

Pupil premium strategy statement for Brackensdale Primary School

Current Pupil Premium Cohort (2020-2021)

Principal's name	Sian Mills	Academic Year	2020/21
Chair of Governors' name:	Paul Davies (IEB)	Total PP budget	£104,392
Total number of pupils	KS 1 186 KS2 256 Total 444	Number of pupils eligible for PP	KS 1 59 KS 2 123 Total 172 (39%)
Date of most recent review	Sept 2020	Date for next internal review	September 2021

Current attainment 2019

	<i>Pupils eligible for PP (your school)</i>			<i>Pupils not eligible for PP (your school)</i>			<i>Pupils not eligible for PP National</i>		
% achieving Good Level of Development	TBC %			TBC %			TBC %		
% achieving pass mark at Year 1 phonics (32)	TBC %			TBC %			TBC %		
% achieving secure or above in KS1	R: TBC %	W: TBC %	M: TBC %	R: TBC %	W: TBC %	M: TBC %	R: TBC %	W: TBC %	M: TBC %
% achieving secure or above in reading, writing & maths KS2	R: TBC %	W: TBC %	M: TBC %	R: TBC %	W: TBC %	M: TBC %	R: TBC %	W: TBC %	M: TBC %
% achieving reading, writing, maths combined KS2	TBC %			TBC %			TBC %		
Progress measure KS1 to KS2	R: -2.4	W: -5.7	M: -3.2	R: -1.1	W: -3.3	M: -1.8	R: +0.3	W: +0.2	M: +0.3
Attendance 2018/19	95.2%			96.1%			96%		

Barriers to future attainment (for pupils eligible for PP, including high ability)
In-school barriers
<p>A: Oral language skills and vocabulary acquisition at point of admission are often lower for pupils eligible for PP than for other pupils (in some cases due to EAL issues), slowing progress in subsequent years and making it more difficult for these children to access the curriculum. SOLUTIONS: <i>Strategies for these children will focus on ensuring that all disadvantaged pupils receive consistently high-quality personalized teaching and learning that ensures they make accelerated progress.</i></p>
<p>B: In some cases, our Pupil Premium children have limited access to wider life and extracurricular activities compared to their peers. This will further limit their experience, vocabulary and confidence, reducing their chance of success when taking part in new activities and accessing new ideas. SOLUTIONS: <i>Strategies for these children will focus on improving disadvantaged pupils' access to a wide variety of life experiences and extracurricular activities.</i></p>
<p>C: For some of our Pupil Premium children there are safeguarding concerns, which – for a number of varied and individual reasons – will affect their ability to learn and progress due to home life experiences. In some cases, this is closely linked to behavioural difficulties, which can impact on learning, necessitating social and emotional support in order for these children to be ready to learn. SOLUTIONS: <i>Support for these children will need to be individually tailored to the specific needs of each child; where behavioural difficulties are present, the focus needs to be on social and emotional support, enabling children to reach a level of calm and capability conducive to learning. Where children are unable to successfully and consistently manage traditional classroom teaching and learning, alternative learning environments and situations will need to be provided.</i></p>
External barriers
<p>D: A significant proportion of our Pupil Premium children enter school with social, emotional and physical needs, necessitating support with mental health and well-being in order for these children to successfully access and participate in learning. SOLUTION: <i>Strategies for these children will focus on improving the mental health and well-being of pupils with a particular focus on disadvantaged pupils and families.</i></p>
<p>E: In some cases, parental relationships and / or a lack of parental support / knowledge / understanding could be perceived as barriers to Pupil Premium children's success. In some cases, such issues may be linked to poor school attendance. SOLUTION: <i>Strategies for these children will involve improved and supportive relationships with Pupil Premium children's parents and the development of family engagement strategies to support both parents/carers and their child/children. Where it is an issue, this will hopefully also improve children's attendance.</i></p>

1. Outcomes (<i>Desired outcomes</i>)	Success Criteria
<p>A : To improve the attainment and progress of disadvantaged pupils by improving teaching and learning across the school. To promote and support fluency, comprehension, independence and the development of vocabulary for all learners. To improve both progress and attainment at point of admission of PP children specifically in relation to oral language skills (but including other areas to ensure achievement in line with non-disadvantaged pupils nationally).</p>	<p>The closing of the gap between disadvantaged pupils and non-disadvantaged pupils nationally over the year.</p> <p>An increase in the percentage achieving age related expectations in reading, writing and maths.</p> <p>Improvement in reading, writing and maths attainment.</p> <p>Improvement in the fluency of reading and the progress of all learners in reading.</p> <p>Evidence that more children are accessing books and reading at home, both for pleasure and educational purposes.</p> <p>Evidence that pupils are becoming more confident users of language allowing them to access other areas of the curriculum successfully.</p>
<p>B: A whole school curriculum is delivered that meets the needs of the National Curriculum, is broad and balanced, develops pupils' oracy and vocabulary and increases cultural capital through memorable learning. Whole school approaches need to be taken in order to improve the retention and continued practical use of previously taught concepts and ideas.</p>	<p>To ensure that pupils are given a wide variety of experiences and memorable learning experiences. Ideally, for the duration of the pandemic, teachers and staff will need to be creative in constructing exciting and relevant learning experiences to compensate for the lack of school trips and visitors.</p> <p>Evidence that pupils are building on prior knowledge, remembering more and applying their gained skills and knowledge more successfully to new learning.</p>

