

Pupil premium case study: Mitchell Brook Primary School

The school's context

Mitchell Brook primary is an expanding two-form to three-form entry primary school. The school population is very diverse, with 93% of pupils coming from minority ethnic backgrounds. The largest group is Black African, with a majority from Somali families. Pupil mobility is high and many newly-arrived families are not aware of entitlements such as free school meals (FSM). The school serves an area with a high level of socio-economic deprivation. 51% of pupils are eligible for free school meals, which is double the average in Brent.

How does the school spend the pupil premium?

At Mitchell Brook there is a holistic approach to using the pupil premium that is driven by the school's philosophy and ethos.

"We have worked to make sure that all stakeholders are clear about the purpose of the pupil premium, and this is integrated into everything we do. We ensure we stay focused on the individual needs of every child and not put children into boxes. It's important that how we spend the pupil premium is seen as part of the culture of the school."

Theresa Landreth, headteacher

The school rigorously tracks the progress of all children, and ensures that vulnerable groups and individuals received targeted and planned support. There is no one, major intervention, but rather a wide range of approaches to narrow and close gaps that are constantly assessed and reviewed for their effectiveness. These include:

- Improving outdoor spaces in the Foundation Stage to enhance learning opportunities
- Providing an additional part-time teacher in year 6 to boost attainment of children working below expected levels
- Funding the Achievement for All project to develop termly conversations on learning with families
- Providing additional training to improve teaching of mathematics
- Extending support for social and emotional needs through engaging Place2Be
- Improving the range of educational visits linked to learning.

What is the impact of the school's work?

Pupil premium funding has helped the school to rapidly narrow and close gaps in attainment. Although the attainment of all children has improved, those eligible for free school meals have made accelerated progress. For example, in 2012-13 all pupils eligible for FSM made two or more levels of progress in mathematics; the proportion of these pupils making three or more levels of progress was more than double the previous year. In 2012-13, 75% of pupil premium eligible pupils achieved level 4+ in English and mathematics compared with 78% of all children.

At the end of every half term teachers evaluate how well interventions have worked for pupil premium eligible pupils, and if necessary they modify plans for the next half term. Every intervention is continuously reviewed.

The increased focus on pupil premium pupils has been identified by the school as a key factor in improving outcomes for them:

"All staff engaged in teaching and learning have a deeper understanding of this priority. The progress of these pupils is an appraisal target for all teachers. The strategies we have put in place are threaded throughout everything we do we do."