

Pupil Premium Strategy 2019/2022 – Brockhampton Primary School

At Brockhampton Primary School Leadership and Management have reviewed our strategy for tackling underperformance of Pupil Premium children. We aim to for our pupils to maximise their academic and social, emotional and behavioural potential in order for them to have high aspirations and a love of lifelong learning. We have a duty to ensure best value for money and our strategy is reflective of this.

Summary:

Academic Year	2020/2021
Total Number of Pupils	179
Total Number of Pupils Eligible for Pupil Premium	25
Total Pupil Premium Budget £	32 280
Date of Pupil Premium Strategy	September 2020
Date of next Pupil Premium Strategy Review	September 2022 – annual review of pupil outcomes

Impact 2019/2020

Due to the Covid pandemic and lockdown it is harder to demonstrate the impact of our strategy and support as the pupils were not in school for part of the year. An indication of historical impact has been used and upon return to school the pupils will undergo a baseline assessment in core subjects to establish the gaps in their learning. Our strategy for 2020-2021 has been planned on that basis.

Attainment 2018/2019: (No attainment data for 2019/2020 due to cancellation of SATS)

KS1:

	Pupils Eligible for Pupil Premium - School	All Pupils - School	Pupils eligible for Pupil Premium - National	All Pupils not eligible for Pupil Premium - National
% achieving Expected in Reading	0	81	65	79
% achieving Expected in Writing	0	75	53	74
% achieving Expected in Maths	0	81	65	80

The **two** PP children were also SEND, with moderate and specific learning difficulties. They made progress against specific curriculum and Individual Education Plan targets but did not quite reach the expected standard.

KS2:

	Pupils Eligible for Pupil Premium - School	All Pupils - School	Pupils eligible for Pupil Premium - National	All Pupils not eligible for Pupil Premium - National
% achieving Expected in Reading, Writing and Maths	63	65	51	71
% achieving Expected in Reading	63	77	62	80
% achieving Expected in Writing	75	77	68	83
% achieving Expected in Maths	75	77	67	81

Across reading, writing and maths the PP children outperformed the other PP children nationally. In writing and maths the PP children performed in line with their non-PP peers in school.

Progress from KS1-KS2:

	Pupils eligible for Pupil Premium - School	All Pupils - School	Pupils eligible for Pupil Premium - National	Non-Pupil Premium National
Reading	2.6	2.1	- 0.59	0.31
Writing	2.5	- 0.8	- 0.44	0.24
Maths	1.6	0.7	- 0.58	0.31

When looking at their progress in KS2 our Pupil Premium children outperformed all pupils both within our school and nationally. This is evidence of an excellent impact of the strategies and support that we have in place.

Attendance 2019/2020:

	School %	National %
All Pupils	95.6	96.0
Pupil Premium	93.4	91.9

Strategy - We have identified our Pupil Premium children as having the following barriers to future attainment:

- Additional SEND needs such as moderate or specific learning needs;
- Complex family circumstances having an impact on pupil welfare – E.g. LAC, Child in Need, Family Support, Child Protection;
- Attendance issues;
- Parental engagement with school – especially regarding access to supporting learning at home;
- Behaviour – pupils with specific social and emotional needs which affect their learning;
- Self-esteem and independence.

These are the most common but should any other barriers be present then individual needs will be catered for.

Desired outcomes (for pupils eligible for PP, including high ability):

- A. The progress of more able Pupil Premium children is high compared to national outcomes, and compares favourably to their peers;
- B. To develop the knowledge of pupils' individual social and emotional needs which affect their learning, and improve their readiness to learn;
- C. Increased Progress and Attainment for Pupil Premium children across the school – the focus is on the wider curriculum so that pupils discover talents and interests.
- D. To improve the attendance rates of Pupil Premium children compared to Non Pupil Premium children.
- E. For Pupil Premium children to actively engage in enrichment opportunities that aim to give them experiences across a wide range of subjects.

Our strategy is based on providing support via quality teaching for all, targeted support and using other approaches for pupils with specific needs. We have used the DfE recommended Education Endowment Federation (EEF) Toolkit to inform us of strategies of support that will have the maximum amount of impact on the learning outcomes for our Pupil Premium children. As part of this process we are now aware of best value for money in relation to cost and the suggestion of impact from research. As part of the review process we will assess impact on the pupils in our unique school setting to check whether this is different to the Toolkit analysis. Ongoing Review of impact takes place termly using a variety of monitoring activities such as: Pupil Progress Meetings, Book Scrutiny, Data Analysis, Learning Walks, SEND Assessment, Lesson Observations and Pupil Voice. This data is used to inform our future Pupil Premium Strategy.

Quality Teaching for All:

Desired Outcomes	Chosen Action/Approach	Rationale for Choice	Staff Lead
<p>Increased Progress and Attainment for Pupil Premium children across the school.</p> <p>The progress of more able Pupil Premium children is high compared to national outcomes, and compares favourably to their peers</p>	<p>Collaborative Learning - learning activities where students work together in a group small enough for everyone to participate. This can be where group members do different aspects of the task but contribute to a common overall outcome, or a shared task where group members work together throughout the activity.</p> <p>Feedback – information is given to the learner about their performance relative to learning goals. It can be verbal or written. The school uses teacher assessment, self and peer assessment strategies.</p> <p>Meta-cognition and self-regulation - This is usually by teaching pupils specific strategies to set goals, and monitor and evaluate their own academic development. Self-regulation means managing one's own motivation towards learning.</p> <p>Mastery Learning – Learning content is split into units with clearly specified objectives which are pursued until they are achieved.</p>	<p>Pupils learn together recognising one another's skills and providing role models. The ability to work together, recognise points of view, empathise and discuss tasks to deepen learning are important lifelong skills.</p> <p>It will produce improvement in students' learning. Feedback leads to pupils achieving the next steps in their learning.</p> <p>The intention is to give pupils a repertoire of strategies to choose from during learning activities. These 'learning to learn' approaches help learners think about their own learning more explicitly. They will be ready for High School challenges.</p> <p>Learners work through each block of content in a series of sequential steps, thus clarifying learning. Teachers will avoid unnecessary</p>	Headteacher SENDCO Classteachers

