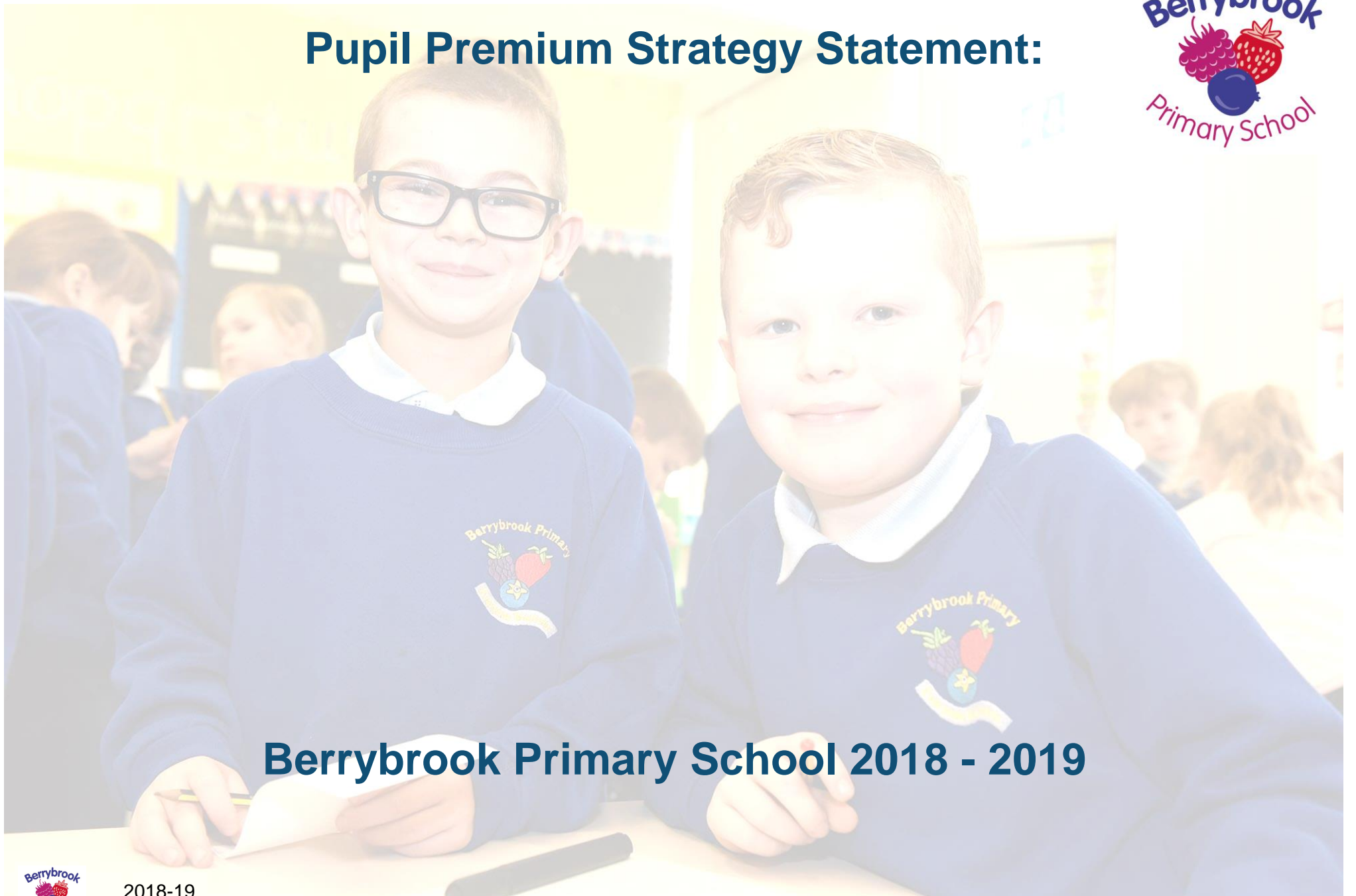


# Pupil Premium Strategy Statement:



**Berrybrook Primary School 2018 - 2019**

1. Summary information					
School	Berrybrook Primary School				
Academic Year	2018-19	Total PP budget	£161,040	Date of most recent PP Review	
Total number of pupils	253 (inc Nursery) 229 (exc Nursery)	Number of pupils eligible for PP	135 (inc Nursery) 124 (exc Nursery)	Date for next internal review of this strategy	July 2019

