

Brindishe Manor: Pupil Premium Strategy Statement 2018/19

1. Summary information					
School	Brindishe Manor				
Academic Year	2018/2019	Total PP budget	£165, 680	Date of most recent PP Review	Nov 18
Total number of pupils	471	Number of pupils eligible for PP	95 chd	Date for next internal review of this strategy	Nov 19

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	47	%
% making progress in reading	72	%
% making progress in writing	62	%
% making progress in maths	67	%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Poor communication skills including a restricted range of vocabulary
B.	Additional SEND or SEMH needs
C.	Lack of resilience and poor learning behaviour
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Parental engagement

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children to be able to communicate well and to have a wide range of vocabulary, in line with their peers.	PP children's attainment and progress in Reading, Writing and Maths is in line with non-disadvantaged peers and this is evident with end of year data and end of Key Stage data.
B.	Children are identified and supported as early as possible. Their progress is tracked carefully and interventions are put in place. Outside agencies are consulted if necessary.	PP children's needs are planned for after discussions in Pupil Progress meetings through a provision map. This is shared with key staff and evaluated once a term.
C.	Children are resilient when things go wrong and are willing to take part and ask for help if needed. They understand how to be a good learner.	PP children make good progress year on year and this is monitored by the Inclusion manager, Senior Leadership Team and teaching staff.

		Children are explicitly taught how to be resilient and how to be a good learner and demonstrate this in class.
D.	Parents feel welcome in the school and have a good relationship with staff. They feel able to support their child/ren and confident to ask for help and ideas.	Staff make a concerted effort to reach and include parents and all attend 'Meet the Teacher' meetings. Parents feel confident to ask for help and have a good relationship with staff.

5. Planned expenditure

Academic year	2018/2019
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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?
Disadvantaged children have a voice and lead their learning in class and in school.	<ul style="list-style-type: none"> - Staff trained on AfL and how to give targeted feedback. Children encouraged to self and peer assess. - Priority given to PP children as Leaders in Science, Maths, Sports, Art, Young Interpreters. 	<ul style="list-style-type: none"> - Research shows that children make more progress when involved in their own learning. Approach trialled in several classes and found to be very effective. All classes to take part. - Child Leaders have been successful in the past. They have developed their vocabulary and confidence. PP children chosen will have ownership of learning and then will make more progress. 	<ul style="list-style-type: none"> Staff training Monitoring Peer support Pupil voice 	Jenny Guest / SLT	Continual
Pupil Premium children will attain RWM combined in line with their peers.	<ul style="list-style-type: none"> - Focused reading, writing and maths sessions to develop specific skills. - Early identification of gaps in children's RWM attainment and lessons targeted to these gaps. 	<ul style="list-style-type: none"> - Whole class learning with more able children acting as role models has been proven to support children in the development of specific skills. - When gaps in particular subjects are identified early, teachers can employ a 'keep up, not catch up' approach. 	<ul style="list-style-type: none"> Lesson observations Planning scrutinies Pupil Progress meetings 	All teaching staff Assessment leads	Continual

Total budgeted cost	£93, 894
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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?
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Matching learning support to need	<ul style="list-style-type: none"> - Boosters and support groups targeted to disadvantaged children - Early interventions in EYFS and KS1 	<ul style="list-style-type: none"> - Children in small groups will make more progress with specific skills taught by TA or teacher. - Children make more progress with tailored support as early as possible which increases their confidence and resilience during lessons ready for KS2. 	Using discussions in Pupil Progress meetings Provision mapping meetings	Inclusion manager SLT	Half termly
Early intervention by outside agencies.	<ul style="list-style-type: none"> - Educational Psychologists advise on strategies to support children with additional needs as well as being disadvantaged. -Speech therapists help children with support such as language for thinking and Lego therapy to develop disadvantaged children's resilience and vocabulary. 	<ul style="list-style-type: none"> - Parents of disadvantaged children are well-supported and have access to professionals both in and outside of schools. - Children with resilience are more likely to ask for help, use feedback and take more ownership with their own learning. 	Using discussions in Pupil Progress meetings Provision mapping meetings	Inclusion manager SLT Teaching staff	Continual

Total budgeted cost £51, 974

iii. Other approaches

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?
Disadvantaged children develop vocabulary and confidence.	<ul style="list-style-type: none"> - Disadvantaged children targeted for after school clubs. - Enrichment activities such as music tuition and educational visits are subsidised 	<ul style="list-style-type: none"> - Access to a wider range of experiences will allow disadvantaged to develop their vocabulary. They will become more confident and have opportunities they would not have otherwise. 	Using discussions in Pupil Progress meetings	SLT Admin team Inclusion Lead	Half termly
Children are resilient, willing to tackle new challenges and take risks when learning.	<ul style="list-style-type: none"> - Staff trained in delivering strategies to develop resilience, including lunchtime supervisors. - Use of Place2Be to train staff by delivering circle times and emotional support within class and in Place2 talk. 	<ul style="list-style-type: none"> - Children are more likely to take risks in their learning in class. - Children feel more emotional stable and have less barriers to their learning. 	Discussions with Place2Be. Lesson obs. Staff discussions.	Attendance and Welfare Officer Inclusion Lead Teaching Staff	Continual.

