

# Brindishe Manor: Pupil Premium Strategy Statement 2022-2023

Summary information					
School	Brindishe Manor School				
Academic years covered by current pupil premium strategy plan	2022/23			Date of most recent PP Review	October 2022
Total number of pupils	452	Number of pupils eligible for PP	71	Date of next internal review of this strategy	October 2022
Statement authorised by	Rachel Waite and Liz Murphy	Pupil premium lead	Kate Porter and Eleanor Benton	Governor lead	Liz Murphy
Funding Information					
Pupil premium funding allocation this academic year	£113,100	Recovery premium funding allocation this academic year	£8,265	Pupil premium funding carried forward from previous years	-
Total budget for this academic year				£121,365	

## Statement of intent

Every child at Brindishe Manor has the right to an outstanding education. We have a clear vision for what all our pupils will achieve through high quality teaching, with an ethos that reinforces aspiration and attainment for all. Our Brindishe Manor Disadvantaged Offer outlines the ways in which we will use the pupil premium to ensure that all pupils, regardless of their background, achieve their potential.

- The aims of our pupil premium strategy are to:
- **Narrow the attainment gap** between our disadvantaged and non-disadvantaged pupils through targeted group interventions, 1:1 interventions with the class teacher and class teacher conferencing
- **Provide a broad range of enrichment opportunities** to our disadvantaged pupils, including our Horizons programme, after-school activities and music lessons
- **Raise the aspirations** of our disadvantaged pupils through our Aspirations programme
- **Ensure that no child at Brindishe Lee falls through the gap**, through our 1:1 mentoring programme for disadvantaged pupils and our 'Picture of the Child' interviews with teachers

1. Current attainment (KS2 results 2022)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected in reading, writing and maths		
% making progress in reading		
% making progress in writing		
% making progress in maths		

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Speech and language delay / inexperience of necessary vocabulary and language structures
<b>B.</b>	Additional support needed due to a specific learning need identified
<b>C.</b>	Social, emotional and wellbeing identified as an area that needs support or development to build resilience
<b>D.</b>	Children begin school at a lower starting point than their peers (often with unidentified special educational needs)
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>E.</b>	Parental engagement and / or challenging home / family circumstances including mental health

3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<p><b>Children can explain their thinking and learning across the curriculum and develop self-assessment skills to move their learning forward (recognising next steps). Children use a range of vocabulary confidently.</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	<p>Accelerate progress of the most disadvantaged pupils so that the gap between pupils eligible for Pupil Premium and their peers is reduced in all areas. In order to close the gaps, we look at best practice and research. The most effective ways to raise attainment for all and close gaps for the most disadvantaged are through:</p> <ul style="list-style-type: none"> <li>Improving the quality of provision, both teaching and interventions</li> <li>Carefully considered interventions and activities to target specific needs (provision maps)</li> <li>Increasing enjoyment of and participation in all aspects of school life including clubs and external opportunities</li> </ul>
<b>B.</b>	<p><b>On arrival, children’s learning needs are clearly identified. We receive advice from external agencies (when necessary) on how to help children overcome cognitive, social, emotional or psychological barriers to their learning.</b></p>	<p>Termly PPP meetings with the classroom teams, allow for summative and formative data analysis to be analysed. Regular, informed discussion between all professionals involved assesses, evaluates and informs provision, which includes:</p> <ul style="list-style-type: none"> <li>Pupil Progress Meetings are focused around key groups. regular triangulation of evidence from children’s books / quality of provision / data</li> <li>tracking from end of key stage starting points (EYFS – KS1 / KS1 – KS2)</li> </ul>

