

**First page is for front of PP website page**

**Strategy Statement Pupil Premium** Funding for academic year .....2019.....to .....2020.....

The pupil premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

This financial year, schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

- £1,320 for primary-aged pupils
- £2,300 for each Looked After Child
- £2,300 for each child who has ceased to be looked after because of adoption, a special guardianship order, a child arrangements order or a residence order
- Early Years Premium: 53p per hour up to a maximum of £302.10 per year (53p up to a maximum of 570 hours per year)
- The government have decided that Head teachers and school leaders can decide how to use the Pupil Premium.

The school has in place an action plan detailing the key actions the school will take to accelerate the progress of PP pupils. We are also closely monitoring how we are spending the allocated funds to ensure they are having an impact on pupil's achievement both academically and socially so no child is left behind.

Progress and attainment of all pupils is carefully tracked and analysed from a rich field of data in order to draw conclusions and develop action plans. We also make use of a wide range of educational research in order to decide how best to spend our funding to maximise the opportunities for our pupils.

Our pupil premium plan is reviewed and updated termly. Our funding priorities fall into the following areas:

- Quality of teaching for all
- Targeted interventions
- Enrichment within and beyond the curriculum
- Engagement of parents / carers
- Social, Emotional and Mental Health

### Pupil Premium Action Plan

Proposed Pupil Premium Spending at Brimsdown Primary School		
<b>Academic Year:</b> ...2019/20...	<b>Total Pupil Premium budget:</b> £...398,573...	<b>Date of most recent PP review:</b> July 2019.
<b>Total number of pupils:</b> ...624...	<b>Number of pupils eligible for PP:</b> ...197...	<b>Date for next PP strategy review:</b> Termly

Our key objective in using the PPG is to narrow the attainment and achievement gap between those entitled to Pupil Premium and those not. We aim to narrow and even remove this gap. We will achieve this by ensuring that:

- A high profile is given to Pupil Premium Pupils
- All staff are accountable for the progress of Pupil Premium children

The progress and attainment of all pupils is carefully tracked and analysed from a rich field of data in order to draw conclusions and develop action plans. We also make use of a wide range of educational research in order to decide how best to spend our funding to maximise the opportunities for our pupils. Our pupil premium plan is reviewed and updated termly.

Our funding priorities fall into 5 areas:

- Quality of teaching for all
  - Targeted interventions
  - Enrichment within and beyond the curriculum
- The above includes Engagement of parents/carers and Social, Emotional and Mental Health

Phonics	Y1	Y2
PP	87%	81%
Non- PP	82%	88%

8 – agenda item 10

EYFS	Good Level Devt	Communication and Language			Physical Development		Personal, Social and Emotional Development			Literacy		Maths		Understanding of the World			Expressive Arts & Design	
EYFS	GLD	L&A	U	S	M&H	HSC	SC	MFB	MR	R	W	N	SSM	PC	Wd	T	M&M	BI
PP	56%	81%	81%	81%	67%	85%	85%	77%	81%	56%	59%	66%	65%	77%	77%	100%	88%	85%
Non-PP	67%	76%	72%	72%	84%	86%	78%	76%	80%	74%	76%	73%	75%	74%	66%	100%	90%	86%

<b>KS1 Current Attainment and Progress from previous year</b>								
	% PP achieving the expected standard	% Non PP achieving the expected standard	% PP achieving a high standard	% Non PP achieving a high standard	PP progress score	Non PP progress score	Scaled Score PP	Scaled Score Non PP
Reading	73%	70%	21%	17%	+1.7	+2.9	101	101
Writing	67%	62%	9%	9%				
Maths	76%	77%	24%	17%	+4.4	+3.1	105	103

<b>KS2 Current Attainment and Progress from previous year</b>								
	% PP achieving the expected standard	% Non PP achieving the expected standard	% PP achieving a high standard	% Non PP achieving a high standard	% PP progress score	% Non PP progress score	Scaled Score PP	Scaled Score Non PP
Reading	85%	88%	30%	30%	+1.3	+1.6	105	106

8 – agenda item 10

Writing	73%	86%	9%	22%	0	+2.4	102	104
Maths	88%	86%	25%	38%	+1.0	+1.5	105	107

<b>Barriers to future attainment (for pupils eligible for PP)</b>	
<b>In-school barriers (Amend for your school)</b>	
A	EYFS reading - Gap between pupil premium and non- pupil premium
B	Pupil premium children achieving greater depth in writing
C	Pupil premium knowledge and vocabulary across the curriculum, which in turn affects their literacy outcomes.
D	Specific gaps in prior learning (English and Maths)
<b>External barriers (issues which also require action outside school)</b>	
E	Attendance rates of disadvantaged pupils is still below that of other pupils within the school and nationally
F	Increasing numbers of PP pupils with social and emotional difficulties at home.
G	Many do not have access to a broader range of experiences beyond the school day and they are not exposed to a rich language experience at home – this links to in school barriers B, C and D
H	Lack of parental support with home learning.