2. Current attainment						
Year 1 Phonics – 29 pupils (17 PP) KS1 – 30 pupils (20 PP) Year 2 Phonics – KS2 – 30 pupils (18 PP)	KS1 Pupils eligible for PP (your school)		KS1 All Pupils (national average)	KS2 Pupils eligible for PP (your school)		KS2 All Pupils (national average)
	PP Pupils	% out of cohort		PP Pupils	% out of cohort	
% of pupils achieving expected standard in reading, writing and maths	N/A	N/A	N/A	5	28%	61%
% of pupils achieving expected standard making in reading	9	45%	75%	9	50%	72%
% of pupils achieving expected standard in writing	7	35%	70%	13	72%	76%
% of pupils achieving expected standard in maths	10	50%	76%	9	50%	75%
% of pupils achieving the phonics standard in Year 1	17	76%	81%	N/A	N/A	N/A
% of pupils achieving the phonics standard in Year 2	11	73%	90%	N/A	N/A	N/A

3. Cohort information							
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Number of children	29	30	29	29	32	33	33
Number of pupil premium	12	15	17	18	20	20	22

#### 4. Barriers to future attainment (for pupils eligible for PP, including high ability)

##### In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

<b>A.</b>	Pupils resilience and perseverance in learning – they are anxious to try new things and fail.
<b>B.</b>	Pupils come into school with very poor communication and language skills.
<b>C.</b>	Pupils have low self-regulation skills and struggle to deal with conflict and emotions.
<b>D.</b>	Underdeveloped skills in English and Mathematics.
<b>E.</b>	Some pupils' physical development is below that expected for their age.

##### External barriers *(issues which also require action outside school, such as low attendance rates)*

<b>F.</b>	Attendance and lateness of some pupils.
<b>G.</b>	A percentage of pupils and families in need of support from an Early Help Assessment, Child in Need Plan or a Child Protection Plan.
<b>H.</b>	Parental engagement

#### 5. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<p>Pupils are confident in and can work independently from adults, demonstrating that they have not afraid to try and fail.</p> <p>Measured through monitoring behaviour rates and progress of learning.</p>	<ul style="list-style-type: none"> <li>• Reduction in incidents of poor learning behaviours.</li> <li>• Diminishing gap between PP and national average.</li> <li>• Pupils demonstrate confidence within the classroom.</li> <li>• Pupils can work independently and produce the require quality and quantity.</li> </ul>
<b>B.</b>	<p>Pupils are making at least expected progress towards there are related expectations in communication and language.</p> <p>Measured by the rate of progress children are making in Early Years/rates of progress in Reading and Writing in later years and their attainment against the age related expectations.</p>	<ul style="list-style-type: none"> <li>• Disadvantaged pupils with lower starting points are making more than expected progress in order to diminish the gap.</li> <li>• Disadvantaged pupils with high starting points are making progress in line with non-disadvantaged pupils, if not better.</li> </ul>
<b>C.</b>	<p>Pupils have the skills required to deal with different life situations and make informed choices about their responsibilities towards others and themselves.</p> <p>Measured through the behaviour logs and recording of incidents.</p>	<ul style="list-style-type: none"> <li>• Reduction in the number of incidents of poor behaviour outside the classroom.</li> <li>• Reduction is the number of incidents of poor learning behaviours in the classroom.</li> </ul>
<b>D.</b>	<p>All children achieve age related expectations by the time they leave at the end of Key Stage 2, with a significant number of pupils exceeding age related expectations.</p> <p>Measured through rates of progress and attainment.</p>	<ul style="list-style-type: none"> <li>• Disadvantaged pupils make better than expected progress to attain at least age related expectations at the end of Key Stage 2.</li> </ul>