		<ul style="list-style-type: none"> <li>timely data analysis, monitoring the attainment and progress of groups, identifying needs and gaps</li> <li>Whole school data continues to raise the profile of disadvantaged children and how we can best support.</li> </ul>
<b>C.</b>	<p><b>Children who are experiencing social/emotional difficulties develop resilience and strategies to deal with difficult situations, through in-class support and external providers.</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p><a href="https://www.zonesofregulation.com/">https://www.zonesofregulation.com/</a></p> <p><a href="https://www.elsa-support.co.uk/">https://www.elsa-support.co.uk/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	<ul style="list-style-type: none"> <li>Provision is tailored and personalised and has impact on attainment/progress.</li> <li>CPD continued for all staff based on current research and Zones of Regulation.</li> <li>Mental Health Lead training underway for SLT member, Mental Health First Aider onsite and training updated. Mental health team established</li> <li>Counselling service available for vulnerable children with most emotional need and in-house alternative to Place2Talk established and accessed by vulnerable children</li> <li>ELSA trained member of staff for emotional support for children in school</li> </ul>
<b>D.</b>	<p><b>Children entering Early Years with a lower starting point will make accelerated progress to ensure the gap doesn't widen between them and their peers</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p><a href="https://www.oup.com.cn/test/word-gap.pdf">https://www.oup.com.cn/test/word-gap.pdf</a></p>	<ul style="list-style-type: none"> <li>Disadvantaged children will make better than expected progress in Early Years</li> <li>Good communication between home and school will support the early identification of any learning or additional needs a child may have</li> <li>Early phonics, reading, writing and maths workshops run to support parents of Nusergy and Reception to understand the curriculum and next steps</li> <li>Tapestry app established for all new families (through workshops) to support home-school links</li> <li>Outside Agency support (Drumbeat, SLT, EP, etc) will be effectively coordinated to ensure that children in EYFS who are in need of support are prioritised.</li> </ul>
<b>E.</b>	<p><b>Our Attendance, Safeguarding and Welfare lead and Leadership team supports and builds strong relationships with families and children to monitor, set targets, liaise with other professionals and sign-post families to reduce and, where possible, remove barriers which have a negative impact on attendance and engagement.</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</a></p>	<p>Parents and carers from hard-to-reach families attend parent/teacher meetings more readily, attend school for organised events such as:</p> <ul style="list-style-type: none"> <li>Workshops to support child's/ren learning</li> <li>communicate with their child's class teacher about learning and how to support their child at home,</li> <li>improved relationships with classroom staff and other key staff around school so that they communicate when needed</li> <li>invited to listen to professional eg dyslexia teacher/ speech and language teacher to better understand diagnosis</li> </ul>

