

Brindishe Manor: Pupil Premium Strategy Statement 2020/21

1. Summary information

School	Brindishe Manor				
Academic Year	2020/2021	Total PP budget	£122,717	Date of most recent PP Review	Nov 2020
Total number of pupils	451	Number of pupils eligible for PP	77	Date for next internal review of this strategy	Nov 2021

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	61%	65%
% making progress in reading	82%	73%
% making progress in writing	81%	78%
% making progress in maths	76%	79%

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.	Low overall language and communication skills
B.	Low levels of resilience and self-esteem linked to their learning
C.	Knowledge retention for Pupil Premium children with SEND
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Parental engagement with children's learning

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve RWM combined scores for all Pupil Premium children at the end of each key stage	<p>Children entitled to Pupil Premium funding will be tracked through school assessment systems and provision put in place to support their specific needs.</p> <p>Reading opportunities to be increased across the school and Pupil premium children will be identified and supported through use of reading and maths mentors</p>

		Develop children's vocabulary through targeted support and whole class teaching.
B.	Children are confident at taking on challenges in their learning being less reliant on support and more resilient when things go wrong. They will be active in whole class learning, taking part and asking for help if needed. They will see themselves as learners have good self-esteem about their learning and identify areas in which they thrive.	<p>Children confidently use feedback systems in class using 'support, practise, challenge' model.</p> <p>Children are explicitly taught about and how to be a good learner and demonstrate this in class. Dealing with mistakes by a teacher should be modelled and discussed with famous examples. Over-praise should be given to those who are resilient in learning. Identify strengths of PP children and opportunities should be given to support strengths/ talents to boost self-esteem. Clubs or Shine programs, trips or visitors could be created or facilitated to target these children.</p>
C.	Children are able to use strategies to support their working memory in order to retain key information from across the curriculum	<p>Leaders to develop strategies to support children on improving children's working memory, to identify positive impacts in retaining and knowledge from the curriculum.</p> <p>Leaders and teachers to identify successful strategies from areas of the curriculum and use these in other areas to improve children's retention of information.</p>
D.	Families of children entitled to Pupil Premium feel welcome and engage well with the school, their children's learning and the wider school community.	<p>Teachers ensure parents of Pupil premium children attend 'Meet the teacher' meetings and if unavailable set dates otherwise.</p> <p>Use the cultural passport to monitor and enhance opportunities for children entitled to Pupil premium.</p> <p>School staff including ASWO to ensure families entitled to pupil premium are encouraged and well supported to ensure families feel involved in the school and their children's learning.</p>

5. Planned expenditure

Academic year

2020/2021

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>Improve RWM combined scores for all Pupil Premium children at the end of each key stage – closing the gap between children entitled to Pupil Premium funding and those no eligible.</p>	<ul style="list-style-type: none"> - Early identification of gaps in pupil premium children’s RWM attainment and lessons - PPP meetings to have PP focus to identify and set provision for individual and group needs - Reading books/folders to monitor progress of specific children to track and support provision mapping - Classroom teaching to employ meta-cognition and SEL approaches - Use mentors within classroom to support PP children with their reading, writing or maths skills. - Reading records of PP children to form basis of SMART targets and classroom work to provide opportunity for targets to be met - The teaching of vocabulary explicitly taught through games and discreet activities to help children comprehension - When gaps in particular subjects are identified early, teachers can employ a ‘keep up, not catch up’ approach. - All teachers questioning models to target and support PP children engagement and involvement whole class and group learning. - Curriculum leads to attend hub meetings for their curriculum area to ensure best practise and new research informs teaching strategies used to support learners in class. Teachers use all areas of the curriculum to link opportunities to reading to extend vocabulary or to relate to the child (*1 SEL document to support) 	<ul style="list-style-type: none"> - Intersection of need highlights that children who are PP have lower attainment in reading and writing to maths. - School assessment data demonstrates a difference in attainment between PP children and non-PP children in KS1 being wider than in KS2. *7 - In addition, *3 earlier intervention should be in place for early years/ KS1 particularly in reading and writing to reduce gap as early as possible. - *1 SEL document shows use of open-ended questioning for reading comprehension linking emotional behaviours to their reading allows ‘greater vocabulary’ to be used. These approaches are beneficial to all and disadvantaged children. - *2 Shows in research, peer tutoring has positive effects on learning. 	<p>Staff training- input from core subject leads of how to use mentors in their subjects.</p> <p>Learning walks should show personalised support from mentors to meet the needs of PP children.</p> <p>Monitoring- in PPP meetings if children are making progress/ raising attainment</p> <p>Observations of teaching to ensure questioning is used effectively in class including for PP children.</p>	<p>English and Maths leads SLT PP lead</p>	<p>Termly at PPP meetings</p> <p>English and Maths teams to evaluate termly in line with data captures</p>

