

# Pupil premium strategy statement:



**Berrybrook Primary School 2017/2018**

1. Summary information					
School	Berrybrook Primary School				
Academic Year	2017-18	Total PP budget	£157,080	Date of most recent PP Review	n/a
Total number of pupils	253 *inc Nursery & Terrific for Twos 235 *inc Nursery 205 *exc Nursery & Terrific for Twos	Number of pupils eligible for PP	113	Date for next internal review of this strategy	TBC

2. Current attainment						
Year 1 Phonics – 31 pupils (16 PP) KS1 – 27 pupils (14 PP) Year 2 Phonics – 27 pupils (16 PP) KS2 – 29 pupils (16 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	31%	52%
% of pupils achieving expected standard making in reading	8	57%	74%	9	56%	66%
% of pupils achieving expected standard in writing	4	29%	65%	10	63%	72%
% of pupils achieving expected standard in maths	9	64%	73%	9	56%	70%
% of pupils achieving the phonics standard in Year 1	13	81%	81%	N/A	N/A	N/A
% of pupils achieving the phonics standard in Year 2 Year 2 Phonics – 14 pupils (10 PP)				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	27	27	30	30	33	29
Number of pupil premium	2	15	16	14	21	21	18

4. 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>	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.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<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>	Pupils develop confidence to become successful, independent learners. This will be measured through monitoring behaviour rates and progress of learning.	<ul style="list-style-type: none"> <li>Reduction in incidents of poor behaviour.</li> <li>Diminishing gap between PP and national.</li> </ul>
<b>B.</b>	Pupils demonstrate at least age related communication and language skills. This will be measured by the rate of progress children are making in Early Years along with the EYFSP outcomes and the rates of progress in reading and writing in later years.	<ul style="list-style-type: none"> <li>Disadvantaged pupils with lower starting points are making more progress to diminish the gap.</li> <li>Disadvantaged pupils with high starting points are making progress in line with non-disadvantaged pupils.</li> </ul>
<b>C.</b>	Pupils develop the skills to deal with different life situations and make informed choices about their responsibilities towards others and themselves. This will be measured through the behaviour logs and recording of incidents. Outcomes of pupil discussions in termly monitoring will also report on pupils perception of behaviour in school.	<ul style="list-style-type: none"> <li>Reduction in the number of incidents of poor behaviour.</li> <li>Pupils report that behaviour in school is improving.</li> </ul>

<b>D.</b>	A significant majority of Disadvantaged pupils exceed age related expectations by the time they leave Year 6. This will be measured through rates of progress and attainment.	<ul style="list-style-type: none"> <li>Disadvantaged pupils make better than expected progress to attain at national averages in Year 6.</li> </ul>
<b>E.</b>	Disadvantaged pupils have access to a high quality and stimulating Early Years Environment that allows them to confidently explore their surroundings and improve their physical development. This will be measured through learning walks, lesson observations and analysis of data.	<ul style="list-style-type: none"> <li>During lesson observation, 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>
<b>F.</b>	Attendance is in line with national averages. This will be measured through statistical data.	<ul style="list-style-type: none"> <li>Overall school attendance is at least 96%</li> <li>Attendance of DP is at least 96%</li> </ul>
<b>G.</b>	Children and families receive the support to ensure that any barriers to learning are minimised. This will be measured through data taken from CP, CIN or EHA plans	<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>
<b>H.</b>	A higher proportion of parents engage in taking an interest in their child's education. This will be measured through attendance data for school events.	<ul style="list-style-type: none"> <li>70% of parents attend Parent Consultations or target setting meetings</li> <li>75% parents attend parent workshops and pupil/parent events.</li> </ul>

## 6. Planned expenditure

Academic year

2017/18

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?
B. Pupils demonstrate at least age related communication and language skills. This will be measured by the rate of progress children are making in Early Years and the rates of progress in reading and writing in later years.	<p>Sustaining a good quality 'Terrific for Twos' provision to support early intervention of language and communication development for disadvantaged children.</p> <p>(SLT cost + 1 hour per week = 53.68pw (£2388.76) Cost of EYFS consultant – £33.31 1x 2hrs per week = 66.62pw (£2964.59)</p> <p>Targeted intervention for selected children through Language Land in 2s and Nursery.</p> <p>(Cost of Level 3 TA – 2 hours per day 12.10ph) £4719</p> <p>Development of communication rich learning environments</p> <p>Cost</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>Evidence from progress measures and EYFSP outcomes last academic year show positive impact on communication outcomes</p>	<p>Identify a lead practitioner to oversee the actions.</p> <p>Regular formal and informal monitoring including but not exclusively: Observations, learning walks, learning journey trawls and discussions with staff.</p> <p>Feedback from any training attended – identification of how training has been implemented.</p>	HoS	Termly

#### Evaluation :

Evidence from termly monitoring and learning walks show all provisions across Early Years Foundation Stage provide good with much outstanding provision that supports children to make sustained progress.

