

Pupil Premium Strategy Statement

1. Summary information					
School	Brambleside Primary School				
Academic Year	2020-21	Total PP budget	£34,970	Date of most recent PP Review	July 20
Total number of pupils	400	Number of pupils eligible for PP	26	Date for next internal review of this strategy	July 2021

2. Current attainment (No end of KS2 data - data is from March 2020)

Reading

Year 6	Pupils	Average Attainment	At or above expectation
All Pupils	59	On track	52 of 59 – 88%
Pupil Premium	8	On track	6 of 8 – 75%
Not Pupil Premium	51	On track	46 of 51 – 90%

Maths

Year 6	Pupils	Average Attainment	At or above expectation
All Pupils	59	On track	48 of 59 – 81%
Pupil Premium	8	On track	6 of 8 – 75%
Not Pupil Premium	51	On track	42 of 51 – 82%

Writing

Year 6	Pupils	Average Attainment	At or above expectation
All Pupils	59	On track	49 of 59 – 83%
Pupil Premium	8	On track	6 of 8 – 75%
Not Pupil Premium	51	Expected Standard	43 of 51 – 84%

3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers		
A.	Access to language, in particular early acquisition New intake 2020- reduced time at preschool due to COVID 19	
B.	The number of children who are in receipt of Pupil Premium who also have additional vulnerabilities such as SEND, need early help, EAL, CP issues	
C.	Children who have specific social and emotional needs which affect their learning	
D.	Access to extra-curricular activities, educational experiences such as trips and participation in additional quality school activities	
External barriers		
E.	COVID 19 impact on attainment and wellbeing of pupils and their families including	
F.	Attendance and Punctuality	
G.	Parental engagement with school and their children's readiness for learning	
4. Desired outcomes		Success criteria
A.	<ul style="list-style-type: none"> Vulnerable PP children who have speech and language difficulties, are identified early on in EYFS using the Wellcomm screener and intervention. If needed, a referral to SALT will be made for identified children. The 'Nuffield Early Language Intervention' has been applied for in Autumn 2021; which has been proven to boost the language levels of 4 and 5 year olds by up to 3 months (Education Endowment Foundation). Speech and language difficulties often have an impact on phonics/reading skills and the use of 'Phonics Hero' and 'Spelling Frame' is put in place alongside extra phonic booster sessions to help improve speaking and listening levels and phonic skills, leading to a positive impact on reading and writing. Children with severe speech and language difficulties will receive weekly sessions (for 20 weeks) with a trained Speech and Language therapist to help to narrow the gap between themselves and their peers SALT will also support staff through training. If needed, children with possible speech and language needs are also screened as early as possible for learning difficulties to target these through appropriate intervention. 	<p>No significant difference between % of PP and non-PP children passing Y1 phonics screening test.</p> <p>Regular meetings between SENCO and SALT.</p> <p>Provision maps identify key children in need of intervention and measures impact of provision accordingly at each cycle.</p>
B.	<ul style="list-style-type: none"> A higher number of children are referred to outside agencies eg. Educational Psychology, Community Paediatrics to ensure that any underlying conditions are diagnosed and recommendations are put in place. A range of specific QFT strategies and interventions are delivered to address poor long and short-term memory skills, poor auditory and visual memory and other cognitive, social emotional, physical, medical or sensory needs. PP children receive targeted support including use of 'Phonic Hero' and 'Dynamo Maths' to overcome difficulties with phonics, reading and writing linked to their language barriers. They also receive targeted support from the class teacher, SENCO and teaching assistant. 	<p>Data for Pupil Premium children shows that recommended interventions are effective and progress is being made.</p> <p>Gap narrows between PP and others.</p>