<p>Pupil children to be resilient and have a positive attitude about themselves and their learning – Children are confident at taking on challenges in their learning being less reliant on support and more resilient when things go wrong. They will be active in whole class learning, taking part and asking for help if needed. They will see themselves as learners have good self-esteem about their learning and identify areas in which they thrive</p>	<ul style="list-style-type: none"> - Teaching strategies support and model resilient behaviours (e.g.- spot the mistake, adult model making mistakes and how to fix/overcome them, Identify the learning from mistake made) - Praise used to support and celebrate when children persevere with challenges and demonstrate resilience in their learning. - Identify strengths of PP children and opportunities should be given to support strengths/ talents to boost self-esteem. - Use of philosophical discussions or problems to develop resilience - Use of Children’s Teams and peer mentoring systems. - To embed routine approaches, similar language should be modelled/scaffolded across the school ‘I made a mistake, and I learnt or I realised...’ ‘I found it tricky, so I ...’ This can be shown on maths/English working walls and mental health/well-being displays. This should also be encouraged with real life examples of mistakes and learning which came from these. *5 - Feedback policy to be followed and support pupil premium children in self-assessment and offer encouragement towards a challenge (teacher discretion) if they are less confident. (Use of challenge, more practice, need help strategy to support) - Pupil premium children are celebrated in a variety of context (in class, cross age learning, assemblies etc.), sharing their talents, abilities*2 	<ul style="list-style-type: none"> - Children who give better effort towards learning and those who seek help when they identify they are struggling, improve learning *4 - According to research, attainment can improve when ‘SEL approaches are embedded in the routine educational practices’ rather than taught discreetly *1 - SEL document recommends philosophical discussions and problems for children to develop SEL and resilience by discussing how they would tackle problems together *1 	<p>Learning walks demonstrate focus on mental health/wellbeing and the language of resilience.</p> <p>Evidence in planning of opportunities to develop resilience</p> <p>Pupil voice used to monitor/track impact of strategies</p> <p>PP Leaders to work closely with curriculum leads and mental health and wellbeing team to support the needs of the children across the whole school.</p> <p>PPP meetings with a PP focus to discuss progress and attainment – impact of systems to support resilience.</p>	<p>Mental Health and Wellbeing team</p> <p>SLT</p> <p>PP Lead</p>	<p>Review at PPP meetings and through data capture.</p> <p>Termly review implementation of actions and progress made.</p> <p>Pupil voice survey spring term</p>
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Total budgeted cost					£52,500
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 ?
Improved overall language and communication skills for children.	<ul style="list-style-type: none"> - Early interventions in EYFS and KS1 - Use of learning mentors from Yr 4 and 5 to support disadvantaged children in Yr 1, 2, 3 in R and W - mentors to be given examples questions and targeted activity to complete either within lessons or outside of lessons. - To track those who did not pass phonics screening and give extra interventions for those children in Yr 2 and 3 - Year 2 will continue with systematic teaching of phonics and identified children to have additional interventions with adults for those PP children who did not pass phonics screening *6 - Create vocabulary rich classrooms to support children's communication and language skills. 	<ul style="list-style-type: none"> - Children make more progress with tailored support as early as possible which increases their confidence and resilience. - *2 mentors will work with younger PP children to build their confidence and fluency of skills. - Previous years has shown that peer mentoring has had a positive effect and had impact on progress and attainment of PP children. - Pupil voice- children feeling that working with an older peer helps them in their learning 	<p>PPP meetings/ Data captures will monitor and track children's progress and attainment over time</p> <p>Curriculum leaders to monitor peer mentoring and provided training/support resources and evaluate regularly.</p>	Curriculum leads Inclusion leader SLT PP leader	Termly