#### Terrific for Twos

76% of pupils made at least expected progress in Listening and Attention. 82% of pupils made at least expected progress in Understanding. 82% of pupils made at least expected progress in Speaking.

#### Nursery

87% of pupils made at least expected progress in Listening and Attention. 87% of pupils made at least expected progress in Understanding. 87% of pupils made at least expected progress in Speaking.

**Reception**

90% pupils made at least expected progress in communication and language. 41% made better than expected progress in communication and language.  
 77% pupils within Reception class left EYFS working within ARE in Listening and Attention. 67% pupils within Reception class left EYFS working within ARE in Understanding. 70% % of 67%DP pupils within Reception class left EYFS working within ARE for Communication and language.

**KS1**

Reading- 60% of pupils achieved expected standard. 45% of disadvantaged pupils achieved expected standard.  
 Writing -53% of pupils achieved expected standard. 35% of disadvantaged pupils achieved expected standard.

**KS2**

Reading- 60% of pupils achieved expected standard. 80% of disadvantaged pupils achieved expected standard. Reading Progress measure : +3.5 DP progress measure: +4.2  
 Writing -80% of pupils achieved expected standard. 71% of disadvantaged pupils achieved expected standard. Writing Progress measure : +4.3 DP progress measure: +4.4

<p>D. Pupils make strong progress in each year group to ensure that the gap is diminished and that a significant majority of pupils make better than expected progress and are working within ARE or at greater depth by the time they leave Year 6. This will be measured through rates of progress and attainment.</p>	<p>Continue to ensure that feedback is of a high quality.</p> <p><b>£36,034 (this is based on 30 days monitoring by SLT)</b>  <b>£1,000(Training cost)</b>  <b>£10,000 (resources across school)Total cost £47,034</b></p> <p>Develop staff skills to provide opportunities for working at greater depth and develop deepend thinking skills</p> <p><b>Staff meeting cost – AHT 1 hour per week for coaching or staff meeting delivery. ( £47.37pw)</b>  <b>£2107.52</b></p> <p>Booster sessions for Year 6 pupils in the lead up to SATs.  <b>(Staff cost for extra sessions 3 staff 1 hour per week for 15 weeks. STAFFING = £1635.29</b></p> <p>Development of teaching staff participant to ensure high quality teaching.</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 were 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><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>HoS/AHT</p> <p>HoS/AHT</p> <p>AHT</p> <p>AHT</p>	<p>Termly</p>
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	<p>Staff meeting cost –  SLT 1x hour x 18 = £852.48  SLT 1x hour x 18 = £966.24  ( Total 1818.72)</p>				
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Evaluation:

Staff CPD delivered with focus of developing and deepening pupil’s thinking within lessons. Monitoring evidence demonstrates impact of CPD within teaching. Booster sessions have taken place twice week for Spring term in both Years 2 and 6. Overall Monitoring outcomes: 80% of teaching, learning and assessment across school is at least good.

End of Key Stage Outcomes:

**KS1**

Reading- 60% of pupils achieved expected standard. 45% of disadvantaged pupils achieved expected standard.  
Writing -53% of pupils achieved expected standard. 35% of disadvantaged pupils achieved expected standard.  
Maths- 60%

**KS2**

Reading- 60% of pupils achieved expected standard. 80% of disadvantaged pupils achieved expected standard. Reading Progress measure : +3.5 DP progress measure: +4.2  
Writing -80% of pupils achieved expected standard. 71% of disadvantaged pupils achieved expected standard. Writing Progress measure : +4.3 DP progress measure: +4.4  
Maths - 63% of pupils achieved expected standard. 53% of disadvantaged pupils achieved expected standard Maths Progress measure : +2.3 DP progress measure: +1.4