C.	<ul style="list-style-type: none"> • Self-esteem and confidence levels in Pupil Premium children rise and their engagement with learning improves. • Pupils become more resilient and have strategies to manage emotions/work through problems/time to talk in safe place. • Family support has a positive impact in supporting families in need and monitoring CP families. 	<p>Pupil RAG levels for self-esteem and confidence indicate less PP children are red.</p> <p>The gap in progress and attainment between PP and non-PP children narrows.</p>
D.	<ul style="list-style-type: none"> • These activities give children a real purpose for learning through real experiences and teach them life skills. Children have raised aspiration, motivation and engagement. They also have improved behaviour for learning. 	<p>All PP children's attendance on trips is recorded, and their engagement levels are monitored.</p>
E.	<ul style="list-style-type: none"> • Attainment and wellbeing of Pupil Premium pupils increases following intervention and support and any children unable to access due to Covid 19, continue to access remote learning and make progress with their learning 	<p>All PP children's access and engagement with remote learning is monitored, alongside their academic and well-being levels.</p>
F.	<ul style="list-style-type: none"> • External factors affecting the progress of this group of vulnerable learners is largely attributed to unstable domestic situations, which are conducive to poor home learning environments. This also has had an impact on attendance in some cases. • EHA leader and Head teacher work together with families to improve engagement with learning, attendance, and punctuality. Attendance is improved and children are in school and learning. 	<p>Close monitoring of attendance and punctuality through EHA targets and attendance meetings. The attendance gap is closed.</p>
G.	<ul style="list-style-type: none"> • Family support provides pastoral care for families and children and needs are supported through EHA. • These vulnerable families may be CIN, CP or referred for an Early Help Assessment; this may involve outside agency support in liaison with the school and family. • Vulnerable families and children have increased confidence and self-esteem. Pupils are happier at school and home and more able to access learning. 	<p>Feedback from parents, children and class teachers. EHAs in place where needed and more vulnerable children performing in line with their peers. Support from other agencies is available for families including the school nursing team.</p>

5. Planned expenditure (Monitored on Excel spreadsheet – spending recorded for each child linked to barriers)

Academic year		2020-2021			
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?
<p>Higher % of PP children achieve expected progress or higher</p> <p>Improved progress from starting point and increased engagement, raised confidence and self-esteem.</p> <p>KS1 children receive additional phonics sessions to close any gaps, as a result of COVID-19 closure to ensure they pass the phonics screening.</p>	<p>Deputy Head is teaching in Year 6 and working with pupils who are more able, meaning smaller class sizes in Year 6 to ensure accelerated progress. Extra support is also given to the less able and SEN children.</p> <p>Class teachers/TAs/SENCo to intervene with PP children to carry out specific phonic /reading/writing/ Maths/speech interventions. Phase Leaders carrying out PIXL interventions</p>	<p><i>When a change in teaching approach does accompany a class size reduction (which appears hard to achieve until classes are smaller than about 20) then benefits on attainment can be identified, in addition to improvements on behaviour and attitudes. In some studies, these benefits persist for a number of years (from early primary school through to at least the end of primary school). (EEF)</i></p>	<p>The Deputy Head teaching Y6 reduces class sizes. Additional staffing is also used to enable school to offer a range of interventions such as booster classes, reading support or 'raising aspiration' programmes, and to reduce the size of classes.</p>	<p>Headteacher</p>	<p>Ongoing</p>

<p>Pupil Premium Pupils overcome barriers to learning and increase their academic attainment</p>	<p>In class support provided by Class Teacher and TA through Quality First Teaching strategies.</p>	<p>In class support by both TAs and class teachers enables all PP children's needs to be identified. Strategies and approaches for vulnerable PP children can be put in place to ensure that they can access all learning. This involves differentiating the curriculum and/or provided group or 1:1 support when a child requires it to enable them to achieve.</p>	<p>Ensure TAs are effectively deployed and class work is appropriately differentiated.</p> <p>Lesson Observations Monitoring books Pupil voice Parent voice</p>	<p>Headteacher SLT</p>	<p>Ongoing</p>
<p>All pupils identified as having underlying needs, such as learning difficulties and severe speech delay, receive early intervention to address their key area of need and increase their progress and overcome barriers.</p>	<p>Collaborative work with Educational Psychologists, Occupational Therapists, Paediatrics and Speech and Language Therapists enable needs to be diagnosed /identified. Then early intervention can be provided to address needs (such as severe speech and language delay) through intervention and staff training.</p>	<p><i>When a need emerges it is important that schools respond quickly and work closely with other agencies including EHA team, Educational Psychology Service, CAMHS, SALT etc to enable vulnerable children to be supported.</i></p> <p><i>Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year (EEF)</i></p>	<p>Regular meetings between parents, SENCO and other agencies e.g. SALT, EP.</p> <p>Close monitoring of progress made and checking impact of provision (Assess, plan, do, review cycle)</p> <p>Training given to SENCO/ TAs to deliver intervention as modelled by SALT or recommended by EP</p> <p>Invest in interventions as recommended by EP and monitor progress made.</p>	<p>SENCO</p>	<p>Ongoing</p>
<p>Dedicated PP Co-ordinator/s to enable PP pupils to be identified and profile raised across the school. Data systems in place to carefully track the progress of these children.</p>	<p>PP co-ordinator/Phase leaders monitor provision and the impact for those children to ensure well-being, good progress and attainment.</p>	<p>Effective data systems in place allow the progress of children to be carefully tracked and evaluated.</p>	<p>Monitor progress to ensure increased progress for PP children, diminishing the difference between PP and non PP.</p> <p>Monitor books</p> <p>Lesson Observations</p> <p>Monitor engagement with online learning</p>	<p>PP Co-ordinator / Phase Leaders/ Head-Teacher</p>	<p>Ongoing</p>