<p><b>E.</b></p>	<p>Disadvantaged pupils have access to a high quality and stimulating Early Years Environment which allows them to confidently explore their surroundings and improve their physical development. Pupils joining after EYFS, have the opportunity to improve their physical development through high quality PE and specific interventions.</p> <p>Measured through learning walks, lesson observations and analysis of data.</p>	<ul style="list-style-type: none"> <li>• During lesson observations, evidence that pupils can move freely between indoor and outdoor environment.</li> <li>• Disadvantaged pupils starting with poor physical development, make better than expected progress.</li> </ul>
<p><b>F.</b></p>	<p>Attendance is better than the national average.</p> <p>Measured through attendance data and discussed with school Educational Welfare Officer.</p>	<ul style="list-style-type: none"> <li>• Attendance is at least 96.4%.</li> </ul>
<p><b>G.</b></p>	<p>Children and families receive the support to ensure that any barriers to learning are minimised.</p> <p>Measured through data taken from CP, CIN or EHA plans.</p>	<ul style="list-style-type: none"> <li>• Staff are vigilant and communicate effectively any concerns to the Designated Safeguarding Lead through the internal Record of Concerns form.</li> <li>• Staff/external agencies are following recommended actions within appropriate timescales.</li> </ul>
<p><b>H.</b></p>	<p>A higher proportion of parents engage in taking an interest in their child's education.</p> <p>Measured through attendance data for school events.</p>	<ul style="list-style-type: none"> <li>• 75% of parents attend Parent Consultations or target setting meetings.</li> </ul>



## 6. Planned expenditure

Academic year

2018 – 2019

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>B.</p> <p>Pupils are making at least expected progress towards there are related expectations in communication and language.</p> <p>Measured by the rate of progress children are making in Early Years/rates of progress in Reading and Writing in later years and their attainment against the age related expectations.</p>	<p>Sustaining a good quality 'Terrific for Twos' provision to support early intervention of language and communication development for disadvantaged children.</p> <p><b>2 x L3 TAs - £39,638</b></p> <p>Targeted intervention for selected children through Language Land in EYFS</p> <p><b>Cost of Level 3 TA – 2 hours per day £4719</b></p> <p>Staff to implement use of Helicopter stories to develop communication and language skills across the phase.</p> <p>Development of communication rich learning environments.</p>	<p>Market research and Strengthening Families Hub provided evidence of a need within the community to continue to support disadvantaged children from the age of 2.</p> <p>Evidence from research carried out by the EEF toolkit states that Early Years and Oral Language Interventions add considerable value to children's learning and progress.</p> <p>2018-19 Baseline data suggests Children enter our EYFS provision with CL skills well below that expected for age.</p> <p>Evidence from progress measures and EYFSP outcomes last academic year show positive impact on communication outcomes</p>	<p><b>Identify a lead practitioner/phase leader to oversee the actions.</b></p> <p><b>Regular formal and informal monitoring /learning walks including but not exclusively: Observations, learning walks, learning journey trawls and discussions with staff.</b></p> <p><b>Feedback from any training attended – identification of how training has been implemented.</b></p> <p><b>Data analysis to monitor impact on children's development.</b></p>	EP	Termly
				EP	Half termly
				EP	Spring
				EP	Ongoing

Evaluation:

