PPG in our school</i>	<i>Expected progress over the year given their starting point of Pupils eligible for PPG in our school</i>	<i>Pupils not eligible for PPG</i>
% achieving age expected in reading, writing & maths	0%		64%
% achieving age expected or above in reading	R - 50% Y1 - 0% Y2 - 33%	R - 100% Y1 - 100% Y2 - 100%	76%
% achieving age expected or above in writing	R - 0% Y1 - 0% Y2 - 0%	R - 100% Y1 - 100% Y2 - 100%	64%
% achieving age expected or above in maths	R - 0% Y1 - 0% Y2 - 0%	R - 100% Y1 - 100% Y2 - 100%	72%

3. Barriers to future attainment (for pupils eligible for PP)

In school barriers:

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| A. | Speech, language & communication difficulties. |
| B. | Low confidence & self esteem. |
| C. | Social/emotional/behavioural barriers due to difficult home circumstances. |
| D. | High needs SEND. |

External barriers:

- | | |
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| A. | Difficult home circumstances. |
| B. | CLA/Adopted |

Desired Outcomes

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| A. | To ensure children have an identified learning plan. |
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Success criteria

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| PP children achieve age expected |
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B.	To ensure teaching is targeted to support the identified need of each PP child.	PP children achieve age expected
C.	For those children without additional needs to reach age expected in RWM.	PP children achieve age expected
D.	To ensure provision in Reception can be in place as quickly as possible.	PP children achieve age expected

Planned Expenditure

Academic year	2017 - 2018
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1. Quality of Teaching for all - all actions relate directly to our SDP.

Desired Outcome	Chosen approach/action	Evidence/Rational	How will we ensure it is implemented?	Staff lead	When will you review implementation
To improve children's communication skills.	Whole school approach through use of Makaton, CLPE.	Research taken from EEF toolkit & Communication Trust.	Monitoring & reporting to staff & governors on impact	SLT	This strategy will be reviewed termly.
To improve mathematical skills in reasoning, problem solving & manipulation of numbers.	Whole school approach using NFER website. Also links to a Crawley Wide project on maths.	NFER, Sussex Maths Hub, Crawley wide project	Monitoring & reporting to staff & governors on impact	Maths team	This strategy will be reviewed termly.
Improved outcomes in RWM combined.	Identification of children at risk & support provided.	Internal data	Monitoring & reporting to staff & governors on impact. End of year data.	SLT	This strategy will be reviewed termly.

2. Targeted Support

Desired Outcome	Chosen approach/action	Evidence/Rational	How will we ensure it is implemented?	Staff lead	When will you review implementation
Improved outcomes in Reading & Writing	Targeted phonics support including Read, Write, Inc	EEF toolkit	Regular review meetings, monitoring, impact data.	Inclusion Manager & SLT	Termly
	Jump ahead programme	OT advice	Regular review meetings, monitoring, impact data.	Inclusion Manager & SLT	After first 8 weeks
Improved outcomes in Maths	First class at numbers small group work	Numbers count research	Regular review meetings, monitoring, impact data.	Inclusion Manager & SLT	Termly

	Support from Specialist Maths teacher	Numbers count research	Regular review meetings, monitoring, impact data.	Inclusion Manager & SLT	Termly
Improved communication skills	Direct speech sounds/Language Link support	SALT advice	Regular review meetings, monitoring, impact data.	Inclusion Manager & SLT	After programme
	Semantic steps support	SALT advice	Regular review meetings, monitoring, impact data.	Inclusion Manager & SLT	After programme
	Narrative Therapy	EEF toolkit/SALT advice	Regular review meetings, monitoring, impact data.	Inclusion Manager & SLT	Termly
Raised confidence & self-esteem supporting a desire to learn.	One to one sessions with school counsellor	Prior experience	Review meeting with counsellor, impact form	Inclusion Manager & SLT	Half termly
	Yoga session weekly	Impact from previous years	Regular review meetings, monitoring, impact data.	Inclusion Manager & SLT	Termly
	One to One targeted time for PPG+ child daily	Impact from previous year/Previous EP advice	Regular review meetings, monitoring, impact data.	Inclusion Manager & SLT	Half termly
	Talkabout program	EEF toolkit	Regular review meetings, monitoring, impact data.	Inclusion Manager & SLT	After programme
3. Other approaches					
Support families with home behaviour and other difficulties.	Set up EHP and refer to fsnf	West Sussex approach	TAF meetings	Inclusion Manager	Half termly
Support families with home learning.	Parents evenings and individual plan consultations.	Previous experience	Meeting feedback	All staff	Termly