

## Brindishe Manor: Pupil Premium 2024 - 2025 Impact Report

### *'Breaking the Cycle of Disadvantage'*

Review of expenditure				
Previous Academic Year		2024/2025		
i. Quality of teaching for all				
Desired outcomes	Adopted and met actions/approach	Impact: Was the success criteria met? Impact on pupils not eligible for PP	Lessons learned and next steps (Will the approach continue?)	Cost
<p><i>A) Disadvantaged children's oracy skills and spoken language skills are in-line with their peers. There is no gap between vocabulary by the age of 7. Children are able to confidently and effectively articulate information and ideas by the end of KS1.</i></p>	<ul style="list-style-type: none"> <li>Develop more 'communication hotspots' in the learning environment - Audit, review and increase the number of conversation 'hot-spots' in the environment. Make change in 'cold spots' such as adding props to promote conversation.</li> <li>Explicit teaching of generically useful vocabulary from Nursery to Year 6 including explicit teaching of vocabulary from knowledge organisers and vocabulary rich environments. Examples include- modelling unfamiliar words in everyday classroom talk ('Oh bother I left the door ajar' ... instead of 'open')</li> </ul>	<ul style="list-style-type: none"> <li>EYFS hotspots noted and changes made to encourage more interactions – children seen in observations and learning walks having high quality dialogue with peers and adults.</li> <li>Focus on oracy seen in lesson observations and SIP visits and SLT observations. PP children acquiring new vocab quicker and it is embedded further.</li> </ul>	<p>ORACY training in place for EYFS to continue to develop communication and Language focus Next steps to explore Neli or other intervention programmes.</p>	£40,000
		<ul style="list-style-type: none"> <li>PP children given opportunity to communicate in a purposeful way, gaining new vocab and new skills.</li> </ul>	Continue	

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	<ul style="list-style-type: none"> <li>• Further opportunities for children to deliver TED talks, interviews, making podcasts, museum or tour guides.</li> <li>• Support staff training on early phonics and Rapid Phonics Intervention training and literacy gold to ensure high quality and consistent early reading and spelling intervention.</li> <li>• Behaviour and vulnerability tracker introduced to closely monitor pupil premium children, including those with EAL.</li> <li>• Timely data analysis, monitoring the attainment and progress of groups, identifying needs and gaps (Recommendation 1 EEF 2017b and 2017 c). Data analysis to include statutory and internal data, especially looking at EYFS and lower KS1.</li> <li>• Pupil Progress Meetings are data and key group focused (Recommendation 1 EEF 2017 b and 2017 c) <ul style="list-style-type: none"> <li>- <i>TAC meetings within first 3 weeks of Autumn Term to pre-empt barriers to learning.</i></li> <li>- <i>Pupil Progress meetings attended by SLT, English and Maths Leads and class</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• New opportunities especially for PP children developed – ECO Council, Pod Casting, Open Day tours. Further opportunities for oracy developed.</li> <li>• Staff are able to support children with interventions and improve blending and outcomes for children in KS1 with 7/8 children passes phonics retake and Y1 out performed predictions.</li> <li>• Behaviour and vulnerability tracker purpose revisited with strategic leads for achievement – All strategic leads assigned small group of PP children so all have half termly check ins with pupil voice for all aspects of school life from curriculum to personal development and mentorship.</li> <li>• EARLY TAC meetings have allowed us to identify barriers to learning for PP children quicker therefore raising attainment and progress.</li> <li>• Provision set up across year groups with specific HLTA leading to ensure consistent implementation and children are making good or better progress. Supporting identification in SEND barriers to literacy learning.</li> </ul>	<p>Ongoing</p> <p>Review use of B&amp;T with staff and measure impact of new way of using it.</p> <p>Review Autumn 2 data</p> <p>Continue – PPP meetings will identify further children who need support from Young Interpreters.</p>	
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	<p>teachers to ensure best advice and planned actions</p> <ul style="list-style-type: none"> <li>- Reception PPP meetings in the first 6 weeks of term to establish early intervention</li> <li>- Behaviour and Vulnerability tracker to identify children require support</li> </ul>	<ul style="list-style-type: none"> <li>• Termly PPP meetings track and identify need and promote home school partnership and SEND support where identified need.</li> </ul> <p>Adaptations to provision is embedded following meetings especially in EYFS promoting improved outcomes in maths to support GLD of 82%.</p>		
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**ii) Targeted support**

