 **Pupil Premium Strategy Statement:**

**Berrybrook Primary School 2018 - 2019**

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| 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 |

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| 1. **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 |

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| 1. **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 |

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| 1. **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)* | | | | |
|  | | Pupils resilience and perseverance in learning – they are anxious to try new things and fail. | | |
|  | | Pupils come into school with very poor communication and language skills. | | |
| **C.** | | Pupils have low self-regulation skills and struggle to deal with conflict and emotions. | | |
| **D.** | | Underdeveloped skills in English and Mathematics. | | |
| **E.** | | Some pupils’ physical development is below that expected for their age. | | |
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| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | |
| **F.** | | Attendance and lateness of some pupils. | | |
| **G.** | | A percentage of pupils and families in need of support from an Early Help Assessment, Child in Need Plan or a Child Protection Plan. | | |
| **H.** | | Parental engagement | | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | Pupils are confident in and can work independently from adults, demonstrating that they have not afraid to try and fail.  Measured through monitoring behaviour rates and progress of learning. | | * Reduction in incidents of poor learning behaviours. * Diminishing gap between PP and national average. * Pupils demonstrate confidence within the classroom. * Pupils can work independently and produce the require quality and quantity. |
|  | Pupils are making at least expected progress towards there are related expectations in communication and language.  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. | | * Disadvantaged pupils with lower starting points are making more than expected progress in order to diminish the gap. * Disadvantaged pupils with high starting points are making progress in line with non-disadvantaged pupils, if not better. |
|  | Pupils have the skills required to deal with different life situations and make informed choices about their responsibilities towards others and themselves.  Measured through the behaviour logs and recording of incidents. | | * Reduction in the number of incidents of poor behaviour outside the classroom. * Reduction is the number of incidents of poor learning behaviours in the classroom. |
|  | 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.  Measured through rates of progress and attainment. | | * Disadvantaged pupils make better than expected progress to attain at least age related expectations at the end of Key Stage 2. |
|  | 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.  Measured through learning walks, lesson observations and analysis of data. | | * During lesson observations, evidence that pupils can move freely between indoor and outdoor environment. * Disadvantaged pupils starting with poor physical development, make better than expected progress. |
|  | Attendance is better than the national average.  Measured through attendance data and discussed with school Educational Welfare Officer. | | * Attendance is at least 96.4%. |
|  | Children and families receive the support to ensure that any barriers to learning are minimised.  Measured through data taken from CP, CIN or EHA plans. | | * Staff are vigilant and communicate effectively any concerns to the Designated Safeguarding Lead through the internal Record of Concerns form. * Staff/external agencies are following recommended actions within appropriate timescales. |
|  | A higher proportion of parents engage in taking an interest in their child’s education.  Measured through attendance data for school events. | | * 75% of parents attend Parent Consultations or target setting meetings. |