<p>E. Disadvantaged pupils have access to a high quality and stimulating Early Years Environment that allows them to confidently explore their surroundings and improve their physical development. This will be measured through learning walks, lesson observations and analysis of data.</p>	<p>HoS to set up coaching and mentoring plans for selected EYFS staff to develop skills in provision..  (Cost of time = 1 hour per week = £2147.20   Develop and extend outdoor learning environment   (£1000 on resourcing  SLT staff meeting time = £322.08 + £199.86   Total £1521.94</p>	<p>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’.</p>	<p><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></p>	<p>Phase Leader</p>	<p>Termly</p>
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Evaluation:



- Outcomes of monitoring show disadvantaged children within EYFS have access to high quality planned learning environments that promote exploration and development of skills in all curriculum areas.
- Monitoring and learning walk evidence show both indoor and outdoor environments provide opportunity for children to develop their fine and gross motor skills. Opportunities for physical sensory exploration is promoted for our younger children in Terrific for Twos. In both Nursery and Reception classes children have access to “finger gym” activities/resources daily within the provision. The outdoor environment does provide opportunity for gross motor skills to be developed but further resource enhancements and development is planned for these opportunities to be enriched.
- Outcomes in Physical Development show that 66% of disadvantaged children left EYFS with skills in physical development within or beyond age related expectations.

**Total budgeted cost**

## 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><u>A. Pupils develop confidence to become successful, independent learners. This will be measured through monitoring behaviour rates and progress of learning.</u></b></p>	<p>Introduce ‘SDP’ thinking skills within lessons  <b>Inset/staff meeting time = £303.12</b></p>	<p>Evidence from monitoring and pupil outcomes show pupils make better progress in year groups where thinking skills are challenged.</p>	<p>EP/AS to deliver staff training. Monitor impact in Spring/Summer monitoring.</p>	HoS	Spring 2018
	<p>Develop staff skills to provide opportunities for working at greater depth allowing pupils to apply skills through reasoning.  <b>See cost above for CPD delivery.</b></p>	<p>Evidence from research carried out by the EEF shows that metacognition and mastery teaching add considerable value to pupil’s progress.</p>	<p>Implement reviews of previous staff training on working at greater depth. Identify staff meeting time for this to take place.</p>	SLT	Autumn-Spring
	<p>Implement SUMO strategies/space in school.  <b>SLT cost – £439</b>  <b>Resourcing - £1000</b></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>Phase leaders to review trips at the beginning of the year to ensure that links to curriculum are explicit..</p>	All staff HoS/AEP/ Headstart staff	
	<p>Staff training from AEP/ Headstart staff to further develop staff skills /role of Learning Mentor in developing independence and resilience in pupils.</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>Work with Teach First mentor to establish training plan.</p>	SLT	Termly
<p>Fund/part fund trips and residential visits.  <b>(Apportioned cost of trips £5000)</b></p>	<p>Teachfirst is specifically targeted at schools with high numbers of disadvantaged pupils and is suggested to have good impact on</p>				

	<p>Development of Teachfirst / NQT Participant to ensure high quality teaching.          (Apportion half of cost of Teachfirst, half of JB cost and coaching - £10,052)</p> <p>Targeted intervention for identified pupils falling behind.          (Staff cost of interventions) £50,000</p>	<p>the quality of teaching and leadership.</p>			
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**Evaluation:**

- Staff CPD delivered with focus of developing and deepening pupil's thinking within lessons. Monitoring evidence demonstrates impact of CPD within teaching.
- School have worked collaboratively with HEADSTART to provide CPD in resilience development for pupils within school. Staff have understanding of SUMO principles.
- Year 6 residential well attended –
- Pupil progress meetings have taken place each half term with focus on pupils who had not yet made at least expected progress and those pupils needing to make better than expected progress. All identified pupils were given targeted for specific academic or SEMH intervention.
- Monitoring outcomes across all key stages evidence that the vast majority of pupils in school demonstrate positive attitudes in lessons and in 80% of year groups teaching learning and behaviour is at least good in lessons.
- Rates of behaviour incidences over the year reduced in KS2 by the summer term.