<b>Planned Expenditure</b> <b>Date: September 2019...</b>	<b>Total fund allocated: £ 398,573</b>	
<b>Quality of teaching for all</b>		

8 – agenda item 10

<b><i>Desired outcome</i></b>	<b><i>Action / approach (no more than 3 per section)</i></b>	<b><i>Staff lead</i></b>	<b><i>Funding allocated</i></b>	<b><i>Monitoring and dates</i></b>	<b><i>Impact (review at end of Yr) % are useful</i></b>
1. Continue to introduce RWI phonics programme as early as possible in EYFS	<ul style="list-style-type: none"> <li>• Introduce phonics to nursery children at the start of the school year with full time children beginning RWI scheme of work</li> <li>• Reception children to start school early than previous years so no loss of learning</li> <li>• New picture book readers to be sent home which are read to children by teachers so they know of the story before it is taken home</li> <li>• RWI teacher for EYFS and KS1</li> </ul>	KS ST	£500 – from charity for books £500 for RWI resources £15000 RWI teacher £11,000 SLT leader time £4000 RWI development days	<i>RWI development days</i> <i>RWI data</i> <i>PIRA results</i> <i>Learning walks</i> <i>Lesson observations</i> <i>Book looks</i> <i>SDP milestones</i> <i>Pupil Progress Meetings</i>	<i>75% of children on Green level band by the end of reception.</i> <i>75% of children reading at age expectations at the end of reception – PIRA test</i> <i>GLD to be at 70%</i>
2. Extend the number of pupil premium greater depth writers by using smaller class sizes, No more marking and extended tool kit	<ul style="list-style-type: none"> <li>• Classes split into four in year 4,5 and 6</li> <li>• No more marking CPD for all staff</li> <li>• Training for new staff – in Language and Literacy and RWI</li> <li>• Easter school booster for year 6</li> <li>• Setting for phonics in EYFS and KS1</li> <li>• RWI phonics sessions in Nursery</li> <li>• Ensure group leaders know who PP children are in their groups and share information about their progress with teachers promptly</li> </ul>	HK	£ 51,000 – smaller class sizes  RWI spelling - £500  Easter school booster £3000  AL leadership  £55,000	<i>Reading/writing termly checkpoint data</i> <i>Lesson observations</i> <i>RWI data</i> <i>NNM outcomes</i> <i>Book looks</i> <i>Greater depth data</i> <i>Learning Walks</i> Discussions with teachers during Pupil Progress Meetings	Of pupil premium children (FFT top20 %):  20% combined greater depth at the end of KS2 20% greater depth writing at end of KS2 10% greater depth combined at the end of KS1 15% greater depth writing at the end of KS1 5% combined greater depth 10% greater depth writing

8 – agenda item 10

<p>3. Grow pupil premium knowledge and vocabulary across the curriculum, which in turn affects their literacy outcomes. Disadvantaged pupils develop strategies for retaining key facts and applying these.</p>	<ul style="list-style-type: none"> <li>• Ensure group leaders know who PP children are in their groups and share information about their progress with teachers promptly</li> <li>• Use maths no problem scheme of work</li> <li>• Use the new progression grid created by leaders of learning for foundation subject</li> <li>• Teaching assistants to talk and explain vocabulary</li> </ul>	<p>GH EP</p>	<p>MNP - £5000  AL leadership see above  LOL leadership time: 7,500 Teaching assistants:  £167,273</p>	<p><i>Book looks</i> <i>Lesson observations</i> <i>Learning Walks</i> <i>Termly check points of data</i> <i>Speaking with pupils</i></p>	<p>Ensure all pupil premium children meet FFT top 20% progress measure</p> <p>Ensure pupil premium match national ‘ all other’ across their key stages</p>
<p>4. To improve attendance rates of pupil premium children</p>	<ul style="list-style-type: none"> <li>• Bi-monthly meetings with the EWO</li> <li>• Whole school focus on improving attendance with missed work being sent home</li> <li>• Walking bus to target pupil premium non attendees</li> <li>• Fines and penalty notice warning letters</li> <li>• Parent coffee mornings</li> <li>• Parent support worker</li> <li>• Member of SLT for attendance</li> <li>• Attendance prizes and rewards</li> </ul>	<p>MS EP</p>	<p>£2000 - EWO  £ 500 – parent coffee mornings  Parent support worker - £10,000  SLT time: £6000  £500 - prizes</p>	<p><i>Weekly attendance meetings with parents</i> <i>Monitoring of attendance data with EWO</i> <i>Monitoring of penalty fines</i> <i>Parental engagement in meetings</i></p>	<p>95% attendance 9% persistent absence</p>
<p>5: To provide nurture/counselling for increasing numbers of</p>	<ul style="list-style-type: none"> <li>• KS1 nurture group</li> <li>• Afternoon KS2 nurture group</li> </ul>	<p>LO VK KW</p>	<p>KS2 Nurture £13,000 KS1</p>	<p><i>BIP meetings</i> <i>Progress and attainment of pupil premium nurture children</i></p>	<p>95% attendance 9% persistent absence Less yellow slips across the year</p>