	<p>Pupils must demonstrate a high level of success on before progressing to new content. Those who do not reach the required level are provided with additional targeted support.</p> <p>Peer Tutoring - Learners work in pairs or small groups to provide each other with explicit teaching support. The common characteristic is that learners take on responsibility for aspects of teaching and for evaluating their success.</p> <p>Phonics - an approach to teaching reading, and some aspects of writing, by developing learners' phonemic awareness. This involves the skills of hearing, identifying and using sound patterns.</p> <p>Reading Comprehension Strategies - improving learners' understanding of text. They teach a range of techniques that enable pupils to remember, understand, apply, analyse, evaluate and create when reading.</p>	<p>repetition by regularly assessing knowledge and skills, ensuring accelerated progress.</p> <p>Peer assessment involves the peer tutor providing feedback to children relating to their performance and can have different forms such as reinforcing or correcting aspects of learning. This enables all pupils to recognise the next steps in their learning.</p> <p>Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns. Children will improve attainment in Reading, Spelling and Writing.</p> <p>Raised attainment and improved progression Reading which will prepare pupils to achieve across the whole curriculum.</p>	
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Targeted Support:

Desired Outcomes	Chosen Action/Approach	Rationale for Choice	Staff Lead
<p>To develop the knowledge of pupils' individual social and emotional needs which affect their learning, and improve their readiness to learn.</p> <p>Increased Progress and Attainment for Pupil Premium children across the school.</p> <p>The progress of more able Pupil Premium children is high compared to national outcomes, and compares favourably to their peers</p>	<p>Behaviour Intervention - This covers interventions aimed at reducing a variety of behaviours, from low-level disruption to general anti-social activities, aggression and bullying. The interventions themselves can be split into three broad categories:</p> <ol style="list-style-type: none"> 1. Approaches to developing a positive ethos across the whole school which also aim to support greater engagement in learning. 2. Universal programmes which seek to improve behaviour and generally take place in the classroom. 3. More specialised programmes which are targeted at students with specific behavioural issues. <p>Digital Technology - The use of digital technologies to support learning. Approaches in this area are very varied, but a simple split can be made between:</p> <ul style="list-style-type: none"> • Programmes for students, where learners use technology in problem 	<p>Improved student engagement and promoting positive aspirations for all pupils, to enable them to overcome any social, emotional or behavioural barriers to learning. This will give them a greater access to the curriculum and raise attainment and self esteem.</p> <p>The school ethos is one of developing independent learners who have the skills required for the next stage in their learning at High School. We aim to use the most relevant resources available to promote active learning and research in order to broaden and</p>	Headteacher SENDCO

	<p>solving or more open-ended learning, and</p> <ul style="list-style-type: none"> • Technology for teachers such as interactive whiteboards <p>Small Group or 1:1 Tuition – Tuition is where a teacher, teaching assistant or other adult gives a pupil or group intensive individual support. It is as a replacement for other lessons by withdrawing the pupil(s) for extra teaching.</p> <p>Speech and Language Intervention – Oral language approaches include:</p> <ul style="list-style-type: none"> • Use of a Speech Therapist for pupils with SEND. • Targeted reading aloud and discussing books with young children. • Explicitly extending pupils' spoken vocabulary. • The use of structured questioning to develop reading comprehension. 	<p>deepen the curriculum. This approach will be especially relevant for the Most Able Pupil Premium children.</p> <p>We aim to invest in personalising the learning for our pupils. Any gaps in learning will be targeted on an individual/group basis in order to bridge attainment differences.</p> <p>Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. It is a starting point to improving overall Literacy skills and attainment. There is a high incidence of Speech and Language SEND upon entry to the school.</p>	
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Other Approaches:

Desired Outcome	Chosen Action/Approach	Rationale for Choice	Staff Lead
To improve the attendance rates of Pupil Premium children compared to Non-Pupil Premium children. To develop the knowledge of pupils' individual social and emotional needs which affect their learning and improve their readiness to learn.	Parental Involvement - Parental Involvement covers the active engagement of parents in supporting their children's learning at school. The school monitors all groups attendance and follows up any persistent absenteeism (and late registration) by working with parents on the importance of attendance. This is in the form of face to face meetings, letters and home visits from the Education Welfare Officer. Getting to know the families and brokering positive working relationships will enable teachers to recognise individual needs.	There is a strong link between attendance and attainment of pupils. Historically, vulnerable groups of pupils have lower attendance than their peers and the school is committed to bridging that gap. The school places great emphasis on pastoral support and effective partnership and sharing of information with parents will enable staff to personalise children's learning and offer support with social and emotional needs.	Headteacher Deputy Headteacher Office Manager SENDCO

	Total Cost £
Quality Teaching For All Support	15 665
Targeted Support – 1:1	4352
Pupil Social, Emotional and Mental Health	2357
External Specialist Support Services	1939
Wrap Around Care	11 542
Enrichment and other approaches	1052
Total	36 907

Total Income for Pupil	32 280
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Premium £	
Total Expenditure for Pupil Premium £	36 907