	Evidence that pupils are being provided with the assets and attitudes to aspire and achieve social mobility whatever their starting point.
C: Families are quickly identified that require additional pastoral support and pupils where there are safeguarding issues are specifically supported.	To ensure pupils who are experiencing challenging circumstances receive the pastoral support they need to achieve.
D: Improved mental health and well-being, class engagement and reduced behaviour incidents for disadvantaged pupils. Specific support packages to be created to meet individual need, whether as part of class learning or in targeted groups / one-to-one eg where possible and practical, Theraplay, Good to be Me and Emotional Literacy strategies can be used to support children for whom this is relevant.	<p>Evidence of an improvement in mental health and well-being due to the personalized support programmes being provided for pupils identified with a specific need.</p> <p>An increase in the number of parents knowing where to access support with regards to mental health and an increased parental understanding/knowledge of the symptoms of poor mental health.</p> <p>Evidence that pupils are more able to talk about their problems –more than last year – through the collection of data through survey.</p>
E: Improved parental knowledge of strategies to support their children and improved family / parental engagement compared to last year.	<p>Increase in the parents who are actively engaged in their children’s learning through such events as:</p> <ul style="list-style-type: none"> - parent evenings - school workshops - discussion groups - mastery classes - intervention opportunities - celebration events

2. Planned expenditure					
Academic year		2020/21			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support, including barriers to learning and support whole school strategies					
i. Quality of teaching for all					
Desired outcome	Chosen approach	Rationale for this choice and actions to achieve	How will you ensure it is implemented well?	Staff lead	Review
<p>A: Improve both progress and attainment at point of admission of PP children specifically in relation to oral language skills (but including other areas so they achieve in line with non-disadvantaged pupils nationally)</p> <p>Integrate strategies to promote and support fluency, comprehension, independence and the development of vocabulary.</p> <p>Broaden vocabulary choices for disadvantaged pupils.</p>	<ul style="list-style-type: none"> - Identification and awareness of pupil premium children - additional teaching assistants to support in classes - personalised intervention programmes - nurture groups (working to improve the children’s social, emotional and mental wellbeing). <p>(Basic school funding would only allow for 1 TA per year group, whereas we need at least 1 per class to support the disadvantage learners)</p> <p>£135,366 tbc</p>	<ul style="list-style-type: none"> • OFSTED research (2019) suggests that effective pedagogy consists of both teaching and the provision of instructive and stimulating learning environments. • NCETM (2019) Evidence suggests that learning key facts so they can be recalled automatically ‘frees up’ working memory. (Science of Learning- Teach First) • EEF Toolkit (2018) – 1:1 tuition –indicates that this can deliver approximately 5 additional months’ progress on average • EEF (2018) Literacy Guidance –fluency of handwriting will directly support writing composition. 	<ul style="list-style-type: none"> - PM meetings - Observations, learning walks & drop ins - Child interviews - Internal/External moderation - Parent feedback - Staff feedback - PP data analysis - Assessment tracking 	SMT PP lead	Half termly