8 – agenda item 10

PP pupils with social and emotional difficulties at home.	<ul style="list-style-type: none"> <li>• Learning mentor and school counsellors</li> <li>• Meditation and mindfulness</li> <li>• Introduce and embed The Big Think</li> </ul>	MS DL	Nurture: £14,000 LS x2 £20,500	<i>Progress and attainment of pupil premium children receiving counselling</i> <i>Less yellow slips</i> <i>Improved attendance</i> Counselling reports. In – class observations.	Attainment for PPF children meeting fisher family to 20% prediction
6. To broaden the range of activities pupil premium children have access to beyond the school day.	<ul style="list-style-type: none"> <li>• Offer after school clubs at a reduced rate</li> <li>• Be part of the Enabling Enterprise scheme of work</li> <li>• Princess Award Trust scheme of work for Y5</li> <li>• Relationship workshop</li> <li>• Brimsdown/Ivy 's Got Talent</li> <li>• Ivy art exhibition</li> </ul>	GH EP CG	Prince William award £5000	<i>Checkpoint Data</i> <i>Intervention progress tracking</i> <i>Book look</i> <i>Lesson observations</i> <i>Learning walks</i> <i>Pupil voice</i> <i>Book looks</i> <i>Improved attendance</i>	95% attendance 9% persistent absence Less yellow slips across the year Attainment for PPF children meeting fisher family to 20% prediction
<b>Targeted Interventions</b>					
<b>Desired outcome</b>	<b>Targeted Action / approaches</b>	<b>Staff lead</b>	<b>Funding allocated</b>	<b>Monitoring and dates</b>	
To improve reading skills for pupils eligible for PP who are in the bottom 20% of fluency in KS2	<ul style="list-style-type: none"> <li>• IDL programme organised by SENCO</li> <li>• RWI &amp; transition group in KS2</li> <li>• Building of school library</li> <li>• Whole school reading 3 times a week</li> </ul>	ST EMc	£ 300 - IDL  £ 500 – RWI  £250 - School library	Termly IDL Data Termly RWI Data Termly Data drop	Reading level across the school to increase from 74% to 85%

8 – agenda item 10

Improve mental health of PP specific group through meditation	<ul style="list-style-type: none"> <li>Parental support worker/ counsellor</li> <li>The Big Think</li> <li>KS1 and KS2 nurture</li> </ul>	KW	£ see above for salary  £200 - TBT	Termly	Reduction in yellow slips
<b>Other Enrichment</b>					
<b>Desired outcome</b>	<b>Action / approach</b>	<b>Staff lead</b>	<b>Funding allocated</b>	<b>Monitoring and dates</b>	
To provide meaningful and real-life learning opportunities	<ul style="list-style-type: none"> <li>Ensure trips are well planned and linked to the curriculum and that these are subsidised for PP pupils when needed.</li> <li>More workshops and visitors in assemblies</li> </ul>	HK NB	£ 5000 – to subsidise those who can't afford trips	Book looks PPMs Curriculum data Pupil surveys Observations Evidence of farm impacting learning	Improvement in attendance of PP children to 95% Improvement in RWM attainment due to vocabulary enrichment
To develop skills in the sports and the arts	<ul style="list-style-type: none"> <li>To ensure that PP pupils are taking part in high quality sports and arts activities</li> <li>Brimsdown and Ivy's got talent activities to raise aspirations</li> <li>SDOs to organise inter-Ivy and other borough competitions</li> </ul>	SDOs HK	£5000 – sports development wages	Track attendance of pupil premium children at clubs Pupil surveys Yellow slips Attendance rates Exclusion rates	Attendance to improve to 95% for PP children Reduction in yellow slips

Glossary Amend if some not used



8 – agenda item 10

<p>R - Reading W - Writing M - Maths PP - Pupil Premium PPF - Pupil Premium Funding ARE - Age related expectation GDS - Greater Depth EYFS - Early Years Foundation Stage (Nursery and Reception) RAP - Raising Achievement Plan KS1 - Key Stage 1 (Years 1 - 2) KS2 - Key Stage 2 (Years 3-6) ELKLAN - Speech, language and communication accreditation PSC - Phonics Screening Check EEF - Education Endowment Foundation NCETM - National Centre for Excellence in Teaching Mathematics PPMs - Pupil Progress Meetings AHT - Assistant Headteacher DHT - Deputy Headteacher HT - Headteacher SLT - Senior Leadership Team ALs - Achievement Leaders</p>	<p>DSR - Daily Supported Reading RWI - Read Write Inc. SEMH - Social emotional mental health FSM - Free School Meals DfE - Department for Education EYFS Areas of Learning L&amp;A: Listening and attention U: Understanding S: Speaking MH: Moving and Handling HSC: Health and Self Care SC: Self confidence and self awareness MFB: Managing feelings and behaviour R: Reading W: Writing N: Numbers SSM: Shape, Space and Measures PC: People and Communities Wd: The World T: Technology EMM: Exploring using Media and Materials BI: Being Imaginative</p>
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