Desired outcomes	Adopted and met actions/approach	Impact: Was the success criteria met? Impact on pupils not eligible for PP	Lessons learned (Will the approach continue?)	Cost
<p><b>A) Disadvantaged children's oracy skills and spoken language skills are in-line with their peers. There is no gap between vocabulary by the age of 7. Children are able to confidently and effectively articulate information and ideas by the end of KS1.</b></p>	<p>Gather key information prior to pupil admission into Nursery or Reception. Ascertain tactfully whether there is a family history of reading and/or spelling difficulties in p/c &amp; teacher meetings and/or on admission forms. 'Scientists have found that reading problems can be inherited and we try to give extra help to any child who might need it, as early as we can. Dis anyone in your family struggle with reading or spelling when they were at school?'</p> <p>Parent/carer literacy and numeracy workshops to enable less-confident p/c support with home learning.</p>	<ul style="list-style-type: none"> <li>• Home Visits ensured that staff had a better understanding of need BEFORE children arrived which allowed us to put in adaptations to the provision before children arrive.</li> <li>• Workshops for parents and Carers on how to support children with early reading, writing and maths as well as how to support with multiplication tables held. Handwriting packs to support families to support children at home with handwriting created and selling strategies shared.</li> </ul>	<p>Repeat in 2026 for September intake – no change to process</p> <p>Repeat annually providing feedback is positive – look at ways to develop online pages/video for parents to access throughout the year.</p>	£30,000
<p><b>D) Identify and close specific gaps in children's learning using robust analysis techniques and deploying carefully selected strategies and</b></p>	<p>Highly personalised extra phonics intervention in Reception-Year 2 for disadvantaged children.</p> <p>Targeted Bug Club texts provided for poorer readers in KS2 match to the book band/phonics level and had</p>	<ul style="list-style-type: none"> <li>• Better outcomes in phonics screening out performing predictions in Year 1 and 7/8 children passing re-takes in Year2 from very low starting points demonstrated very effective phonics teaching.</li> </ul>	<p>Ongoing and continuous</p> <p>Ongoing</p>	

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<p><b>interventions rooted in strong evidence</b></p>	<p>addition reading sessions to complete the reading systematic scheme</p> <p>Reading and Writing Interventions for targeted support e.g. Literacy gold from Y2-6. Support Staff cascaded training to support more children with less staff</p> <p>Targeted pre-teaching of new concepts to disadvantaged children. Information shared from interventions during provision mapping and staff adapt provision in year groups as needed to support children in the best way.</p> <p>Targeted deployment of additional specialist TA support across Reception (TA T&amp;L Toolkit EEF)</p>	<ul style="list-style-type: none"> <li>89% of children in Year 2 reached the expected standard and through careful tracking using bug club transitioned to year 3 with all relevant information to immediately continue with reading books matched to ability and continue reading sessions from first week.</li> <li>Faster progress in early reading skills (seen in data) Increased confidence as readers. Access to books matched to their reading level. Catch-up support that prevents them falling further behind</li> <li>Children are access targeted, regular interventions matched to their learning needs in Literacy to bridge gap. Pupil feedback is positive and children enjoy their learning. Children are making progress t6o closing gaps in learning over time.</li> <li>Provision is fluid and reviewed regularly to match the needs of the children and remain effective seen in outcomes of phonic retakes and outcomes at the end of KS1 and 2.</li> <li>Children feel capable and successful from the start and reading becomes</li> </ul>	<p>Introduce reading after school opportunities for PP children</p> <p>Ongoing and Continuous</p> <p>Look at ways we can use technology and online systems to support intervention in face of reduced staff to maintain and improve ordinarily available provision for those who need it.</p>
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	<p>Outside Agency support (Drumbeat, SLT, EP, etc) will be effectively coordinated to ensure that children who need support are prioritised. (Recommendation 2 EEF 2020)</p> <p>Children with additional needs are identified quickly and parents signposted to relevant support (SLT drop in, OT drop in, Drumbeat training, etc) (Recommendation 2 EEF 2020)</p> <p>Children with complex and significant needs are referred to relevant professionals so that school and parents can put recommendations in place (Recommendation 2 EEF 2020)</p> <p>Teachers update provision maps every term to ensure daily interventions are purposeful and children making progress.</p> <p>Termly summative assessments and ongoing formative assessment in Phonics, Reading, maths and writing</p> <p>▲ Children peer and self-assess learning in class in order to see if they need further support or can be extended in their learning.</p> <p>▲ Year 6 Maths and English Booster sessions interventions are planned and delivered by teachers and TAs, either to enhance the learning taking place in the classroom or as a discreet skills/knowledge session</p>	<p>something they can do, not something they dread</p> <ul style="list-style-type: none"> <li>• PP children seen support as something to support them and part of their needs and not evidence they're "failing"</li> <li>• Boosters plug gaps in learning in basic maths, reading and writing skills (including spelling). These gaps are closed by end of KS2 ready for secondary transfer.</li> <li>• Provisions are regularly carried out, impact is measured and adapted to suit individual learners to meet their personal needs and close gaps</li> <li>• Children are building independence and autonomy in their learning and seeing themselves as learners and able to make progress. Improved self esteem.</li> <li>• Improved outcomes and better outcomes for children from PP backgrounds at the end of KS2 so more secondary ready.</li> </ul>	<p>Introduce more opportunities for under resourced families to access technology in school to support home learning in school time.</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing – develop use of AI t support teacher in delivering more challenge matched to children’s needs to deepen learning and retain learning over time.</p> <p>Ongoing</p>	
<p><b>Other approaches including whole school strategies</b></p>				

