

Pupil Premium Strategy Statement: 2020-2021 Brook Primary School

Number of Pupils and Pupil Premium Grant (PPG) received 2020-2021				
Number of Pupils on roll	395 (R-Y6)	Amount of PPG allocated per pupil		
		Deprivation Pupil Premium £1345	Adopted from Care £2345	Service Children £ Looked After Premium £2345
Total number of pupils eligible for PPG	(22%)	Total amount of PPG received		£116,980 Based on Jan 2020 census which includes 4 CLA only
Total number of pupils eligible for PPG who meet a criteria/ criterion e.g. CLA	10	Date of next review		April 2021

Current Attainment: DATA based on TA due to COVID-19			
Attainment for 2019/2020	Pupils eligible for PP Brook	Non-Disadvantaged Brook	National – PP
EYFS			
% achieving a good level of development			56.3%
Year 1 Phonics			
% achieving expected standard			70%
Year 2 Phonics			
% achieving expected standard			
End of Key Stage 1 Year 2 11 pupils			
% achieving expected standard or above in reading	64%	73%	60.3%
% achieving expected standard or above in writing	55%	75%	53.3%
% achieving expected standard or above in maths	55%	87%	61%
End of Key Stage 2 Year 6 11 pupils			
% achieving expected standard or above in reading	45%	87%	58.7%
% achieving expected standard or above in writing	55%	84%	63.6%
% achieving expected standard or above in maths	55%	84%	63.7%

Barriers to future attainment (for pupils eligible for PP including higher ability)

At the start of each term SLT analyse data for all PP pupils and identify their individual barriers to learning based on data, pupil progress meetings and contextual information

In-school barriers (issues to be addressed in school)

A	Progress and attainment of PP across a broad and balanced curriculum. % of PP are also SEND
B	Poor oracy skills and low
C	

External Barriers (Issues which require action outside school)

D	Families requiring support to meet needs of their children.
E	Range of SEMH cause barrier leading to low self-esteem, expectation and aspiration
F	

Measuring the impact of PPG spending 2020-2021

	Desired outcomes and impact measures	Success Criteria
A	Improved outcomes for all non-SEND PP pupils in each year group across the school in reading, writing and maths. End of year results within 10% of non-disadvantaged pupils Pupils to make good progress from their starting points in Y2 and Y6. Barriers to learning quickly identified and addressed through 'catch up' programmes and focus on basic skills	Termly data analysis with key focus on non-SEND PP children Identified gaps in learning and targeted session to plug these gaps Monitoring Scaffolded planning/interventions that supports rather than caps learning Use of 'catch up' programmes such as – Century, TTRS, Spelling Shed
B	Improve oracy skills for PP pupils through the Oracy project	School part of the Oracy project Oracy audit – action plan – interventions - monitoring and review focus PP children Rec to continue to use WELCOMM screening tool to RAG rate pupils from starting points. Focus on PP children. Good language is modelled and reinforced to the children. Oracy champions on school staff leading initiative
C	Improved parental engagement in school and learning including development of knowledge of how external factors can affect learning.	Targeted families in need of support engage with early help provision in school and receive planned support. Outcomes on early help plans are achieved as appropriate. High levels of home school contact and information sharing.

		<p>Needs of children are identified and met and support offered in a timely fashion. Appropriate agencies are in place. Use of Paul Weston (Attendance Solutions) to support families. e.g visits out of school, signposting to available services, activities and outside of school events. Support for poorer families regarding finances e.g arranging benefit reviews, housing reviews etc Impact report from Paul Weston Financial records and tracking of PP spend Provide financial support to access school opportunities e.g. £50 uniform vouchers, DPA music costs, visits and trips, board and lodgings for overnight trips</p>
D	<p>Improved self-esteem, resilience, independence and confidence leading to a positive attitude to learning for PP children</p> <p>Improved behaviour and emotional wellbeing for pupils eligible for PPG +</p>	<p>Well-being questionnaires and audit, planned actions from feedback School focus on good mental health Provide financial support to access school opportunities e.g. £50 uniform vouchers, DPA music costs, visits and trips, board and lodgings for overnight trips New PHSE curriculum New broad and balanced curriculum for all – opportunities for PP to shine on subjects beyond English and maths Non-core assessment and data collection at end of year ELSA Support</p>
E		

