

Pupil premium strategy statement

*NB Please be aware that some of the actions were not implemented fully due to COVID-19 restrictions

1. Summary information					
School	Brentfield Primary School				
Academic Year	2020-21	Total PP budget	£179520	Date of most recent PP Review	July 2021
Total number of pupils	467	Number of pupils eligible for PP	158	Date for next internal review of this strategy	November 2021

2. Current attainment (2019 Statutory Results. NB no results in 2020 due to COVID-19)		
	<i>Pupils eligible for PP (School non-PP pupils)</i>	<i>Pupils not eligible for PP (national average)</i>
EYFS		
% achieving GLD	50% (71%)	72%
Phonics		
Year 1 Phonics Screening Attainment	83% (70%)	82%
Year 2		
Year 2 Cumulative Phonics Screening Attainment	90% (82%)	90%
KS1		
% reaching ARE in reading	70% (64%)	75%
% reaching ARE in writing	80% (53%)	69%
% reaching ARE in maths	67% (72%)	70%
% reaching GDS in reading	30% (18%)	25%
% reaching GDS in writing	13% (7%)	15%

% reaching GDS in maths	30% (24%)	22%
KS2		
% reaching ARE in reading	71% (61%)	73%
% reaching ARE in writing	63% (42%)	79%
% reaching ARE in maths	80% (81%)	79%
% reaching GDS in reading	29% (28%)	27%
% reaching GDS in writing	9% (11%)	20%
% reaching GDS in maths	26% (28%)	27%

3. Barriers to future attainment

In-school barriers

A.	Pupil Premium pupil's gap had reduced due to strategies that had been implemented but these are likely to have increased again due to school closures for COVID-19 and differences in access and support with home learning during closure
B.	Many pupils come to school with low levels of oracy. This can impact on rates of progress and the number of pupils who attain above ARE in end of Key Stage assessments due to poor vocabulary and difficulties in expressing themselves succinctly, coherently or formally.
C.	The percentage of pupil premium pupils achieving greater depth in writing at the end of key stages 1 and 2 is below pupils nationally and significantly below outcomes in reading at greater depth.

External barriers

D.	Differences in parental expectations of pupils meaning home learning environments, support and engagement while at school and also during closure could be varied
E.	Many pupils come into school with speech and language, occupational therapy or social and emotional needs which can hinder progress made.
F.	Experiences for pupils are limited therefore they are missing out on vital experiences to help enhance learning and ensure they have high expectations for themselves. Covid-19 could have enhanced this as integration beyond their home will be varied as well as the extent of interaction within the home

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	The gap between Pupil Premium pupil's achievements will decrease therefore allowing overall gap to decrease.	<p>Strategies to help Pupil Premium pupil's engagement and achievement in lessons reviewed and staff reminded of them regularly to maintain focus on the Pupil Premium children.</p> <p>Where appropriate, Pupil Premium pupils will be given priority for additional support through intervention and booster sessions.</p> <p>Internal data used to track pupil's achievements and gaps discussed during learning conversations.</p> <p>Interventions identified for pupils to ensure receiving appropriate intervention for them during learning conversations.</p> <p>Monitoring of teaching will show an increase in the percentage of good teaching and the consistency of this through the school and within year groups/phases</p> <p>Internal data used to track pupil's achievements and discussed during learning conversations shows identified pupils are making accelerated progress in order to close the attainment gap.</p>
B.	Pupils are able to express themselves confidently through speech and writing.	<p>The curriculum will be rich in communication and oracy skills, allowing pupils to articulate their ideas confidently, thus ensuring that in each lesson, such skills are promoted and, where necessary, additional support is provided to identified children.</p> <p>Real life and purposeful writing opportunities are in place that allow pupil to express their views and have their voices heard.</p>