<p>B: Whole school curriculum is delivered that meets the requirements of the National Curriculum, is broad and balanced, and develops children's oracy and vocabulary, whilst also in cultural capital through memorable learning experiences.</p>	<ul style="list-style-type: none"> - Where school trips/visitors are possible, subsidisation can be used to allow access to disadvantaged children; should ongoing Covid concerns prevent such experiences, this part of the budget can be used to allow staff to create learning experiences within the safety of bubbles; in either case, this should allow improved experiences and vocabulary for our childree. - Continued staff training on the features of effective quality first teaching and learning as defined by OFSTED/Rosenshine's Principles of Instruction - Continuation and streamlining of Consistent Word Aware strategies across the school. - Continuation and streamlining of Shared Reading / Home Reading Support strategies across the school. <p>£2,000 tbc</p>	<p>Studies of current communication / language approaches consistently show positive benefits for young children's learning, in these areas: spoken language skills, expressive vocabulary, early reading skills. On average, children who are involved in communication / language approaches make approx. six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for disadvantaged children. (Early Years Toolkit Communication and language approaches EEF 2018)</p> <p>OFSTED (2019) Research document suggests that spaced or distributed practice (knowledge rehearsed for short periods over a long period of time), is more effective than massed practice, where we study intensively for a short period of time. Designing and developing a curriculum based on these concepts should improve attainment of PP pupils.</p> <p>OFSTED (2019) states that leaders should take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special high needs, the knowledge and cultural capital they need to succeed in life.</p> <p>THE SUTTON TRUST (2015) found that the role of schools as places of cultural and social (as well as academic) learning has become even more critical. Positive and aspirational experiences need to be offered to those who most need them.</p> <p>As many of our children do not appear to gain much/any cultural capital from home, we must ensure that we provide access to this at school.</p>	<ul style="list-style-type: none"> - Curriculum mapping - Planning scrutiny - Pupil voice - Improvement in attainment & process of disadvantaged pupils. 	<p>SMT PP lead</p>	<p>Half Termly</p>
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<p>C: Improved support for the most vulnerable families.</p>	<ul style="list-style-type: none"> - Rapid identification of vulnerable pupils and relevant further action: Pre EHA support/EHA/SPOA - Monitoring of family engagement through parent evening attendance and other data in order to create a 'hard to reach' families list to inform future family support - Referrals when necessary to outside agencies - CPD for staff - 	<p>DFE (2018) 'Mental Health and Behaviour in Schools' suggest that effective Early Help and multi-agency working is a protective factor in mental health in schools. Therefore, offering quicker access to support is increasing the protective factors of our vulnerable children .</p>	<ul style="list-style-type: none"> - Parent meeting and school event attendance data - Monitoring of vulnerable pupils eg SEN & PP 	<p>SMT DSLs PP lead Ed Psych</p>	<p>Half Termly</p>
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<p>D: Improved mental health and well-being, class engagement and reduced behaviour incidents for PP pupils.</p>	<ul style="list-style-type: none"> - Daily breakfast club = £9,750 tbc - Support Groups /One to One provision for PP pupils requiring specific support eg <i>Emotional Literacy Support, Thera-play Support, Nurture provision, KS1 Emotional Development Support</i> <p>(50% of S&L HLTA time & 50% Learning Mentor)</p> <p>£20,000 tbc</p> <ul style="list-style-type: none"> - Mental Health and well- being CPD <p>Mental Health Award - School to be accredited with the Leeds Beckett Emotionally Healthy schools accreditation TBC</p>	<p>EEF Improving Behaviour in Schools research into breakfast clubs suggests that it can improve behaviour and outcomes for those that attend. <i>Institute for Fiscal Studies and National Children’s Bureau (2016) ‘Magic Breakfast: evaluation report and executive summary.</i></p> <p>DFE (2018) ‘Mental Health and Behaviour in Schools’ suggest that effective Early Help and multi-agency working is a protective factor in mental health in schools. Therefore, offering quicker access to support is increasing the protective factors of our vulnerable children</p>	<p>Attendance data</p> <p>Parent surveys</p> <p>Pupil surveys</p> <p>Mental Health monitoring</p> <p>Data monitoring eg Leuvans Scale in EYFS</p>	<p>SMT PP lead</p>	<p>Half Termly</p>
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<p>E: Improved parental knowledge of strategies to support their children, and improved engagement compared to last year</p>	<ul style="list-style-type: none"> - 100% parents expected to attend parents' meetings or make alternative arrangement (with no shows followed up and chased). Due to Covid related restrictions, it is vital that staff look to different methods of engagement in order to engage parents (eg phone-calls, TEAMS meetings) - Continue to improve school to parent communication (Website/Text/Anomaly board/WEDUC/School Toolkit/DOJO) - Family Engagement Leader/PP Lead targeting vulnerable families - Extended parents' evening timeframe and willingness to provide alternative parent-friendly arrangements for vulnerable children and families - Enrichment, extra-curricular and parent events in maths mastery and phonics - Development of 'reading café' initiative to entice families into school engagement as well as encouraging positive reading behaviours at home 	<p>There is evidence that providing practical advice on how parents can support learning at home can be effective. EEF 2018</p> <p>Some schools have successfully improved parental involvement by focusing on the way they communicate with parents. For example, there is some evidence that tailored weekly text messages can be effective in improving attendance and attainment (York et al., 2014; Miller et al. 2016). OFSTED Research (we can also apply this to class dojo messages and phone-calls eg Friday Phonecall.</p> <p>OFSTED Research 2019 shows work with parents is particularly helpful in primary and early years (Taylor, 2012) in raising attendance of pupils and increased attendance has an improvement in attainment.</p> <p>EEF Working with Parents to Support Children's Learning (2017), schools' communication methods need to be tailored to encourage positive dialogue about learning. Well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance.</p>	<p>Attendance data</p> <p>Parental Surveys</p> <p>Monitoring parental attendance at events</p> <p>Termly data reports</p> <p>Parent meeting data and evidence of follow up</p>	<p>SMT</p> <p>Family Engage Lead / PP Lead</p>	<p>Half Termly</p>
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	<ul style="list-style-type: none"> - Reading mornings /evenings: parent or carer + child centred sessions and events - 'Friday phonecall' supportive messages and structured positive dojo messaging initiatives <p>Operational Costs relating to family engagement activities eg refreshments/resources</p> <p>£300 tbc</p>				
Total budgeted expenditure					<p>£167,416</p> <p>tbc</p>