

Summary of pupil premium grant allocation, spend and outcomes for 2016-2017 for each Brindishe School Dec 2017

Pupil Premium	16/17		
	BG	BM	BL
Quality first teaching -teachers and teaching assistants	112,715	68,020	27,390
1:1 support (1 teacher1 child)	3,700	2,000	-
Salary contributions for SEN Teaching Assistants (TAs)	76,030	9,028	
Additional Inclusion / SEN leadership support	12,200	14,500	6,995
Place2be	31,014	20,696	-
bought in speech / language therapy	5,976	5,976	-
extra day of Education Psychologist	4,670	3,140	3,140
attendance / welfare support	1,285	480	300
specific Learning diffs support	2,810	2,810	1,355
Subsidised Music, Clubs, Visits and School Journey	9,000	4,400	2,000
welfare / safeguarding officer	6,800	6,800	
Booster classes (Teachers claims or contribution to salary)	11,000	7,350	3,700
Total	277,200	145,200	44,880

Outcomes for 2016-2017 for disadvantaged children v non-disadvantaged children in Brindishe Schools in progress and attainment at the end of key stage 2 and across years 1-6 in reading, writing and maths

End of Key Stage 2 Progress Data 2016-2017 :

(nb expected progress nationally is 0, anything above 0 is more than expected)

Brindishe Lee School serves a mixed socio-economic catchment area with attainment on entry expected to be close to the national expectations.

Reading: The progress measure for reading was **+3.06**. The 10 disadvantaged pupils had a progress measure of **+1.43**.

Writing: The progress measure for writing was **+1.74**. The 10 disadvantaged pupils had a progress measure of **+0.07**.

Maths: The progress measure for maths was **+3.46**. The 10 disadvantaged pupils had a progress measure of **+0.62**.

At Brindishe Lee, disadvantaged children's progress is above the national in reading and maths. In writing it is in line with the national.

Brindishe Manor School serves a disadvantaged socio-economic catchment area with attainment on entry expected to be below the national expectations.

Reading: The progress measure for reading was **+1.01**. The 28 disadvantaged pupils had a progress measure of **+0.93**

Writing: The progress measure for writing was **-1.24**. The 28 disadvantaged pupils had a progress measure of **-0.9**

Maths: The progress measure for maths was **+1.21**. The 28 disadvantaged pupils had a progress measure of **+1.77**

Disadvantaged children's progress at Brindishe Manor is well above the national in maths, it is above in reading, but below in writing. The progress of our disadvantaged children exceeds that of our non-disadvantaged children in writing and in maths and is only just below in reading.

Brindishe Green School serves a very disadvantaged socio-economic catchment area with attainment on entry expected to be well below the national expectations.

Reading: The progress measure for reading was +0.48. The 42 disadvantaged pupils had a progress measure of + 0.91

Writing: The progress measure for writing was +1.02. The 42 disadvantaged pupils had a progress measure of +1.38.

Maths: The progress measure for maths was +1.08 The 42 disadvantaged pupils had a progress measure of +1.90

Disadvantaged children's progress is above the national in reading, above in writing and well above in maths. In Brindishe Green disadvantaged children make better progress than non- disadvantaged children.

Being disadvantaged, is not a disadvantage at Brindishe Green.

End of Key Stage 2 Attainment Data 2017 :

Outcomes in reading and maths tests and in writing (by teacher assessment) for Year 6 children with and without pupil premium entitlement in Brindishe Schools at the end of academic year 2016-2017.

	Reading		Writing		Maths	
	% of disadvantaged pupils achieving at expected standard in Reading	% of non-disadvantaged pupils achieving at expected standard in Reading	% of disadvantaged pupils achieving at expected standard in writing	% of non-disadvantaged pupils achieving at expected standard in writing	% of disadvantaged pupils achieving at expected standard in maths	% of non-disadvantaged pupils achieving at expected standard in maths
Brindishe Lee (cohort of 57 of which 10 are PP)	60%	89%	60%	91%	60%	89%
Brindishe Manor (cohort of 78 of which 28 are PP)	75%	90%	79%	82%	89%	90%
Brindishe Green (cohort of 84 of which 42 are PP)	77%	73%	81%	80%	79%	83%
National Data	60%	77%	66%	81%	63%	80%

End of Key Stage 2 Attainment 2016-2017 :

At Brindishe Lee attainment data is not statistically significant as it is drawn from a very small number of children whose attainment is impacted by factors other than their pupil premium entitlement.

At Brindishe Manor there is no gap in attainment in writing and maths. The gap in reading is due to factors other than their entitlement to pupil premium.

At Brindishe Green there is no difference in the attainment of disadvantaged and non-disadvantaged children.

Years 1-6 Attainment 2016- 2017 :

Figures showing outcomes in reading and writing and maths (by teacher assessment) for whole school (Year 1-6) for disadvantaged and non-disadvantaged children in Brindishe Schools at the end of academic year 2016-2017.						
	Reading		Writing		Maths	
	% of disadvantaged pupils achieving at expected standard in Reading	% of non-disadvantaged pupils achieving at expected standard in Reading	% of disadvantaged pupils achieving at expected standard in writing	% of non-disadvantaged pupils achieving at expected standard in writing	% of disadvantaged pupils achieving at expected standard in maths	% of non-disadvantaged pupils achieving at expected standard in maths
Brindishe Lee (cohort of 236 of which 36 are PP)	61%	90%	58%	86%	64%	90%
Brindishe Manor (cohort of 371 of which 96 are PP)	76%	88%	71%	81%	80%	92%
Brindishe Green (cohort of 525 of which 175 are PP)	72%	84%	75%	82%	69%	84%

At Brindishe Lee attainment is good overall although the gap between the disadvantaged children and non-disadvantaged remains evident throughout the school

At Brindishe Manor there is a small gap in attainment in reading and writing and maths. The gap in each area is due to factors other than their entitlement to pupil premium.

At Brindishe Green there is a small gap in attainment in reading and writing and maths. The gap in each area is due to factors other than their entitlement to pupil premium.