

Pupil premium strategy statement:

1. Summary information					
School	Brentnall Community Primary School				
Academic Year	2019-2020	Total PP budget	September 2019 – March 2020 £ 66,220 £ 485 EYPP	Date of most recent PP review	November 2018
Total number of pupils	228 (correct as of 13/9/2019)	Number of pupils eligible for PP	72 children (32% of all children)	Date for next internal review of this strategy	September 2020

Current attainment- End of key stage 1 assessments 2019 (Year 2)				
33 children in total 9 disadvantaged	<i>Expected standard</i>		<i>Greater Depth</i>	
	<i>Eligible for PP</i>	<i>Not eligible for PP</i>	<i>Eligible for PP</i>	<i>Not eligible for PP</i>
% achieving in reading, writing and maths	11%	50%	0%	13%
% achieving in reading	44%	58%	11%	17%
% achieving in writing	11%	50%	0%	13%
% achieving in maths	33%	63%	11%	17%

Current attainment- End of key stage 2 assessments 2019 (Year 6)				
37 children in total 17 disadvantaged	<i>Expected standard</i>		<i>Greater Depth</i>	
	<i>Eligible for PP</i>	<i>Not eligible for PP</i>	<i>Eligible for PP</i>	<i>Not eligible for PP</i>
% achieving in reading, writing and maths	41%	70%	12%	25%
% achieving in reading	41%	70%	12%	35%
% achieving in writing (TA)	53%	75%	24%	30%

% achieving in GPS	65%	75%	41%	55%
% achieving in maths	53%	70%	18%	35%

1. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	High mobility in the area has led to a higher than expected number of in-year admissions, many of these children are pupil in receipt of PPG
B.	Levels of resilience, low self-esteem and social emotional and mental health (SEMH) for some of our pupils (including some of those in receipt of PPG) are not as strong as they could be; which means some of our pupils have an over-reliance on adult help and children feeling defeated when faced with challenging tasks.
C.	Emotional issues for a proportion of our pupils including those in receipt of PPG have had a detrimental effect on their academic progress compared to their peers.
D.	Language Acquisition for a proportion of our pupils including those in receipt of PPG is poor which has led to a number of pupils making less than expected progress in reading.
E.	On early to the EYFS the Baseline assessment is low, showing the percentage of children working significantly below the expected standard in all of the seven areas of learning and development.
F.	The percentage of children working at the age related expected level or above in reading, writing and maths is low across the school.

External barriers (issues which also require action outside school, such as low attendance rates)	
G.	Attendance and punctuality rates are improving but for some of our pupils eligible for PPG they are still below our school target of 96%. "Leaders and governors are aware that, due to the high mobility of pupils into the school, securing high attendance will be an ongoing challenge. Leaders are determined to meet this challenge head on because they are unequivocal that the best place for pupils to learn is in school." Ofsted, March 2017.
H.	Social and economic factors including limited life experiences, significantly high levels of deprivation, a high proportion of children with EAL and a number of our pupils have been described as being subtractive bilingualism, which means a second language has been introduced before a child's first language has been fully established.

2. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Improve transition for children who are new to our school with a focus on PP children.	Full induction for new children including an initial home visit from 2 members of staff, one of those to be a member of SLT. Improved parental engagement through parent mornings, maintaining/ establishing good relationships with all and regular coffee mornings.

B.	Levels of resilience, self-esteem, determination and independence are improved for our PP children.	<p>The resilience, self-esteem, determination and independence of pupils eligible for PP in learning situations will continue to improve.</p> <p>Attainment and progress for these and other pupils is improved.</p> <p>Specific children to have targeted interventions with specially trained staff to help improve self-esteem and levels of resilience.</p> <p>Focus on using 'Pupil Voice' as a means of understanding the children's perspective on how we can best address their needs.</p> <p>Primary Intervention Team (PIT) to work with selected pupils on building self-esteem/ confidence.</p>
C.	Improve the wellbeing of all children, including those who are PP.	<p>Through Pupil Voice, children to be happy in school. If children are happy in school, then they will be able to learn more efficiently.</p> <p>Children's and staff wellbeing to be a key priority of SLT and form part of school development plan.</p>
D.	Improve oral language skills for pupils eligible for PP in Reception, Key Stage 1 and Key Stage 2 classes to support pupils in the development of reading and writing.	<p>Pupils eligible for PP in Reception and KS1 and KS2 classes make rapid progress by the end of the year so that the % of pupils eligible for PP meeting age related expectations equals or exceeds that of non-PP pupils.</p> <p>Pupils to have an increased vocabulary and confident to use in different contexts.</p> <p>Speech and Language programme delivered by a specially trained member of staff.</p> <p>Children taught discreet vocabulary lessons and well as an explicit focus on vocabulary through all lessons.</p> <p>CPD for teachers and teaching assistants on teaching vocabulary, including maths vocabulary.</p>
E.	Higher percentage of PPG children achieving the age related standards at the end of the academic year	<p>Pupils eligible for PP making less than expected progress will be identified during regular Pupil Progress Meetings and measures will be taken to support the needs of these pupils.</p> <p>Progress will be measured using regular teacher assessments, regular Pupil Progress Meetings and successful moderation practices established across the EIP.</p>