		<p>Opportunities are clear within the curriculum and through current affairs, for pupils to write for a range of real life purposes.</p> <p>The use of manipulatives is evident in the teaching of maths to further develop the teaching of reasoning, problem solving and use of manipulatives in order to develop pupil's confidence and oracy around key mathematical concepts.</p> <p>Internal data used to track pupil's achievements and discussed during learning conversations shows identified pupils are making accelerated progress in order to close the attainment gap at the greater depth level.</p>
C.	<p>Increase the percentage of pupil premium pupils achieving greater depth in writing at the end of KS1 and KS2.</p>	<p>The percentage of pupils achieving greater depth in writing will be at least in line with the national equivalent.</p> <p>School's own termly progress data shows that pupils in all year groups (Y1-6) are making at least expected progress in writing.</p> <p>Learning conversation minutes evidence that where any pupil's progress in writing falls below expected, appropriate action has been taken.</p> <p>Evaluations of impact of any writing intervention show the intervention to have had a positive impact on pupil attainment and progress.</p>
D.	<p>Parents will be aware of the high expectations of their pupils and what this involves. Staff will provide support with home learning as well as maintain regular contact with families to communicate progress and expectations</p>	<p>High expectations communicated and explained during parent's evenings/consultation calls.</p> <p>Homework support in place for pupils to support them in the transition to Google Classroom.</p> <p>Pupil premium parents are contacted regularly to discuss progress and expectations.</p> <p>Pupil Premium families are contacted to help improve relationships by praise phone calls.</p>

		Pupil Premium families are specifically invited to workshops and meetings to help them develop skills which will help support learning at home.
E.	Pupil with additional needs (cognitive, speech and language, occupational therapy, social and emotional etc.) are swiftly identified and assessed, with support in place.	<p>Identified pupils with OT needs have therapy plans in place and intervention groups are formed for gross motor, fine motor and writing. Evidence of regular support through intervention records and progress is clear.</p> <p>Targeted pupils supported in concerns relating to social and emotional difficulties through Place 2 Be, Place 2 Talk and access to the school councillor.</p> <p>Pupils in nurture group will show statistically significant improvements in Boxall Profile scores.</p>
F.	Experiences for pupils are limited therefore some pupils are missing out on vital experiences to help enhance learning and ensure they have high expectations for themselves.	<p>All pupils are able to participate fully in school trips, residential trips and in-school educational workshops and performances, funded by the school where necessary.</p> <p>Visitors in school as well as a trip to enrich experiences</p> <p>Examples of aspirational futures provided through visitors, speakers and careers events</p> <p>Pupil voice used to identify wants and needs and where possible clubs provided in school.</p> <p>Identification of musical interest and/or talent and funding of musical instrument tuition in place for pupil premium funding.</p>

5. July 2021				
Desired outcome	Chosen action/approach	Impact:	Lessons learned	Projected Cost
The gap between Pupil Premium pupil's achievements will decrease	1-to-1 and small group tuition	HLTAs released teachers Supported reading in Year 5.	Whole school data to be used to plan where HLTAs are deployed and	£3000 (readers)

<p>therefore allowing overall gap to decrease.</p>	<p>Pupils at the early stages of learning English in Upper Key Stage 2 have access to a wide range of books that are low challenge and high interest to engage them in reading.</p> <p>Pupils identified as having key gaps in their learning to have access to additional small group teaching with their class teacher to close gaps, moving them back to ARE</p>	<p>Teacher assessment shows that: % of pupils working at ARE in reading Year 5: 71% PPG: 81%</p> <p>HLTAs releasing teachers to run small group lessons for targeted pupils in years 1, 2, 3, 4 and 5.</p> <p>Teacher assessment shows that: In reading, more PPG pupils are working above ARE compared to the cohort in years 3, 4 and 5. Year 2 PPG pupils are in line with the cohort.</p> <p>In writing, more PPG pupils are working at ARE compared to the cohort in years 2, 5 and 6. They are in line in year 3.</p> <p>In maths, more PPG pupils are working at ARE compared to the cohort in years 5 and 6. They are in line in years 1, 2 and 4.</p>	<p>interventions to run for a 6 week period. This has been a more effective model to support pupils across the school. HLTAs to continue to release teachers to support the most vulnerable pupils.</p> <p>Review end of year data and plan targeted support for 2021-22.</p>	<p>HLTA cover costs £35000 x 2</p>
	<p>Catch Up Literacy: Through the delivery of specific Literacy interventions, targeted pupils in KS2 make accelerated progress and gaps in learning are filled.</p>	<p>13 pupils on the programme, with 5 PPG pupils in the group. The average reading age following the intervention improved by between 1 year and 20 months and 3 years and 1 month.</p>	<p>Continue in 2021-22.</p>	<p>£5000</p>