Planned expenditure – 2020-2021

1. Quality of teaching for all	2. Targeted Support				
Desired Outcome	Action	Rationale	Monitoring /Evidence	Staff	Review date

<p>A</p> <p>Improved outcomes for all non-SEND PP pupils in each year group across the school in reading, writing and maths. End of year results within 10% of non-disadvantaged pupils</p> <p>Pupils to make good progress from their starting points in Y2 and Y6.</p> <p>Barriers to learning quickly identified and addressed through 'catch up' programmes and focus on basic skills</p>	<p>School leaders delivering professional development in elements of Maths and English teaching, focusing on outstanding provision for all pupils including PP pupils.</p> <p>MPTA trained Tas supporting, delivering sessions of learning alongside teachers</p> <p>Detailed assessment data and analysis, identifying gaps in learning for individuals who are below EXS in reading, writing and maths</p> <p>Gap filling / basic skills interventions delivered reviewed regularly for impact.</p> <p>Termly assessment data collection and pupil progress reviews with key focus on PP children</p> <p>Use of 'catch up' learning – Century, Spelling Shed, TTRS. Number Bots etc</p> <p>PP lead / maths and English leads to monitor the progress and attainment of all PP pupils termly.</p>	<p>Expectations of the curriculum are high. Teaching staff are kept up to date with teaching pedagogy and their role in meeting the requirements of core subjects and specific learning needs of pupils including PP pupils.</p> <p>All staff are aware of the needs and requirements of their PP pupils, the purpose of interventions and their role within them. All PP pupils are discussed to ensure quality provision starts in the classroom.</p> <p>PP discussed at maths and English team meetings</p> <p>Gap analysis sheets</p> <p>There is strong research evidence of immediate feedback will have a positive impact on pupil progress and attainment</p> <p>Identified PP pupils have specific learning gaps which make it challenging for them to access age related curriculum expectations.</p> <p>Some identified PP pupils have SEND which make it challenging for them to access age related expectations. SMART targets.</p>	<p>SLT monitoring</p> <p>Staff meeting records. Lesson obs, book scrutiny.</p> <p>Coaching and Mentoring notes</p> <p>Maths and English team meetings</p> <p>Pupil Progress Meetings</p> <p>Data analysis and termly data collection</p> <p>Lesson obs and book scrutiny etc</p>	<p>School leaders.</p> <p>All teaching staff.</p> <p>Assessment Lead</p>	<p>Termly.</p> <p>Final review Autumn 2021</p>
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		Guided groups and interventions allow pupils to access the challenging curriculum. Interventions are focused on meeting specific needs and making the next steps in their learning to ensure progression.			
B Improve oracy skills for PP pupils through the Oracy project	<p>School audit of Oracy as part of the Oracy project</p> <p>Action Plan created following audit</p> <p>Interventions and reviews</p> <p>Data collection</p> <p>All staff reinforce and model good language. School Oracy champions in place</p> <p>Teachers refer concerns for speech and language concerns to the SENCO at the earliest stage.</p> <p>Children are screened with Welcomm, a speech and language tool which gives a RAG rating. Red pupils need immediate action, amber school intervention and green are working at an appropriate level.</p>	<p>There are a number of pupils including PP with speech and language needs especially in EYFS. Early intervention is essential to reduce the impact upon reading and other areas of the curriculum.</p> <p>Oracy is proven to have an impact on social and emotional learning. It helps children who may be struggling to work and play well with others</p> <p>All learning include talk, in particular open-ended tasks that explore ideas, questioning, analysing and synthesising</p> <p>Oracy is vital for success in the future and social mobility, opening doors to opportunity</p>	<p>Pupil Progress Meetings</p> <p>SLT monitoring</p> <p>Coaching and Mentoring notes</p> <p>Maths and English team meetings</p> <p>Data analysis and termly data collection</p> <p>Lesson obs and book scrutiny etc</p> <p>Plan, Do, Review plans</p> <p>Oracy action plan</p>	<p>SLT/English Leader/Oracy Champions/SENDCO/EYFS lead</p>	<p>On going</p> <p>Termly Pupil Progress Meetings.</p> <p>End of year review</p>
C Improved parental engagement in school and learning including development of knowledge of how external factors can affect learning.	<p>Attendance and punctuality of all PP pupils is monitored by class teachers, admin staff and appointed staff member. Actions taken to address need through supported work with Paul Weston, early help and other targeted outside support</p> <p>Needs of individual children and family groups are identified. DSL to offer planned support where early help assessments in place</p>	<p>Families are not always able to meet the needs of their children and early help facilitates this. When children's needs are met outside of school, they have a greater potential to thrive in school.</p> <p>Mentors that are not linked to school, can provide the freedom to talk and share in a safe environment.</p>	<p>Progress and data analysed termly</p> <p>Parental attendance e.g. parents evenings</p> <p>PW reports and impact study</p>	<p>SLT</p> <p>DSL</p> <p>Paul Weston</p> <p>Learning Mentor</p>	<p>Final review Autumn 2021</p>