4. Planned expenditure					
Academic year		2022-23			
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?
A) Children can explain their thinking and learning across the curriculum and develop self-assessment skills to move their learning forward (recognising next steps). Children use a range of vocabulary confidently.	<ul style="list-style-type: none"> <li>Year 6 booster sessions targeted at disadvantaged children</li> <li>Staff training needs identified and training provided in a range of areas</li> <li>Small group support for disadvantaged in each year group</li> <li>Early intervention (EYFS / KS1/ Y3) targets oral language and communication (speech and language professional when needed)</li> <li>Speech and language professional to work with staff to develop their CPD to support children</li> <li>Timely data analysis; monitoring the attainment and progress of groups, identifying needs and gaps</li> <li>Pupil Progress Meetings are data and key group focused with all classroom staff half termly/termly</li> <li>Close monitoring and tracking of disadvantaged children from their starting points and using end of Key Stage data to inform future focus through intersection of need (shared with all staff)</li> <li>Vocabulary continues to be a focus across the school which supports children by scaffolding conversations</li> <li>Mastery across the curriculum, allowing children to keep up rather than catch up</li> </ul>	<ul style="list-style-type: none"> <li>Disadvantaged children are strongly represented in all opportunities to take a lead (children's teams)</li> <li>Children are more articulate about their learning and next steps and this impacts positively on attainment and progress</li> <li>Disadvantaged children in KS2 at risk of underachieving receive targeted and personalised support to raise attainment and progress</li> <li>Children enter KS2 with greater confidence, articulation and a positive attitude to learning</li> <li>End of year and end of key stage outcomes reflect closing the gap between disadvantaged and non-disadvantaged attainment, in particular in KS1</li> </ul>	<ul style="list-style-type: none"> <li>SCDP driven</li> <li>Curriculum Leaders focus in subject action plans</li> <li>Assessment outcomes / PPP meetings</li> <li>Monitoring and performance review linked to SCDP focus</li> <li>Assessment outcomes / PPP meetings</li> <li>Provision mapping bespoke for each class/ pupil</li> <li>Focused year group learning support through TA and external professionals</li> <li>Regular review of impact of 'in the moment' feedback and assessment.</li> </ul>	<ul style="list-style-type: none"> <li>SLT</li> <li>Curriculum leaders</li> <li>Inclusion Leads and team</li> </ul>	<p>Half termly</p> <p>At assessment points</p> <p>At end of year/key stage</p>
<b>Total budgeted cost</b>					Teachers, 1:1 & Booster, TAs <b>Total:</b>
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?
<p><b>B) On arrival, children's learning needs are clearly identified. We receive advice from external agencies (when necessary) on how to help children overcome cognitive, social, emotional or psychological barriers to their learning.</b></p>	<ul style="list-style-type: none"> <li>• Deployment of learning support is dynamic and appropriate to need (timetabled per class and year group)</li> <li>• Outside agency support is well-coordinated with a drive on upskilling teachers and support staff to meet the needs of children in next steps</li> <li>• Provision mapping ensures support is directed at those who need it</li> <li>• A range of training on meeting the needs of children with ASD is offered</li> <li>• Dyslexia friendly training for staff (led by dyslexia teacher onsite) to ensure the environment is supporting the needs of children with SpLD.</li> <li>• Training and support for parents/ carers in Dyslexia</li> <li>• Meetings individually for parents with children with dyslexia when appropriate</li> <li>• Termly workshop for parents on Zones of Regulation so they can support at home.</li> </ul>	<ul style="list-style-type: none"> <li>• Interventions take place across a class or year groups and are highly responsive to changing need.</li> <li>• Childrens needs are primarily met through inclusive quality first teaching and only then through targeted and monitored interventions</li> <li>• In-house dyslexia teacher can provide targeted interventiobns to a number of children and to parents and staff in a timely fashion</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment outcomes / PPP meetings</li> <li>• Provision mapping</li> <li>• Focused year group learning support</li> <li>• Feedback from parents</li> <li>• External reports to support teaching and learning and intervention support</li> </ul>	<p>Inclusion Lead and Team SLT</p>	<p>Ongoing and at least half termly</p>
<p><b>D) Children entering Early Years with a lower starting point will make accelerated progress to ensure the gap doesn't widen between them and their peers</b></p>	<ul style="list-style-type: none"> <li>• Extra support in AM nursery session to support yoingest children</li> <li>• Class staff and inclusion lead will make strong links with parents to ensure the early identification of any learning/ additional needs a child may have</li> <li>• Outside Agency support (Early Years LA support team) Drumbeat ASD school, SLT, EP, etc) will be effectively coordinated to ensure that children in EYFS who are in need of support are prioritised.</li> <li>• Wide range of visits / workshops in school and opportunities for learning beyond the classroom build children's experiences and develop vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Children with additional needs are identified quickly and parents signposted to relevant support (SLT drop in, OT drop in, Drumbeat training, etc).</li> <li>• Children with complex and significant needs are referred to relevant professionals so that school and parents can put recommendations in place</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment outcomes / PPP meetings</li> <li>• Provision mapping</li> <li>• Feedback from parents</li> </ul>	<p>EYFS staff Inclusion team</p>	<p>Ongoing and at least half termly</p>