<p>D.</p> <p>All children achieve age related expectations by the time they leave at the end of Key Stage 2, with a significant number of pupils exceeding age related expectations.</p> <p>Measured through rates of progress and attainment.</p>	<p>Coaching/ Mentoring of new Year 6 teachers to ensure high expectations and reflective teaching.</p> <p><b>DHT Leadership time - £24,599.50</b></p> <p>CPD for Year 6 teachers to ensure they have a greater knowledge of end of year expectations in Year 6.</p> <p><b>DHT x5 hrs per week - £7,903.20</b></p> <p>Continue to ensure that feedback is of a high quality and regular.</p> <p><b>20x hrs – Termly for SLT /Pupil Premium Campion monitoring - £5838.60</b></p> <p>Develop staff skills to provide opportunities for working at greater depth, including specific PHMAT Greater Depth days.</p> <p><b>DHT release time - £1228.44</b></p> <p>Booster sessions for Year 6 pupils in the lead up to SATs.</p> <p><b>DHT x5 hrs per week - £7,903.20</b></p> <p>Regular testing and assessment to be used to inform teaching and planning. These will also involve Pupil Progress Meetings.</p> <p><b>Employ Level 3 TA to support pupil premium</b></p>	<p>Evidence from research carried out by the EEF shows that high quality feedback, metacognition, mastery teaching and one-to-one tuition all add considerable value to pupil's progress.</p> <p>Furthermore, past books show us that where feedback and marking is of high quality, the pupils demonstrate a better understanding of how to improve their learning.</p> <p>Past evidence shows that Year 6 booster sessions have had a significant impact on the vast majority reaching age related expectations.</p> <p>Evidence from the EEF toolkit shows that individualised instruction has an impact on the progress of pupils.</p>	<p><b>Regular feedback and coaching sessions to reflect on teaching and expectations.</b></p> <p><b>New and experienced Year 6 teachers to attend mandatory and optional CPD.</b></p> <p><b>Regular formal and informal monitoring to ensure the quality of teaching remains high through: Observations, learning walks, learning book trawls, pupil discussions and discussions with staff.</b></p> <p><b>Pupils offered and attend Booster sessions and attainment/ progress improves.</b></p> <p><b>Planning and teaching matches the needs of the pupils, whose attainment and progress improve.</b></p>	<p>AS</p> <p>AS</p> <p>SLT</p> <p>SLT</p> <p>AS</p> <p>EP</p> <p>SLT</p>	<p>On-going</p> <p>On-going</p> <p>Termly</p> <p>Termly</p> <p>Spring</p> <p>On-going</p>
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	interventions across KS2 - £8502				
<b>Evaluation:</b>					
E.	Develop resources in the outdoor and indoor provision to ensure that there is consistency and progression through the Key Stage.  Targeted CPD/ Coaching/ Mentoring sessions specific to the Key Stage. Continue to develop and extend outdoor learning environment <b>HT x2 hrs per week - £3491.47</b>	Evidence from monitoring across the school has shown that effective coaching plans have a positive impact on the quality of teaching.  Evidence from the Development Matters document shows the importance of the 'Enabling Environment'.	<b>Regular formal and informal monitoring including but not exclusively: Observations, learning walks, learning journey trawls and discussions with staff.</b>  <b>Identify and target key staff to further improve their practice through coaching and mentoring with a focus on: In lesson support, visits to other outstanding EYFS environments, peer coaching/support and training.</b>	EP  EP	Termly  On-going
<b>Evaluation:</b>					
					<b>Total budgeted cost</b>
<b>ii. Targeted support</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>
A.  Pupils are confident in and can work independently from adults, demonstrating	Introduce weekly wellbeing sessions for children.	Evidence from research carried out by the EEF shows that metacognition and mastery teaching add considerable value to pupil's progress.	<b>Provide staff with high quality CPD and resources to use during wellbeing sessions.</b>	EP  SLT	Autumn  Termly