Total budgeted cost £19, 812

6. Review of expenditure

Previous Academic Year		2017-2018		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Was the success criteria met? Impact on pupils not eligible for PP	Lessons learned (will the approach continue?)	Cost
Children leading their learning	<ul style="list-style-type: none"> • Develop critical thinking through investigative science with a focus on learning beyond the classroom • Children's teams (Digital leaders, Rights Respecting, Curriculum teams – such as Science, Maths, Sports and Art Leaders - Celebrate and Educate, Young Interpreters, Playtime Buddies etc) prioritise children influencing the direction of learning and shaping values • Class-based research underpins a review of AfL (assessment and feedback) strategies to identify those with highest impact and strongest 'agency' for children. Training disseminated across school • Greater use of self and peer assessment strategies build children's ability to identify their own next steps. 	<ul style="list-style-type: none"> - Outdoor learning has taken place in all classes especially Y4. Disadvantaged children are more confident and can talk to their peers about what they have been doing. - Children's leaders have helped develop the subject and spoken to staff and children about where they would want the subject to go next. - All children have taken more ownership of their learning through the new AfL strategies. Disadvantaged children are able to talk about what they need to do next and staff are able to target their teaching to gaps in knowledge. - Children are able to self and peer assess. Most have made progress with many of these children making accelerated progress. 	To continue	£69, 000

Resilience and mental health and wellbeing	<p>'Place to Be' funding prioritised to respond to mental health needs of children and their families and to lead training for staff on resilience and attachment</p> <ul style="list-style-type: none"> • Access to Educational Psychologist, Specific learning Difficulties support, Speech and Language therapist prioritised to provide timely support to children experiencing difficulties which impact learning • AWSO works closely with harder to reach families to build positive relationships between school and home • Weekly newsletter emailed to all families • Text reminders for key events (eg parent meetings), curriculum workshops, reminding about payment due, planning and organisation for eg school journey • Nudge texts encourage greater involvement • Translation services made available for letters, newsletters, website information etc • Place2Be presence in playground at playtime, around the school, at beginning and end of day • Creche offered at parent workshops to enable as many families as possible to attend • Child led projects where the children can share, learn alongside and teach their adults in school • Increased child led events such as assemblies and workshops aim to involve children from harder to reach families to promote engagement and build relationships with the school 	<ul style="list-style-type: none"> - Children and families feel supported and signposted in regard to accessing help for mental health / emotional difficulties - Access to outside agencies for support is timely and a priority - Parents and carers from harder-to-reach families have increased involvement and investment in school life and in particular with their child's learning 	To continue	£32, 475
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Was the success criteria met? Impact on pupils not eligible for PP	Lessons learned (will the approach continue?)	Cost

<p>Raising attainment in RW and M</p>	<ul style="list-style-type: none"> • 1:1 teacher support (Y6) • Year 5 / 6 boosters targeted at disadvantaged <ul style="list-style-type: none"> • Deployment of staff supporting learning is agile, responsive and appropriate, according to need • Staff training needs identified and training provided • Early intervention in Y1 to boost resilience – outdoor learning focus, targeted provision to develop oracy and vocabulary and broaden range of experiences • Small group support for disadvantaged in each year group <ul style="list-style-type: none"> • Programme of speech and language training for classroom staff on e.g. active listening and Lego therapy in EYFS/KS1/Y3 • Whole class reading strategy in KS2 builds on KS1 language and communication development, and focuses on broadening vocabulary and articulation of higher reading skills • Early intervention (EYFS / KS1/Y3) targets oral language and communication, including language for thinking 	<ul style="list-style-type: none"> - Disadvantaged children in Ys 5 and 6 at risk of underachieving receive targeted and personalised support to raise attainment and progress - Children enter KS2 with greater confidence, articulacy and a positive attitude to learning - End of year and end of key stage outcomes reflect closing the gap between PP and non-PP attainment, in particular in reading 	<p>To continue</p>	<p>£44, 605</p>
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iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Was the success criteria met? Impact on pupils not eligible for PP	Lessons learned (will the approach continue?)	Cost
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<p>Raising the profile of disadvantaged children</p>	<ul style="list-style-type: none"> • Close monitoring and tracking of disadvantaged children from their starting points and using end of Key Stage data to inform future focus • Timely data analysis, monitoring the attainment and progress of groups, identifying needs and gaps • Pupil Progress Meetings are data and key group focused • Staff team established by 'champions for our disadvantaged' to implement and monitor disadvantaged attainment as well as provide staff CPD • Disadvantaged focus written into all teacher leader job descriptions and action plans. All teacher leaders held accountable for progress of disadvantaged children • Regular triangulation of evidence from children's books / quality of provision / data 	<ul style="list-style-type: none"> - PP children first' focus for AfL, planning and provision - All staff across the school know our disadvantaged children - All classroom-based staff can articulate the individual learning and wellbeing needs of the PP children with whom they work, and have helped identify and plan for provision to meet those needs 	<p>To continue – new member of staff to take over Disadvantaged Champion whilst staff on maternity leave.</p>	<p>£4, 400</p>
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<p>7. Additional detail</p>
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