	Reading Recovery Support: Identified pupils take part in a targeted, daily reading programme to accelerate progress towards end of key stage expectations.	10 pupils in receipt of Reading Recovery support with 7 of these being PPG. Of the PPG pupils. 5 are making expected or accelerated progress in reading.		£13,476
Pupils are able to express themselves confidently through speech and writing.	Speech Link speech and language intervention programme used to screen the speech, language and communication of all children in Reception and identified pupils in years 1 and 2. Identified, pupils will be supported through a series of small group sessions focusing on areas such as listening, concepts, reasoning and vocabulary.	December 2020: 9 groups run over Autumn term: 5 Reception, 2 Year 1, 1 Year 2, 1 Year 3 and 1 Year 4.	Speech link to be reviewed by the inclusion lead prior to 2021-22. Review impact and how best to use the intervention to support pupils.	£750 subscription
Increase the percentage of pupil premium pupils achieving greater depth in writing at the end of KS1 and KS2.	DHT to support a group of Year 6 pupils to develop higher order writing skills in Autumn term. Year 6 teacher to support a group of year 5 pupils in the Summer term in order to develop higher order writing skills.	Pupils in group working at GDS prior to intervention: 0% Pupils in group working at GDS at the end of the intervention: 63%. Of these 8 pupils, 4 of them were PPG. At the end of the intervention, 3 out of 4 PPG pupils were assessed as working at GDS. Of the group, 78% were assessed as working at GDS at the end of the intervention. Of these pupils 7 are PPG. 86% of PPG pupils were assessed as working at GDS at the end of the intervention.	Deploying a year 6 teacher to support year 5 pupils in the summer term has been positive. It allows the year 6 team to begin to develop relationships with the pupils, aiding transition, and enables them to gain a good understanding of strengths and areas of development ahead of the new year.	£3000 HLTA cover (See above)
Parents will be aware of the high expectations of their pupils and what this involves. Staff will provide support with home learning as well as maintain regular contact with	Workshops to support parents in accessing online learning from computing lead. Regular (daily if needed) phone calls home during periods of lockdown to support parents in accessing remote learning,	Uptake for the parent workshops was low. In order to further support parents, guidance was created, uploaded to the website and sent out to all parents. In addition to this, 30 devices were	Uptake of workshops has been poor. Parents do not always engage in this method of support so a review is needed to see how best to support	£8600 Additional chrome books to support

families to communicate progress and expectations.	ensuring that pupils accessed lessons during periods of closure.	loaned to PPG families to ensure that the pupils could continue with their learning during lockdown. Daily phone calls were made to our most vulnerable PPG families with weekly phone calls being made to all other families.	parents. The newly appointed family support officer will assist with this in the new academic year.	those who have no home access.
Pupil with additional needs (cognitive, speech and language, occupational therapy, social and emotional etc.) are swiftly identified and assessed, with support in place.	<p>OT: Identified pupils with OT needs have therapy plans in place and intervention groups are formed for gross motor, fine motor and writing.</p> <p>P2B: Targeted pupils supported in concerns relating to social and emotional difficulties.</p> <p>School Counsellor: Pupils have access to support address social, emotional difficulties.</p> <p>Nurture Group: Pupils in NG will show statistically significant improvements in Boxall Profile scores</p>	<p>13 pupils referred and assessed. Of these, 7 are PPG. Treatment plans are now in place for these children.</p> <p>13 pupils are receiving support from P2B. Of these, 11 are PPG.</p> <p>The counsellor liaises with the inclusion lead to monitor progress for these pupils, with reviews taking place through inclusion team meetings. 11 pupils currently see the school counsellor, with 7 of these being PPG.</p> <p>8 pupils from year 1 have accessed nurture group this year. Of these, 4 are PPG. Provision has been disrupted due to lockdown and bubble closures so this will continue in the new academic year to complete the programme.</p>	Inclusion leader to review impact from 2020-21 and identify areas of need for 2021-22 prior.	<p>£8190</p> <p>£20000</p> <p>£10,558</p> <p>£20000</p>
Experiences for pupils are limited therefore some pupils are missing out on vital experiences to help enhance learning and ensure they have high expectations for themselves.	<p>All pupils are able to participate fully in school trips, residential trips and in-school educational workshops and performances</p> <p>Subsidised Music Lessons: Talented pupils given the opportunity to receive tuition to learn a musical instrument.</p>	<p>Postponed due to COVID restrictions. Carry over to 2021-22.</p> <p>Music tuition continued throughout the year. The school subsidised 11 PPG pupils to learn cello, keyboard,</p>	<p>Continue in 2021-22 once restrictions have been lifted.</p> <p>Continue in 2021-22. Arts lead to consider how to encourage families to engage with opportunities</p>	<p>£5000</p> <p>£2500</p>

		guitar and violin. Of these pupils, 8 of these have been assessed as being 'ready' meaning that they are ready to move onto joining an ensemble.	for the pupils to access musical experiences out of school.	
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