A greater number of pupils are at or above expected level and have improved progress from starting points.	Those children at risk of falling behind receive extra support to increase progress through intervention eg. from CT/Phase leader/SENCO or Internet based programs (<i>Phonics Hero, Spelling Frame/Dynamo Maths/Accelerated Reader</i>)	<i>For pupils eligible for free school meals (Accelerated Reader) the figure was 5 months' additional progress. (EEF)</i>	Use of: Small group support Booster groups 1:1 support Speech & Language support EAL support Access to ICT hardware & software to enhance learning Close monitoring of starting points and progress made regularly throughout the year.	SENCO	Ongoing
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ii. Targeted support well-being

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?
Pupils are more resilient and learn strategies to manage their emotions and behaviour. The attendance and general well-being of the children is improved.	Social, Emotional and Behavioural support. 1:1 support given to PP pupils who have experienced difficulties/trauma. SHEU (Schools and student health education unit) Survey to be carried out on Y4 and Y6 pupils and will identify if PP children are able to make better informed choices about their well-being and safety.	<i>SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. (EEF).</i>	Discussions between MEB/TAs/CTs to monitor impact of interventions. Termly Well-Being RAG Increased confidence and self-esteem. SHEU Survey will allow staff to identify PP children's well-being concerns and target these.	MEB	Ongoing
Pupils have an increased level of confidence and self-esteem.	Sports sessions for specific children identified as needing this.	<i>There is recent evidence from the UK that sports and learning participation can have a more dramatic effect on, for example, mathematics learning as assessed by standardised tests (with one study showing an impact of up to 10 months' additional progress). (EEF)</i>	Weekly timetabled sports sessions for specific children.	DB/RH/CM/CP/Premier Sports	Ongoing

Children are in school and ready to learn. They have a positive start to the day. Attendance and punctuality improve.	Sensory Circuit	PP children to attend a Sensory Circuit. This will ensure they are in school on time ready to learn.	Identify PP children who will most benefit from this and discuss with parents. Monitor and review progress made.	MEB	Ongoing
Families are supported through EHA and pupils are happier at school and home and have higher self-esteem and improved well-being levels.	EHA support for families.	<i>Increasing parental engagement in primary and secondary schools had on average two to three months' positive impact. (EEF)</i>	Feedback from parents, children and class teachers. EHA targets More vulnerable children achieving in line with their peers.	MEB	Ongoing

iii. Targeted support **Enrichment and Engagement**

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?
Supporting Parents and families with a core uniform offer	Core Uniform offer	To ensure PP pupils feel a part of the school community and have all the equipment they need in school.	Monitoring of pupil engagement.	MEB/FS	Ongoing
PP families have access to quality school clubs	Funded places at school clubs.	Funded places allow PP children to have same enriched experiences as non-PP children.	Monitor pupil engagement at before/after/during school provision. Monitor attendance.	MEB	Ongoing

Vulnerable children have access to enriched experiences to ensure access for all.	Subsidised educational visits	Subsidised educational visits allow PP children to have the same enriched experiences as non-PP children.	All PP children who wish to attend a residential or trip are able to. Monitor engagement during activities.	MEB/FS	Ongoing
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6. Review of expenditure				
Previous Academic Year		2019-2020 - Due to COVID-19 there is no end of year data - March 2020 data used		
i. Academic Support – quality teaching for all				
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
Narrow the gap /support families	Intervention/ diagnosis from outside agencies	Maximum impact on experiences of PP children through greater diagnosis of any underlying needs, allowing full access to the National Curriculum.	This support has enabled some external interventions from other agencies, which has had a positive impact on learning and interaction of parents and families. There has been some delays in this due to Covid 19. This approach will be continued during 2020/21	£4,470
Narrow the gap	PiXL teaching 1:1 and in groups Deputy Head working in Y6 TAs supporting PP children 1:1/ groups	Deputy Headteacher working in KS2 has showed a positive impact on children's progress and attainment (March 20) All Pupil Premium children made individual progress (March 2020) from their starting points. PP attainment was lower than non-PP children across the school. However, attainment data is harder to compare for the PP children who also have SEN needs. Targeting Y1/Y2 PP children for the phonic screener is a focus for 2020/21. 1:1/small group TA support has had a positive impact on children's confidence and approach to test situations, as well as progress and attainment shown in all year groups. TA supporting children at break times by leading play activities and modelling how to act in social situations had also led to less behaviour incidents this year (March 2020).	Having an additional teacher in Y6 (Deputy Headteacher) decreases class sizes and this will continue into 2020/21, with a focus on teacher the children who are working at Greater Depth Level. More individualised/group support from SENCo across the school to target PP children with needs and accelerate academic/social/emotional progress. PP profiles shall continue to be raised through close monitoring of PP children's progress and attainment and discussion with CTs to ensure PP children remain on track. PP children with SEN needs or those not making progress, should continue to have their provision reviewed and adapted as needed to accelerate progress. Close monitoring by TA/Teacher should continue to support PP children with social difficulties at breaks. Teachers should continue to change the way they work with/use their TA to ensure QFT and there is much more flexibility in groupings and lesson styles.	£18,400