	Higher rates of progress across EYFS, KS1 and KS2 for high attaining pupils eligible for PP and more children achieving Greater Depth.	<p>More PPG children achieving the age related expected standard or above in Reading, Writing and Maths across KS1 and KS2.</p> <p>Pupils eligible for PP identified as high ability make as much progress as 'other' pupils in Reading, Writing and Maths. Children in the EYFS also make better than expected progress across all prime areas of learning.</p> <p>Measured in each year group by teacher assessments, regular Pupil Progress Meetings and successful moderation practices established across the EIP.</p> <p>More children achieving Greater Depth in Reading, Writing and Maths across KS1 and KS2.</p>
F.	Increased attendance and punctuality rates for pupils eligible for PP.	<p>Reduce the number of persistent absentees among pupils eligible for PP.</p> <p>Overall PP attendance improves so it is broadly in line with 'other' pupils.</p>

3. Planned expenditure

Academic year

2019/20

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve transition for children who are new to our school with a focus on PP children.	<p>Member of the wider leadership team focused on difficult transition points.</p> <p>Work with Sanctuary of Schools to ensure we have an inclusive, safe learning environment for all.</p> <p>To ensure that there is a full induction for new children including an initial home visit from 2 members of staff, one of those to be a member of SLT. To provide children and, where possible, parents with a tour of the school prior to their starting date.</p> <p>Improved parental engagement through parent mornings, maintaining/ establishing good relationships with all and regular coffee mornings.</p>	<p>The Education Endowment Foundation (EEF) on parental engagement states, 'The association between parental engagement and a child's academic success is well established.'</p> <p>To ensure that children feel safe, secure and happy at school, as children learn better when they feel safe.</p> <p>Children who are more confident of their own abilities are able to learn faster and learn better.</p> <p>Strategy is to support children to help themselves become better learners.</p>	<p>Staff CPD</p> <p>Transition policy in place and followed</p>	<p>JK</p> <p>EM</p> <p>SLT</p>	On-going
Improve self-esteem, resilience and confidence levels to achieve higher rates of progress	<p>To help create a positive mind set in children that will foster habits and attitudes in them that will enable children to become better learners.</p> <p>CPD will be led by Head Teacher and other members of SLT</p>	<p>Ofsted March 2017 stated that the next steps for our school should be 'in line with the school's stated aims, improve collaborative learning, particularly at key stage 2, so pupils develop their team working skills and resilience.'</p>	<p>INSET day September 2017 focused on introducing all members of staff to Building Learning Power (BLP). Time given for staff to plan specific BLP lessons.</p>	<p>Head</p> <p>SLT</p> <p>Teachers</p>	On-going

	<p>All year groups to teach specific sessions linked to Building Learning Power weekly. Each cycle will have a specific focus.</p> <p>Cycle 1- Resilience Cycle 2- Resourcefulness Cycle 3- Reflectiveness Cycle 4- Reciprocity</p>	<p>To ensure that children are able to face difficulty and uncertainty calmly, confidently and creatively.</p> <p>Children who are more confident of their own abilities are able to learn faster and learn better.</p> <p>Strategy is to support children to help themselves become better learners.</p>	<p>Regular updates from PiXL lead on new PSHE resources.</p> <p>New subject leader for PSHE and Wellbeing.</p> <p>CPD through regular staff meeting/ phase meeting time focused on BLP</p> <p>Regular reviews with all staff and children. Support staff in creating effective BLP classrooms for all children.</p> <p>BLP display in the hall.</p> <p>Posters displayed in all classrooms and referenced regularly.</p>		
Pupils to have access to a wide range of social/ cultural/ sporting experiences, visits and activities.	Pupils will partake in cultural visits. Eg: the zoo, local museums, different places of worship etc.	<p>Pupils will benefit from working with others and being introduced to a variety of experiences.</p> <p>Pupils' horizons will be broadened and they are more likely to be engaged in their learning.</p> <p>Pupils will have more real-life experiences that they might have otherwise have missed.</p>	Reviewing programme of trips and attendance.	DHT	Yearly
Improve the levels of children achieving the expected standard or above in writing.	<p>To ensure that the teaching of writing is more explicit.</p> <p>Planned opportunities for writing across all subjects as teachers have</p>	Some pupils need additional support to achieve the age related expected standards.	Yearly subscription for PiXL resources for years 1-6 (£3600)	<p>AHT - Curriculum</p> <p>SLT</p>	