<p>that they have not afraid to try and fail.</p> <p>Measured through monitoring behaviour rates and progress of learning.</p>	<p>Develop staff skills to provide opportunities for pupils to use reasoning skills in a variety of ways.</p> <p>Fund/part fund trips and residential visits. <b>trips and residential - £500</b></p> <p>Targeted Emotional/Wellbeing intervention.</p> <p><b>HLTA hourly cost x6 hrs per week - £1822.50</b></p> <p>Targeted intervention for identified pupils falling behind, these are identified in Pupil Progress Meetings. <b>Estimated – TA costings £42,052.50</b></p> <p>'Keep up' interventions for pupils who need more work on something taught that day. <b>Estimated – TA costings £12,615.75</b></p>	<p>Evidence from research demonstrates the positive impact on pupil's well-being. Trips improve children's learning as they provide them with real life experiences that they may not alternatively have.</p>	<p><b>Regular formal and informal monitoring including but not exclusively: Observations, learning walks, learning journey trawls and discussions with staff.</b></p> <p><b>SLT to review trips at the beginning of the year to ensure that links to curriculum are explicit.</b></p> <p><b>Monitoring of quality of interventions through learning walks and pupils' progress.</b></p> <p><b>Monitoring of quality of interventions through learning walks and pupils' progress.</b></p>	<p>SLT</p> <p>AS</p> <p>AS</p>	<p>Autumn</p> <p>Termly</p> <p>Termly</p>
<p><b>Evaluation:</b></p>					
<p>C.</p> <p>Pupils have the skills required to deal with different life situations and make informed choices about their responsibilities towards others and themselves.</p>	<p>Staff to continue to use and refer to the School Core Values regularly and when using the school behaviour system.</p> <p>Develop Lunchtime Supervisors use and knowledge of the School Core Values.</p>	<p>Evidence from pupil monitoring shows that pupils respond well to the core values – Believe, Enjoy, Responsible, Respect, You can Do It!</p> <p>Evidence from pupil interviews shows that they value experiences which provides them with the knowledge of the options available to make informed decisions about later life and develop aspirations for the future.</p>	<p><b>Monitor behaviour logs and number of 'Red Card' incidents to ensure consistency and decreasing number of incidents.</b></p> <p><b>CPD for staff and coaching/mentoring during lunchtimes.</b></p>	<p>SLT</p> <p>AS/ NB</p> <p>TC</p>	<p>Termly</p> <p>Autumn</p> <p>On-going</p>



<p>Measured through the behaviour logs and recording of incidents.</p>	<p>Establish links with local businesses to allow pupil to gain a broader range of real life experiences outside the classroom.</p> <p>Develop role of the Learning Mentor and to provide/provide access to high quality therapeutic and behavioural interventions that support pupils' social, emotional welfare and development.</p> <p>As above - HLTA hourly cost x6 hrs per week - £1822.50 HT hourly cost x1 hr per week - £1745.74</p>	<p>Evidence from research carried out by the EEF shows that Social, Emotional and behavioural interventions add considerable value to pupil's progress.</p>	<p><b>Pupils show aspirations for the future and can discuss what they have learnt from working with local businesses and their real life experiences.</b></p> <p><b>Allocate Assistant Education Psychologist time to targeted vulnerable pupils.</b></p> <p><b>Regular inclusion team meetings to review support put in place for key pupils and identify future pupils for early intervention.</b></p>	<p>VT/ TC</p> <p>EP</p>	<p>On-going</p> <p>Once a month</p>
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**Evaluation:**