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<p><i>B) Children from disadvantaged backgrounds have self-efficacy. They believe that 'things can get better' and they can do something about it.' They have a sense of agency and a sense of belonging to their school.</i></p>	<ul style="list-style-type: none"> <li>Further opportunities in the classroom for self-assessment and choosing learning matched to their stage in learning.</li> <li>Adult use practise, support, challenge to provided opportunities to deepen and consolidate learning throughout the curriculum</li> <li>Increased use of praise cards and praise books during the school week (not limited to praise assembly), children sent to SLT to celebrate their achievements in learning.</li> </ul>	<p>Children feel confident to say where they are in their learning and adults able to identify children thoughts of learning and provided necessary support through emotional self esteem work or support for learning.</p> <p>Children are proud of their learning and enthusiastic about being in the classroom – less self-exclusion and accelerated progress for individual.</p>	<p>Looking at ways to make this effective across the curriculum and not mainly maths using AI to support and provide challenge for all.</p> <p>Ongoing- Consistency is key to building trust and relationships with children over time. Strategic leads will be in place to monitor and drive this more across the school specifically for these children.</p>	<p>£25,090</p>
	<ul style="list-style-type: none"> <li>Cross-age learning partners – older children from disadvantaged backgrounds tutoring/mentoring younger children.</li> <li>Children from disadvantaged backgrounds are given more opportunities to lead and represent their school through children's teams e.g. Open Days, sporting events, visits to community events etc. Increased child-led events such as assemblies and workshops aim to involve children from harder to reach families to promote engagement and build.</li> <li>All adults and SLT greet pupils at the door ensuring all children are given a personal welcome into school each day. Adults avoid questions such as 'Why are you late?' but instead use 'Hi Jessica, how are you?'</li> </ul>	<p>Children feel empowered/supported – wanting to come to school</p> <p>Children are able to affect change in their school and feel important and sense of belonging. Children enjoy coming to school not just for learning but to be a part of the school community.</p> <p>Children have very strong bonds with staff from across the school and feel they are able to approach adults and advocate for themselves. Seen in children requesting to speak to members of SLT and approach them on the gate in the morning.</p>		

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<p><i>C) Disadvantaged pupils have <b>more</b> access to educational experiences, enrichment opportunities and learning resources and facilities outside of the home than their peers. Their cultural and social capital is built and the gap between their peers is bridged.</i></p>	<ul style="list-style-type: none"> <li>Shine project in collaboration with Blackheath High for Year 5 DIS children and other vulnerable children, Year 6 girls football sessions, more clubs established by staff such as Choir, podcasting and netball. These opportunities are part-funded by Lee Hatcliffe Charity Money in addition to PP funding.</li> <li>Disadvantaged children are prioritised for all clubs and holiday clubs with 2 places funded through easter, summer and half terms.</li> <li>Pottery session provided for disadvantaged learners as another experience within the local area funded for them.</li> <li>Educational Visits are not a barrier for disadvantaged children and are subsidised</li> <li>Behaviour and Vulnerability tracker used to identify pupils who need support in positive behaviours for learning, identify for emotional and wellbeing support/mentors.</li> <li>Laptops and additional electronic devices provided to ensure disadvantaged children can access home-learning.</li> <li>Residential trips are subsidised, payment plans used and some are funded places for PP children using funding and grants.</li> </ul>	<ul style="list-style-type: none"> <li>PP children given further opportunities to engage with enrichment outside of school and STEM projects.</li> <li>Equity for PP children and ‘more access’ provided.</li> <li>Trips and Visits given equal access to clubs, trips, and enrichment activities for PP children. Experiences that broaden their horizons and aspirations and opportunities to develop new skills and interests. All PP children have participation in activities their families might not otherwise afford.</li> <li>Children otherwise unable to access residential trips now have access to experiences otherwise not available to them – children share positive views about their school experiences and sense of belonging in the school. They report feeling like a priority.</li> </ul>	<p>Approach to continue – SLT Strategic leads and AWSO to look for opportunities for further funding and grants to acquire funds for our PP children.</p> <p>PP will continue to be prioritised for clubs and free places (funded) where necessary and needed.</p> <p>Continue to offer equity to PP children and more clubs. Staff PP Champions to collate ideas for PP days out only – theatre, bowling, swimming, seaside etc.</p>	

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