	<p>completed 'Writing beyond the curriculum' for their year group.</p> <p>The leader of English at PiXL has lead CPD for all staff (teachers and teaching assistants).</p> <p>To ensure that all staff are confident in their delivery of writing.</p> <p>Focus on developing a curriculum suitable for the needs of all children, new AHT appointed with a responsibility for curriculum.</p> <p>A non-class based teacher to support the teaching of writing and to support staff in the delivery of writing lessons.</p> <p>Children will be exposed to more opportunities for writing and where possible, they will be linked to real-life experiences.</p> <p>SLT have agreed a minimum number of pieces of writing per cycle.</p>	<p>Evidence to show that this chosen approach has had a positive impact in other schools similar to ours.</p>	<p>Continuous CPD</p> <p>EIP moderations throughout the year to ensure consistency across our 'cluster' of schools</p>	Teachers	
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ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To improve percentage of children achieving the age related expected standard in reading.	<p>As part of our overall school improvement plan we will aim to raise attainment in reading to:</p> <ul style="list-style-type: none"> - to improve reading levels across EYFS, KS1 and KS2. - to encourage children to read for pleasure - to expose children to a wide range of different stories - give children access to a range of book genres in greater depth <p>Consistent use of marking and feedback strategies to enable children to make accelerated progress in all areas of the curriculum including 'pink pen challenges' where appropriate.</p> <p>Through regular Pupil Progress Meetings, children to be identified quickly as needing additional support and then appropriately trained staff to run focused intervention groups to meet the needs of these children.</p> <p>We will continue to track and monitor data of PP children robustly. Where children have taken part in a specific intervention, progress will be analysed from beginning to end.</p>	<p>National Literacy Trust 'Reading for Pleasure – a research overview' 2006 '—benefits include an increased breadth of vocabulary, pleasure in reading in later life, a better understanding of other cultures, better general knowledge and greater insight into human nature.'</p> <p>OECD 2002 – 'Developing a love of reading can be more important for a child's educational success than their family's socio-economic background</p>	<p>Pupil Progress Meetings at the end of every cycle</p> <p>After each learning cycle staff will be deployed according to the needs to the children.</p> <p>SENCo and Assessment Co-ordinator to regularly review intervention programmes and monitor the effectiveness of each programme individually.</p> <p>Staff delivering intervention programmes will be suitably trained.</p>	<p>AHT - Inclusion</p> <p>AHT - Assessment</p> <p>SLT</p>	At the end of each cycle and before if necessary.