ii. Wellbeing - 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
PP Children have an increased level of confidence and self-esteem	Targeted support of PP children and staff from SENCo and TA	<p>Emotional wellbeing and nurture needs were being met and supported (March 20). Short focused sessions were effective, helping children to develop more resilience.</p> <p>Children were gaining more strategies to help support their emotional development. They were becoming more resilient and able to manage their feelings. This impacts positively on their readiness to learn. They enjoyed attending sessions. This contributes to positive attitudes and behaviour in lesson time.</p> <p>Family support has had a positive impact in supporting families in need and has also increased parental engagement.</p> <p>Breakfast club has improved attendance and had a stronger focus on developing social skills of PP children.</p> <p>There is a clear attendance system in place. This highlights the families who are at risk of further attendance action.</p> <p>Evidence of improvement in attendance / punctuality for some PP children in March 2020. Good liaison with health and social care and Inclusion Team to help support families.</p>	<p>SENCo will continue to support EHA/ CP/CIN children and ensure all teachers are aware of these children and their needs.</p> <p>Mental health and well-being needs to continue to be supported in Sept 2020-21 and may need more focus due to Covid 19.</p>	£4,000
iii. Enrichment and Engagement				
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
Vulnerable children have access to enriched experiences	Subsidised educational visits	Impact on experiences of PP children– maximum. More families were contacted to be made aware of this.	Children participated in educational visits and enriched experiences. This approach has been successful and will continue when possible. FS/MEB to ensure all PP families are aware that the school will fund educational visits.	£3,500

PP families have access to quality school clubs	Funded places at before and after school clubs	Maximum impact on experiences of PP children and has supported families with before and after school care.	Families are supported to have access to quality clubs to have the same opportunity as non-PP families. More targeting of children that may benefit from clubs to their improve communication skills, physical activity etc.	£2,000
Supporting Parents and families with a core uniform offer/ trips /residential	£100 Core Offer to enable Parents to purchase uniform	This has provided support for families and allows the child to fit in well with their peers. All PP children who wished to attend a trip / residential were able to and uniform/P.E kits have been provided.	This support has had a positive effect on families allowing PP children to have all the equipment needed for school. Uniform core offer/trips and residential provision to be regularly monitored throughout the year. PP families have been contacted to encourage children to attend and their trips to be paid for using PP funding. This is effective as it ensures that all PP parents are aware of the trip and that the trip can be paid for.	£2,600
			Total cost	£34,970

7. Additional detail

In 2020-2021, we plan to use Pupil Premium to fund a wide range of initiatives. We will also continue to build on our programmes of targeted individual support to help pupils overcome barriers to learning and to increase their academic attainment:

- Pupil Premium Training for MEB and AM to keep updated with new Pupil Premium initiatives
- 1:1/ group teaching for identified pupils (Deputy head to teach Y6 in mornings and SENCo to target PP children with additional needs such as SEN/EAL with specific interventions and focused targets).
- Sensory Circuit training for PE staff
- Collaborative work with external agencies e.g. Educational Psychologists, SALT, School Nurse
- Recommended interventions from outside agencies in place (speech and Language programmes, Phonic Hero, Well Being etc)
- Individual support delivered by external agencies eg. specified speech therapy from therapists for PP children with severe language delay
- Funded places at after school clubs for pupils
- Subsidised educational visits (including residential trips)
- Individual support delivered by external providers e.g. play therapy/counselling as needed
- Access to outside agency support programmes
- Identified PP children targeted for sports intervention
- In class support provided by TA and class teacher
- Core offer of a uniform allowance £100 per FSM child