<b>Total budgeted cost</b>					SEN support Specific support , TAs <b>Total:</b>
<b>iii. Other approaches including whole school strategies</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>C) Children who are experiencing social/emotional difficulties develop resilience and strategies to deal with difficult situations, through in-class support and external providers.</b>	<ul style="list-style-type: none"> <li>• A tiered mental health and wellbeing system embedded across the school, led by Mental Health Lead and team</li> <li>• Counsellor working 1 day per week for most vulnerable in-need children</li> <li>• Self-referral service re-introduced to offer Tier 2 wellbeing support to children across the school</li> <li>• AWSO works closely with harder to reach families to build positive relationships between school and home</li> <li>• Weekly newsletter emailed to all families including information on how to support your child at home</li> <li>• Text reminders for key events (e.g. parent meetings), curriculum workshops, reminding about payment due, planning and organisation for e.g. school journey</li> <li>• Child led projects where the children can share, learn alongside and teach their adults in school</li> <li>• Children’s teams re-introduced (post-Covid) to elad events such as assemblies and workshops- aim to involve children from harder to reach families to promote engagement and build relationships with the school</li> <li>• Disadvantaged children given a priority in accessing enrichment groups (cooking, sewing, gardening, etc)</li> <li>• Disadvantaged groups given discounts or free attendance to external activities</li> <li>• SHINE project from Blackheath high for disadvantaged pupils on Saturdays</li> </ul>	<ul style="list-style-type: none"> <li>• Children and families feel supported and signposted in regard to accessing help for mental health / emotional difficulties</li> <li>• Parents and carers from harder-to-reach families have increased involvement and investment in school life and in particular with their child’s learning</li> <li>• Access to outside agencies for support is timely and a priority</li> </ul>	<ul style="list-style-type: none"> <li>• Whole school focus</li> <li>• Termly review</li> <li>• Focus for whole school INSET and CPD</li> <li>• Included in everyday curriculum in class / assemblies / workshops</li> <li>• SHINE through Blackheath High</li> </ul>	MHFA (mental health and wellbeing lead)  Inclusion Lead  AWSO  SLT  Classroom teams  Physical Health and Wellbeing team  Blackheath High staff	Ongoing  Termly review of events and opportunities
<b>E) Our Attendance, Safeguarding and Welfare lead and Leadership team supports and builds</b>	<ul style="list-style-type: none"> <li>• AWSO and SLT work closely with harder to reach families to build positive relationships between school and home</li> <li>• Weekly newsletter emailed to all families regarding key information</li> </ul>	<ul style="list-style-type: none"> <li>• Family engagement in child’s education is increased</li> <li>• Good relationships with hard-to-reach families is shown to impact positively on</li> </ul>	Regular communication between teams SCDP driven	FAWSO AWSA SLT	Ongoing  Weekly meetings between HT/AWSA

<p><b>strong relationships with families and children to monitor, set targets, liaise with other professionals and sign-post families to reduce and, where possible, remove barriers which have a negative impact on attendance and engagement.</b></p>	<ul style="list-style-type: none"> <li>• Text reminders for key events (eg parent meetings), curriculum workshops, reminding about payment due, planning and organisation for eg school journey</li> <li>• Nudge texts encourage greater involvement</li> <li>• Translation services made available for letters, newsletters, website information etc</li> <li>• SLT work with Nursery, Year 6 and sibling families to apply for Primary and secondary school places</li> </ul>	<p>attendance for individual children</p> <ul style="list-style-type: none"> <li>• Text messages straight to parent/carers hand means less opportunities are missed</li> <li>• Reduction in PA</li> </ul>			<p>To discuss progress around removing barriers</p>
<b>Total budgeted cost</b>					<p>TAs, Counselling, S/L Edu Psych, AWO, Safeguarding Total:</p>

Review of expenditure				
Previous Academic Year		2020/21		
i. Quality of teaching for all				
Desired outcomes	Chosen actions/approach	Estimated impact: Was the success criteria met? Impact on pupils not eligible for PP	Lessons learned (will the approach continue?)	Cost
<p>Children using a range of vocabulary more confidently</p> <p>Children can assess their own learning and know their next steps on a continual cycle</p>	<ul style="list-style-type: none"> <li>• Working walls central to classroom learning environment support key vocabulary for children</li> <li>• Planning focus on vocabulary and assessments at start of lessons</li> <li>• Children all using 3 tray assessment system to assess their own learning</li> <li>• Children responding to verbal feedback and editing learning with green pen frequently</li> <li>• Pupil conferencing part of all lessons between Teacher and pupil and teaching assistant and pupil</li> </ul>	<ul style="list-style-type: none"> <li>• Children using technical vocabulary in foundation subjects with confidence and in verbal responses</li> <li>• Focus on children taking ownership of next steps, editing and improving using peer support</li> <li>• Children able to assess their learning at the end of each session through self-assessment trays</li> <li>• Children selecting own level of challenge in maths and a variety of foundation subjects</li> <li>• EYFS focus on vocabulary rich learning environments</li> <li>• Pupil conferencing and in-the-moment feedback has provided children with instant feedback to improve learning</li> </ul>	<ul style="list-style-type: none"> <li>• Continued focus on language rich classroom and outdoor environments to improve writing at higher standard (KS1 11%, KS2 15%)</li> <li>• Continue to use latest research into feedback and marking to provide CPD for staff and review of assessment policies.</li> <li>• Writing progress for disadvantaged children to be supported through small group intervention</li> </ul>	<p><b>Total:</b></p>