	<p>Robust tracking on CPOMS system to form picture of families in need</p> <p>Use of mentors to support vulnerable PP children</p> <p>Funding used to support specific family learning opportunities e.g family basic skills sessions</p> <p>Increased use of virtual learning programmes e.g Century at home</p> <p>ELSA programme</p>	<p>Use of accurate assessment measures to find gaps and target interventions and support both in and out of school</p>			
<p>D</p> <p>Improved self-esteem, resilience, independence and confidence leading to a positive attitude to learning for PP children</p>	<p>Targeted support for identified pupils with SEMH needs from wellbeing survey</p> <p>Use outside services to provide assessments and support to identified pupils e.g E.P, Sycamore</p> <p>Use of LSS to assess and set targets for children with MLD</p> <p>ELSA programme</p> <p>Increased opportunities for PP children to take part in enrichment activities such as DPA music, visits and trips, residential,</p> <p>Daily breakfast bagels</p> <p>SDQ and Boxhall Profiles analysis and targeted interventions</p> <p>5 steps to well-being plus new policy on well being</p>	<p>Accessing and broadening life experiences impact upon reading, writing, vocabulary and are essential to supporting a broad and balanced curriculum.</p> <p>SEMH interventions can improve progress and attainment by improving learning behaviours</p> <p>Pupils who may have low self-esteem, lack aspiration or do not have access to enriched curriculum opportunities often disengage with the curriculum and a fear of failure prevents success</p>	<p>Targeted use of learning mentor / ELSA to support individual needs / barriers</p> <p>SMART plan, do ,review targets</p> <p>Reports from outside agencies</p> <p>Survey results and actions</p>	<p>SLT</p> <p>All Staff</p> <p>PW</p> <p>Club monitoring</p>	<p>Final review Autumn 2021</p>

E		Total budgeted cost £116, 980			
F					

Planned expenditure – 2019-2020

3. Other approaches

Desired Outcome A - F	Action	Rationale	Monitoring	Staff	Review date
Resources.	To provide high quality resources to support targeted interventions and 'gap filling' sessions Reading resources	To provide relevant resources to meet the needs of the individuals/groups.	English and Maths Leaders. SENDCO Pupil Progress Meetings	SLT Maths and English leads	Termly
Forest School	Sessions to small groups of identified PP children	Outdoor learning promotes high levels of engagement in learning, independence and raises self-confidence and self-esteem. Sensory experiences promote speech and language	SLT	SLT L3 trained Forest School TAs	Termly

Subsidising school trips/visitors	To ensure that trips and in school events can take place and that PP pupils have access to them.	To enhance the learning experiences of PP pupils and promote high levels of engagement.	School Office Class teachers SLT Financial records kept	SLT	Termly
School Care/Transport	To provide access to extra-curricular activities and access to school.	Through additional/ extra- curricular opportunities we intend to develop self-confidence, self-esteem, engagement in learning, and develop aspirations.	School Office Class teachers SLT Financial records kept	SLT	Termly
Counselling / Learning Mentor Work/EP/Play Therapy	To meet identified needs of PPG pupils.	Some PP pupils require additional support with their emotional well-being.	SENCO DSL	SLT	Termly
1:1 support		Some children require support to engage with their peers at lunch and break times. Some children require 1 :1 teaching/support to access the curriculum.			