<p>Children are able to use strategies to support their working memory in order to retain key information from across the curriculum</p>	<ul style="list-style-type: none"> - Activities/ games from research EEF to improve working memory - PP lead to research and looking at methods to support those with working memory needs. - Working with EP/external agencies for identified children with working memory needs. 	<ul style="list-style-type: none"> - Intersection of needs highlights that those who have SEN and are also disadvantaged have a lower attainment and are more vulnerable - A barrier for some of these children is retention difficulties which has a negative impact on learning (-32) according to Hattie’s research (2018) - *9 Limited research into improving working memory. BM look into developing strategies with external agencies to support individuals and where possible groups. (a subject which is necessary to retain facts) and other strategies adopted from other research/feedback from 	<p>Using discussions in Pupil Progress meetings Provision mapping meetings</p> <p>Children are able to recall and retain (use pre and post assessments of units of work)</p> <p>Work with inclusion lead and monitor impact in line with other provisions.</p>	<p>PP lead Inclusion lead</p>	<p>Implement Autumn term Evaluate Spring term</p>
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Total budgeted cost					£33, 217
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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 ?
<p>Families of children entitled to Pupil Premium feel welcome and engage well with the school, their children’s learning and the wider school community.</p>	<ul style="list-style-type: none"> - Parental workshops in early year to support early reading and writing, phonics and Inspire maths strategies – support parents in using new strategies that compliment what is taught at school. Teachers to encourage and speak to parents/carers at the door - Reading events with children and parents will be important such as reading challenges or World Book Day - Staff make a concerted effort to reach and include parents in key events across the school and 	<ul style="list-style-type: none"> - From research *10 emphasising to parents how needed and valued their involvement is and how their support makes a considerable to difference to a child’s performance is a key strategy for leaders to use for parental engagement 	<p>SLT and class teachers to ensure all families of children with PP funding attend meet the teacher. PP lead and Class teachers to ensure parents are encouraged to attend workshops to support their children Curriculum leads/PP lead to monitor and review</p>	<p>PP lead SLT Curriculum leads</p>	<p>Continual</p>

			families attending parent workshops. Curriculum leads to monitor parental engagement in 'Me' books and reading response books.		
Pupil premium children to be resilient and have a positive attitude about themselves and their learning	<ul style="list-style-type: none"> - Clubs or Shine programs, trips or visitors could be created or facilitated to target these children's strengths or talents - Some opportunities not provided outside of school, could be provided in school such as booster swimming lessons (this might also help develop a positive attitude) - After identifying Pupil Premium children strengths and discussing these in PPP meetings clubs/ shine programs/ trips or visitors should be acquired or facilitated to target and promote their self-esteem. - Whole school focus on mental health and well-being with strategies being taught explicitly in class on resilience - Support for children through ELSA and mentors where need is identified. 	<ul style="list-style-type: none"> - Positive self-concept has positive effects (0, 41) on learning Hattie (2018) - EEF T and L toolkit showing peer tutoring to have high impact on learning. In areas of strengths PP children should lead activities and teach their peers. 	<ul style="list-style-type: none"> - PPP meetings to discuss what enrichment opportunities would promote self-esteem and mental health - Children feel more emotional stable, feel proud or confident and have less barriers to their learning evident in pupil voice/learning walks. 	Attendance and Welfare Officer Inclusion Lead Teaching Staff SLT Sports Lead PP lead	Continual
Total budgeted cost					£37, 000