<p>Improve language skills for pupils eligible for PP</p>	<p>Streamed phonics groups with staff delivery groups appropriately trained.</p> <p>Direct phonics for children in years 2 and 3 who didn't pass the year 1 phonics screening.</p> <p>Introduction of WellComm (Speech and Language toolkit to identify children who might have potential language difficulties) to baseline all children in Nursery and any new children in Reception at the start of the school year.</p> <p>All EYFS staff trained on WellComm</p> <p>All EYFS children assessed using WellComm on arrival to Brentnall.</p> <p>To continue to ensure that, through our SENCo, appropriate SMART targets are set for identified SEND children and that these are closely monitored.</p> <p>A member of staff (trained in ELKAN) to deliver Speech and Language programme to highlighted children.</p>	<p>Sutton Trust – research on effective marking and feedback to enable children to know the next steps in their learning and thereby make good progress.</p> <p>WellComm- 'A Speech and Language Toolkit for Screening and Intervention in the Early Years: It will help to play a crucial role in identifying children with potential language difficulties and offers a range of customised intervention activities to help support their language development.'</p> <p>WellComm has shown previous Brentnall.</p> <p>Early intervention for children identified with language and social skills difficulties will address children's needs.</p> <p>Rationale: Education Endowment Foundation (August 2017): Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind. Evidence indicates that small group tuition can accelerate learning by 4+ months with moderate costs for moderate impact.</p>	<p>Pupil Progress Meetings at the end of every cycle</p> <p>After each learning cycle staff will be redeployed according to the needs to the children.</p> <p>SENCo and Assessment Co-ordinator to regularly review intervention programmes and monitor the effectiveness of each programme individually.</p> <p>Staff delivering intervention programmes will be suitably trained.</p>	<p>AHT - Inclusion</p> <p>AHT - Assessment</p> <p>SLT</p>	<p>At the end of each cycle and before if necessary.</p>
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<p>The attendance and punctuality of PP children improves.</p>	<p>Pastoral Manager is responsible for sending letters, liaising with the EWO, sending penalty notices etc.</p> <p>Pastoral Manager to become involved with families whose attendance falls below 95% and offer support or advice to families that may be struggling.</p> <p>When a child is absent from school Pastoral Manager is responsible challenging any unauthorised absences immediately.</p> <p>EWO to become involved when attendance falls below 90%.</p> <p>Awards given for 100% attendance & punctuality</p> <p>Attendance and punctuality to be shared with parents/ carers regularly</p> <p>Breakfast club available for all children from 8am.</p>	<p>When children attend school regularly without constant breaks, they make greater progress.</p> <p>Evidence shows that children who attend school make better friendships, take more ownership in their learning and are more confident.</p> <p>Children enjoy receiving awards and will often try harder when an award is being offered.</p>	<p>Attendance will be monitored weekly</p> <p>Particular attention will be given to PP children and their families if required.</p> <p>Any absence will be addressed immediately.</p>	<p>Pastoral Manager</p> <p>AHT – Inclusion</p> <p>SLT</p>	<p>Weekly</p>
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Higher rates of progress across EYFS, KS1 and KS2 for high attaining pupils eligible for PP	<p>All staff know who are the more able PP children and children have been identified on Class Context sheets.</p> <p>When appropriate, very specific planning for these children to ensure that they make accelerated progress.</p>	<p>Data for PP pupils shows they must make accelerated progress to diminish the differences with non-PP children at Brentnall.</p> <p>The data for PP pupils shows they must continue to make accelerated progress to diminish the differences with all pupils nationally.</p> <p>Ofsted March 2017- 'develop a strategy to build in the stretch and challenge of the most able pupils so that these pupils make rapid and sustained progress and excel across a wide range of subjects.'</p>	<p>Regular discussions about progress with Assessment Co-ordinator, Inclusion Lead and Phase Leaders.</p> <p>Pupil Progress Meetings at the end of every cycle</p> <p>After each learning cycle staff will be redeployed according to the needs to the children.</p>	<p>AHT – Curriculum</p> <p>AHT – Assessment</p> <p>AHT – Inclusion</p>	At the end of each cycle during Pupil Progress Meetings or before if necessary
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4. Review of expenditure

Previous Academic Year		2018-2019		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost

Increased number of children achieving a GLD at the end of EYFS	An additional, experienced Teacher to work across Early Years.	<p>Slight decrease in the number of children achieving GLD at the end of Reception.</p> <p>With some children there has been noticeable improvements in their self-confidence.</p> <p>PP children were identified on planning.</p> <p>Higher achieving PP children were targeted more effectively.</p> <p>50% of all disadvantaged pupils in EYFS achieved GLD compared to 59% of disadvantaged pupils in the local authority (LA)</p>	<p>This approach was successful and this approach will be modified and used in future.</p> <p>Change in staff during the school year then followed by one consistent supply teacher to cover a period of staff sickness, possibly affected the needs of some children.</p> <p>Children achieving expected standard or above by the end of Reception</p> <p>2014- 28%</p> <p>2015- 43%</p> <p>2016- 59%</p> <p>2017- 68%</p> <p>2018- 66%</p>	A contribution of £107,421 was taken from PP funding towards staffing costs.
Improve self-esteem, resilience and confidence levels to achieve higher rates of progress	Introduce BLP across the school. CPD led by the headteacher and reviewed regularly.	<p>With some children there has been a noticeable improvement in self-confidence.</p> <p>Some children are more accepting of being challenged.</p> <p>Number of behavioural incidents (work related), have been minimised.</p>	<p>After consultation with staff CPD for BLP has been continued into the next school year.</p> <p>Staff are expected to still refer to the principles of BLP regularly.</p> <p>Continue work with PIT as a means of early intervention.</p>	
Pupils to have access to a wide range of social/ cultural/ sporting experiences, visits and activities.	<p>School to use some of PPG to ensure all children have access to different trips/ visits throughout the school year.</p> <p>Money to ensure the school minibuses are kept 'roadworthy'.</p>	<p>Children exposed to a wide variety of experiences, lots of trips were free of charge for all parents.</p> <p>Children still speak of experiences from previous years.</p> <p>Children have been able to recommend a number of trips to the children who are now in their previous year group.</p>	<p>Deputy Headteacher, in consultation with class teachers, will continue to ensure children are exposed to as many different social/ cultural/ sporting experiences as possible.</p> <p>Research free trips.</p> <p>Purchase of National Trust card- card will be purchased again next year. (£95 for the year)</p>	