<p>C. Pupils develop the skills to deal with different life situations and make informed choices about their responsibilities towards others and themselves. This will be measured through the behaviour logs and recording of incidents.</p>	<p>Further develop staff awareness in using the core values throughout school to develop pupils' belief system.</p> <p>Implement SUMO strategies with support of Headstart initiative staff.  <b>See above costing</b></p> <p>Establish links with local businesses to allow pupil to gain a broader range of real life experiences outside of the classroom.</p> <p>Develop inclusion team to provide access to therapeutic and behavioural interventions that support pupils social, emotional welfare and development.</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>Berrybrook has been identified as target school from Headstart Initiative local evaluation measures.</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>Allocate Assistant Education Psychologist time to targeted vulnerable pupils.</p> <p>Monitor behaviour logs.</p> <p>Headstart evaluation measures</p> <p>Regular inclusion team meetings to review support put in place for key pupils and identify future pupils for early intervention.</p>	<p>SLT</p>	<p>Review termly</p> <p>Review Inclusion meetings 4 weekly.</p> <p>Autumn – LEM          Spring/ Summer implement and embed strategies          Summer LEM review.</p> <p>Termly</p>
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	(Learning mentor CPD –HoS 1X hr per week x 22 weeks = £1180.96	Evidence from research carried out by the EEF shows that Social, Emotional and behavioural interventions add considerable value to pupil's progress.			
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**Evaluation:**

G. Children and families receive the support to ensure that any barriers to learning are minimised. This will be measured through data taken from CP, CIN or EHA plans	Regular inclusion meetings. Develop role of learning mentor to work with and support identified vulnerable families.  (Apportioned cost of learning mentor role £12,000) Attendance at professionals' meetings at all levels.  Structured safeguarding plan to be put in place identifying opportunities for staff training. Staff training sessions to be held throughout the year.	Evidence from school data shows if children are experiencing trauma, they are less likely to learn well.	Report statistical data on the number of plans to governors on termly basis.  Attend regular safeguarding updates.  Review safeguarding plan half termly	HoS	On-going.
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**Evaluation :**

Learning mentor completed level 4 safeguarding training and now deputy designated safeguarding lead within school.  
Learning mentor has continued to build positive relationships with families across all school phases to ensure families feel they have key people within school they can approach for support.  
Evidence from levels of support data shows positive impact of school support as number of families in need of high levels of agency support (CP PLAN) has decreased through the year to early help or universal support. The number of families identified and offered support through Early help assessment as a means of early intervention has increased through the year.

					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?	
F. Attendance is in line with national averages. This will be measured through statistical data.	Regular attendance meetings with the EWO to target persistent absences.  Support families through Early Help Assessment.  Rewards for consistently good attendance. <b>(£600 approx)</b>	Evidence from data shows that low attenders are often low attaining pupils. This impact on their future outcomes.	EP to attend EWO meetings.  Focus on whether pupils enjoy coming to school at pupil discussions during monitoring.	HoS	Every two weeks.	
<p><b>Evaluation:</b></p> <p>School have continued to work closely with local authority Education Welfare officers to increase attendance of pupils, including disadvantaged pupils group, within school. School have increased the amount of purchase time from the EWO service to ensure that absence procedures are even more robust and families can be identified and targeted quicker with offer of support from services to improve attendance. Data analysis indicates that absence of disadvantaged pupils remains higher than that of non-disadvantaged pupils, 6.7% absence compared to 5.5%.</p> <p>Feedback from pupil voice demonstrate positive impact of new half termly attendance awards school have implemented. Pupils state they feel happy to come to school and motivated to try and win class attendance competitions.</p>						
H. A higher proportion of parents engage in taking an interest in their child's education. This will be measured through attendance data for school events.	Parental workshops.  Using the pupils to make promotional films that advertise the events.  Pupils to create invites for parents to attend. <b>(£300 approx)</b>  Hold informal coffee mornings. <b>(£300 approx)</b>  Parent forum.	Evidence from research carried out by the EEF shows that parent involvement adds considerable value to pupil's progress.	Ensure that there is early communication with parents about events  Monitor attendance at events	HoS	Half termly.	

Advertise using digital display board at the front of school.

Hold parent consultations.

Hold target setting meetings for identified pupils with SEND.

**Evaluation:**

Termly monitoring and analysis demonstrate a positive increase in parental engagement with school. Percentages of parents attending events within school related to the school curriculum are detailed below.

Year Group	% of parents/family members attending curriculum events.
Nursery	68%
Reception	69%
Year 1	75%
Year 2	59%
Year 3	61%
Year 4	74%
Year 5	62%
Year 6	57%

Percentages of engagement from parents has increased in all year groups except year 6. Further work will be planned for next academic year to continue to sustain engagement of parents in upper KS2. Further analysis of disadvantaged families' engagement is to be undertaken next academic year.

**Total budgeted cost** £135,071.34