Review of expenditure				
Previous Academic Year		2019-20		
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 have a voice and lead their learning in class and in school.	<ul style="list-style-type: none"> - Staff training to continually develop AfL strategies and how to best use feedback to enable children to lead their learning. 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. 	<p>All staff trained on AfL feedback through staff meetings, but mostly with a focus on maths. What does this look like in English and particularly reading?</p> <p>No all mentors/leaders were PP children but many were supported by leaders of learning/curriculum areas. This had impact on attainment for identified children so will continue. Focus to be on promoting PP children as leaders not just supported by mentors.</p>	£47,500
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. 	There is still a difference in attainment for Pupil premium and non at the end of KS2 in RWM combined. We will continue to focus on closing the gap in attainment, however the progress of PP children in each subject area at the end of KS2 was above that on non PP children.	
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>Matching learning support to need</p> <p>Early intervention by outside agencies.</p>	<ul style="list-style-type: none"> - Boosters and support groups targeted to disadvantaged children - Early interventions in EYFS and KS1 <p>Access to Educational Psychologist, Specific learning Difficulties support, Speech and Language therapist prioritised to provide timely support to children experiencing difficulties which impact learning Speech therapists help children with support such as language for thinking and Lego therapy to develop disadvantaged children's resilience and vocabulary.</p>	<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. <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. 	<p>Children made progress with consistent intervention. Interventions to continue. Staffing to be reviewed to continue a consistent approach and to match staff training.</p> <p>Staff still feel there is an ongoing need to develop children's resilience (SCDP)</p> <p>Children learning mentors to help younger children who are disadvantaged as a consistent intervention worked well and was well managed having impact. Intervention to continue.</p> <p>Staff still feel there is an ongoing need to develop children's resilience (SCDP)</p>	<p>£31, 020</p>
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Was the success criteria met? Impact on pupils not eligible for PP</p>	<p>Lessons learned (will the approach continue?)</p>	<p>Cost</p>

<p>Disadvantaged children develop vocabulary and confidence.</p> <p>Children are resilient, willing to tackle new challenges and take risks when learning.</p>	<ul style="list-style-type: none"> - Disadvantaged children targeted for after school clubs. - Enrichment activities such as music tuition and educational visits are subsidised - 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"> - 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. - Staff still feel from reflection SCDP that resilience and mental health is still a key area for our school, particularly for disadvantage children (Inset day June 2019) and staff meeting (18th Sep 2019). - Place2Be aren't 	<p>Children are targeted for after school clubs. Difficult to measure affect.</p> <p>Same desired outcome but change the chosen action for 19/20 strategy.</p> <p>Working to train staff to be school ELSA and set up new 'It's good to talk' to support children. Continue to work with staff, ASWO and SLT to support identified children.</p>	<p>£35,000</p>
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6. Additional detail

- (Basic retrieval; prior knowledge; visualising; predicting; decoding; synthesis; questioning; clarification; purpose; inference; summarising; evaluation)

Appendices:

- *1 The EEF (2019) Improving Social and Emotional Learning document has evaluated a number of programmes that seek to improve 'learning to learn' skills. For three of these programmes there were indications that they were particularly beneficial for pupils from low income families. Y2 teacher and Y6 teacher both on meta-cognition courses this year, to relay information to other staff to help children in 'learning to learn' in a classroom approach, and then to focus our efforts on how to use these to improve reading. (DfE, 2015, Supporting the attainment of disadvantaged pupils: articulating success and good practice report, also showed schools using meta-cognition strategies were more successful in raising attainment for disadvantaged children)
- *2 According to Hattie's meta-analysis of visible learning: influences and effect sizes (2011; revised 2018), the effects of teaching strategies peer tutoring has a 0,53 positive effect on children's learning.
- *3 Hattie's research also shows early intervention has 0,43 positive effect
- *4 Children who give better effort towards learning and those who seek help when they identify they are struggling, improve learning (Hattie's research 0,77/ 0,73 positive effect) while Motivation given by staff or peers was (0,42) also positive
- *5 Hattie's research determines that scaffolding has a 0,82 positive effect on learning. Therefore if children see adults or people they admire learning from mistakes and language is consistently scaffolded across the school, then children will come to see that if they make mistakes these opportunities to show learning and resilience.
- *6 EEF Improving Literacy research (2016) details that in both KS1 and KS2 teaching of vocabulary improves reading and writing. It also stipulates that children should be taught a systematic phonics programme to improve literacy and intervention when needed.
- *7 Power of Reading (2015) 'the problem (children falling behind in reading) is particularly acute among our poorest children' (iv). Comprehension skill must be taught earlier on, as this is necessary when they get older.
- *8 Power of Reading (2015) document specifies that accountability of those PP children who behind in reading is imperative to school's improvement of reading.
- *9 However EEF (2019) Improving Working Memory research showed that there was little improvement for PP children outside classroom and that interventions were costly. It was recommended that activities to improve working memory to be done in class with teachers.
- *10 Campbell, C. (2011) How to involve hard-to-reach parents: encouraging meaningful parental involvement with schools.