<p>G.</p> <p>Children and families receive the support to ensure that any barriers to learning are minimised.</p> <p>Measured through data taken from CP, CIN or EHA plans.</p>	<p>Regular inclusion meetings in order to discuss/ give feedback about pupils and families and how they can be best supported.</p> <p>Continue to develop role of Learning Mentor to work with and support identified vulnerable families (see costing above)</p> <p>Ensure a school representative attends professionals' meetings at all levels. SLT costing x2 hrs per week - £3491.47</p> <p>Structured safeguarding plan to be put in place identifying opportunities for staff training. Staff training sessions to be held throughout the year.</p>	<p>Evidence from school data shows if children are experiencing trauma, they are less likely to learn well.</p>	<p><b>Report statistical data on the number of plans to governors on termly basis.</b></p> <p><b>Regular inclusion team meetings to review support put in place for key pupils and identify future pupils for early intervention.</b></p> <p><b>Attendance at all meetings.</b></p> <p><b>Attend regular safeguarding updates.</b></p> <p><b>All staff to attend specific safeguarding/ complete on line safeguarding training.</b></p> <p><b>Review safeguarding plan half termly.</b></p>	<p>EP</p> <p>EP</p> <p>SLT</p> <p>EP</p> <p>EP</p> <p>EP</p>	<p>Termly</p> <p>Every month</p> <p>On-going</p> <p>On -going</p> <p>On-going/ Autumn 1</p> <p>Half Termly</p>
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**Evaluation:**

**Total budgeted cost**

**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>F.</p> <p>Attendance is better than the national average.</p> <p>Measured through attendance data and</p>	<p>Regular attendance meetings with the EWO to target persistent absences. HT ½ hr per week - £873.09</p>	<p>Evidence from data shows that low attenders are often low attaining pupils. This impact on their future outcomes.</p>	<p><b>EP to attend EWO meetings.</b></p> <p><b>Inclusion Team support parents to improve attendance, which in turn improves.</b></p>	<p>EP</p> <p>EP/ VT</p>	<p>Every 2 weeks</p> <p>On-going</p>

<p>discussed with school Educational Welfare Officer.</p>	<p>Support families through Early Help Assessment (costed above)</p> <p>Rewards for consistently good attendance.</p> <p>Early intervention/ action to be taken when attendance drops below required percentage.</p>		<p><b>A higher number of pupils are gaining attendance awards and school attendance improves.</b></p> <p><b>Letters sent out to parents whose children's attendance has dropped and attendance improves.</b></p>	<p>EP</p> <p>EP</p>	<p>Termly</p> <p>On-going</p>
<p><b>Evaluation:</b></p>					
<p>H.</p> <p>A higher proportion of parents engage in taking an interest in their child's education.</p> <p>Measured through attendance data for school events.</p>	<p>Regular parent workshops for various occasions and subjects.</p> <p>Using the pupils to make promotional materials that advertise the events.</p> <p>Hold informal coffee mornings.</p> <p>Termly Parent Forums.</p> <p>Advertise using digital display board at the front of school.</p> <p>Hold termly Parent Consultations.</p> <p>Hold individual target setting meetings for identified pupils with SEND.</p> <p><b>SENDCO x2 hrs</b></p>	<p>Evidence from research carried out by the EEF shows that parent involvement adds considerable value to pupil's progress.</p> 	<p><b>Attendance at parent workshops monitored and trends identified.</b></p> <p><b>Attendance monitored using/ not using pupil made promotional material, is there an increase?</b></p> <p><b>Monitor attendance at less formal events.</b></p> <p><b>Monitor attendance and variety of parents attending forums. Report back to Governors on findings from forums.</b></p> <p><b>Ensure digital board is used to advertise events and monitor attendance to see if there is an increase.</b></p> <p><b>Monitor attendance and continue to come up with strategies to continue to improve.</b></p> <p><b>Monitor attendance and continue to come up with strategies to continue to improve.</b></p>	<p>SLT</p> <p>SLT/ AN</p> <p>TC</p> <p>EP</p> <p>EP/ KW</p> <p>EP</p> <p>VT</p>	<p>Half termly</p> <p>On-going</p> <p>Termly</p> <p>Termly</p> <p>On-going</p> <p>Termly</p> <p>Termly</p>

	x 7 classes x 3 terms - £616.56 Teacher x2 hrs x 7 classes x 3 terms - £947.52				
<b>Evaluation:</b>					
<b>Total budgeted cost</b>					168,488.54