## ii. Targeted support

Desired outcomes	Chosen actions/approach	Estimated impact: Was the success criteria met? Impact on pupils not eligible for PP	Lessons learned (will the approach continue?)	Cost
Children's learning needs are clearly identified and we receive advice on how to help children overcome cognitive, social, emotional or psychological barriers to their learning	<ul style="list-style-type: none"> <li>Funding prioritised for a school counsellor to respond to mental health needs of children</li> <li>Access to Educational Psychologist, Specific learning Difficulties support</li> <li>Dyslexia teacher employed to support staff, parents and children</li> <li>Speech and Language therapist prioritised to provide timely support to children experiencing difficulties which impact learning, especially in Nursery and EYFS</li> <li>Attendance Welfare Safeguarding Officer works closely with harder to reach families to build positive relationships between school and home</li> <li>Translation services made available</li> <li>Subsidised clubs/educational visits/school journeys/instrument lessons</li> <li>PPP meetings provide a platform for whole class team and SLT to discuss PP children with these barriers to learning and provision maps informed and edited</li> </ul>	<ul style="list-style-type: none"> <li>40% of 1:1 counselling sessions taken up by PP children</li> <li>25% of ELSA sessions taken by PP children</li> <li>Resilience and enrichment groups support children with strategies when faced with challenges</li> <li>Children's teams (Rights Respecting, playground team, language team, maths buddies) allow children to lead in various subject areas. PP children targeted.</li> </ul>	<ul style="list-style-type: none"> <li>School counselling will continue to be budgeted for children of the greatest need in school</li> <li>ELSA sessions planned during week and timetable created based on needs discussed in PPP meetings and responsive of current information</li> <li>External professionals continue to work with children, train staff and provide workshops for parents/carers</li> <li>Dyslexia teacher working weekly in school to provide bespoke learning support to children and their families</li> </ul>	
Children entering Early Years with a lower starting point will make accelerated progress to ensure the gap doesn't widen between them and their peers	<ul style="list-style-type: none"> <li>Speech and Language therapist prioritised to provide timely support to children experiencing difficulties which impact learning, especially in Nursery and EYFS</li> <li>PPP meetings provide a platform for whole class team and SLT to discuss PP children with these barriers to learning and provision maps informed and edited</li> <li>Bug class Phonics to support reading at home</li> </ul>	<ul style="list-style-type: none"> <li>Majority of children who needed to be referred for external services was carried out with parental support</li> <li>Work with families was completed to offer support on how to help at home</li> <li>Daily reading with Reception adult</li> <li>Children change books twice weekly and have a virtual offer too</li> </ul>	<ul style="list-style-type: none"> <li>Workshops with parents and carers to support with phonics and Bug Club phonics to be shared at welcome to BM session to encourage parents and carers to use</li> <li>Reading café workshops planned to support PP families and lowest 20% of readers to support at home</li> </ul>	<b>Total:</b>

## iii. Other approaches including whole school strategies

Desired outcomes	Chosen actions/approach	Estimated impact: Was the success criteria met? Impact on pupils not eligible for PP	Lessons learned (will the approach continue?)	Cost

<p>Vulnerable children and families are well supported so that children who are experiencing social/emotional difficulties develop resilience and strategies to deal with difficult situations</p> <p>Our School's Attendance, Safeguarding and Welfare lead and Federation AWS lead work together to support and build strong relationships with families and children to monitor, set targets, liaise with other professionals and sign-post families to reduce and, where possible, remove barriers which have a negative impact on attendance and engagement.</p>	<ul style="list-style-type: none"> <li>• Funding prioritised for a school counsellor to respond to mental health needs of children</li> <li>• Access to Educational Psychologist, Specific learning Difficulties support</li> <li>• PPP meetings provide a platform for whole class team and SLT to discuss PP children with these barriers to learning and provision maps informed and edited</li> <li>• Attendance Welfare Safeguarding Officer works closely with harder to reach families to build positive relationships between school and home</li> <li>• AWSO and SLT meet regularly to monitor attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Most in need children experiencing bereavement and significant concerns are able to access counselling</li> <li>• External professionals able to provide training for school staff so that they can support children in the classroom and their families.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue budgeting for counselling and external agencies</li> </ul>	
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### Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year

Programme	Provider	Impact
SHINE project	Blackheath high school – cost of TA to support children	10 PP or vulnerable children access weekly for 6 weeks and develop their resilience and experience workshops in technology, science, design etc The children's feedback is positive and families shared experiences of feedback the children made