Improve language skills for pupils eligible for PP	Streamed phonics groups Most experienced members of staff with key marginal groups	Slight decrease in the number of disadvantaged children passing the phonics screening compared with non-disadvantaged. 29 children in total in year group 11 children disadvantaged 78% of disadvantaged pupils passed screening 88% of non-disadvantaged pupil passed screening. This is improved on the previous year.	Change of Phonics lead Experienced members of staff teaching phonics this year Regular screening checks Regular CPD for staff	
Increased number of children achieving expected standards in reading, writing and maths.	All teachers were focused on greater depth – linked with school development plan PiXL interventions for identified children	Vulnerable groups were given more support. Children were taught in smaller groups. Specific interventions put in place for key marginal children and as a result there was an increased number of children achieving the expected standard in reading, writing and maths. PP children were identified on planning, work differentiated appropriately and as a result children made better progress. Higher achieving children were targeted more effectively. Highly skilled/ experienced teachers delivered PiXL interventions. Interventions monitored for impact- RAG rated.	This approach was successful and this approach will be modified and used in future.	
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>Achievement for All used to target vulnerable groups of children.</p>	<p>Vulnerable groups identified and parents/ carers invited in for a number of structured conversations throughout the year.</p>	<p>The majority of parents/ carers attended the meetings and were willing to work alongside school to meet the targets that were set.</p> <p>Targets were then reviewed at the end of each assessment cycle with the parents/ carers.</p> <p>We found was the language barrier was an issue with some parents/ carers as a number of our parents have EAL.</p>	<p>This approach will be used again this year. Staff will continue to receive CPD to support them.</p> <p>Pay for interrupters where needed.</p>	<p>£4171</p>
<p>Increased number of children achieving expected standards in reading, writing and maths.</p>	<p>All teachers were focused on greater depth – linked with school development plan</p> <p>PiXL interventions for identified children</p>	<p>Vulnerable groups were given more support. Children were taught in smaller groups.</p> <p>Specific interventions put in place for key marginal children and as a result there was an increased number of children achieving the expected standard in reading, writing and maths.</p> <p>PP children were identified on planning, work differentiated appropriately and as a result children made better progress.</p> <p>Higher achieving children were targeted more effectively.</p> <p>Highly skilled/ experienced teachers delivered PiXL interventions. Interventions monitored for impact- RAG rated.</p>	<p>This approach was successful and this approach will be modified and used in future.</p>	<p>Part of overall staffing costs</p>

Funding for extra curricular activities	PP children have a contribution paid towards the cost of after school clubs such as horse riding and trampolining.	<p>Children who otherwise wouldn't have had the opportunity were able to attend a variety of different after school clubs.</p> <p>Children were able to socialise with a variety of different children.</p> <p>For some children it has been noticed that there has been a increase in confidence.</p> <p>Children had non-academic achievements celebrated in assemblies.</p>	This approach will continue to be used this year.	£146
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5. Additional detail

We believe that through the introduction of the universal free school meals for children from Reception to Year 2 that the number of pupil premium children in our school is inaccurate. We have had a 'big' push over the last couple of years to ensure that children entitled to PPG actually receive it. Despite our best efforts we still believe that there are some children who are entitled to receive PPG don't receive their allowance. We focus on ensuring that any new starters to our school, including new children at the start of nursery and reception, complete the correct documentation to ensure we have the most accurate numbers for our PP children.

Every time we have new children start at Brentnall, all documentation is completed and guidance given where required.