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| 1. **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. | | | | | |
| 1. **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 are making at least expected progress towards their age related expectations in communication and language.  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. | Sustaining a good quality ‘Terrific for Twos’ provision to support early intervention of language and communication development for disadvantaged children.  2 x L3 TAs - £39,638  Targeted intervention for selected children through Language Land in EYFS  Cost of Level 3 TA – 2 hours per day £4719  Staff to implement use of Helicopter stories to develop communication and language skills across the phase.  Development of communication rich learning environments. | 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.  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.  2018-19 Baseline data suggests Children enter our EYFS provision with CL skills well below that expected for age.  Evidence from progress measures and EYFSP outcomes last academic year show positive impact on communication outcomes | **Identify a lead practitioner/phase leader to oversee the actions.**  **Regular formal and informal monitoring /learning walks including but not exclusively: Observations, learning walks, learning journey trawls and discussions with staff.**  **Feedback from any training attended – identification of how training has been implemented.**  **Data analysis to monitor impact on children’s development.** | EP  EP  EP  EP | Termly  Half termly  Spring  Ongoing |
| **Evaluation:**  **Evidence from monitoring and learning walks (both in-house and external) show all provisions across EYFS provide good or outstanding provision which supports the children to make sustained progress.**  **Terrific for Twos - % working at ARE**     |  |  |  | | --- | --- | --- | |  | **September 2018** | **July 2019** | | **Listening & Attention** | **0%** | **30%** | | **Understanding** | **0%** | **38%** | | **Speaking** | **0%** | **30%** |   **Nursery - % working at ARE**     |  |  |  | | --- | --- | --- | |  | **September 2018** | **July 2019** | | **Listening & Attention** | **16%** | **66%** | | **Understanding** | **16%** | **50%** | | **Speaking** | **16%** | **33%** |   **Reception - % working at ARE**     |  |  |  | | --- | --- | --- | |  | **September 2018** | **July 2019** | | **Listening & Attention** | **17%** | **33%** | | **Understanding** | **8%** | **33%** | | **Speaking** | **17%** | **33%** |   **Key Stage One - % achieving ARE**   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | **DP at least Expected** | **DP Greater Depth** | **Non-DP at least Exp** | **Non-DP Greater Depth** | | **Reading** | **58%** | **32%** | **91%** | **0%** | | **Writing** | **53%** | **16%** | **73%** | **0%** |   **Key Stage Two - % achieving ARE**   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | **DP at least Expected** | **DP Greater Depth** | **Non-DP at least Exp** | **Non-DP Greater Depth** | | **Reading** | **55%** | **14%** | **64%** | **9%** | | **Writing** | **45%** | **14%** | **91%** | **9%** | | | | | | |
| D.  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.  Measured through rates of progress and attainment. | Coaching/ Mentoring of new Year 6 teachers to ensure high expectations and reflective teaching.  DHT Leadership time - £24,599.50  CPD for Year 6 teachers to ensure they have a greater knowledge of end of year expectations in Year 6.  DHT x5 hrs per week - £7,903.20  Continue to ensure that feedback is of a high quality and regular.  20x hrs – Termly for SLT /Pupil Premium Campion monitoring - £5838.60  Develop staff skills to provide opportunities for working at greater depth, including specific PHMAT Greater Depth days.  DHT release time - £1228.44  Booster sessions for Year 6 pupils in the lead up to SATs.  DHT x5 hrs per week - £7,903.20  Regular testing and assessment to be used to inform teaching and planning. These will also involve Pupil Progress Meetings.  Employ Level 3 TA to support pupil premium interventions across KS2 - £8502 | 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.  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.  Past evidence shows that Year 6 booster sessions have had a significant impact on the vast majority reaching age related expectations.  Evidence from the EEF toolkit shows that individualised instruction has an impact on the progress of pupils. | **Regular feedback and coaching sessions to reflect on teaching and expectations.**  **New and experienced Year 6 teachers to attend mandatory and optional CPD.**  **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.**  **Pupils offered and attend Booster sessions and attainment/ progress improves.**  **Planning and teaching matches the needs of the pupils, whose attainment and progress improve.** | AS  AS  SLT  SLT  AS  EP  SLT | On-going  On-going  Termly  Termly  Spring  On-going |
| **Evaluation:**  **Evidence from monitoring and learning walks (both in-house and external) show that provision in Year 6 is outstanding and supports the children to make rapid and sustained progress. New to Year 6 staff member worked closely with and received coaching from DHT (an experienced Year 6 teacher) and attended the LA new to Year 6 sessions and moderations as well as MAT moderations, standardisations and gap finding sessions.**  **Key Stage Two - % achieving ARE**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **KS2** | **PP at least Expected** | **PP Greater Depth** | **Non-PP at least Exp** | **Non-PP Greater Depth** | | **Reading** | **55%** | **14%** | **64%** | **9%** | | **Writing** | **45%** | **14%** | **91%** | **9%** | | **Maths** | **73%** | **9%** | **91%** | **9%** | | **SPAG** | **82%** | **45%** | **91%** | **36%** | | | | | | |
| E.  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.  Measured through learning walks, lesson observations and analysis of data. | 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  HT x2 hrs per week - £3491.47 | 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’. | **Regular formal and informal monitoring including but not exclusively: Observations, learning walks, learning journey trawls and discussions with staff.**  **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.** | EP  EP | Termly  On-going |
| **Evaluation:**  **Evidence from monitoring and learning walks (both in-house and external) show all provisions across EYFS provide good or outstanding provision which supports the children to make sustained progress.**  **During 2018-19, Years 2 and 6’s PE provision has been provided by an external company, whose quality was monitored by the PE coordinator. Staff have received PE CPD in badminton, hockey and athletics and school achieved the Silver Sports Mark.**  **Reception - % working at ARE**     |  |  |  | | --- | --- | --- | |  | **September 2018** | **July 2019** | | **Physical Development** | **0%** | **33%** | | | | | | |
| **Total budgeted cost** | | | | |  |
| 1. **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?** |
| A.  Pupils are confident in and can work independently from adults, demonstrating that they have not afraid to try and fail.  Measured through monitoring behaviour rates and progress of learning. | Introduce weekly wellbeing sessions for children.  Develop staff skills to provide opportunities for pupils to use reasoning skills in a variety of ways.  Fund/part fund trips and residential visits.  trips and residential - £500  Targeted Emotional/Wellbeing intervention.  HLTA hourly cost x6 hrs per week - £1822.50  Targeted intervention for identified pupils falling behind, these are identified in Pupil Progress Meetings.  Level 3/4 TAs x10  x7 classes - £42,052.50 (Approx)  ‘Keep up’ interventions for pupils who need more work on something taught that day.  Level 3/4 TAs x5  x7 classes - £12,615.75  (Approx) | Evidence from research carried out by the EEF shows that metacognition and mastery teaching add considerable value to pupil’s progress.  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. | **Provide staff with high quality CPD and resources to use during wellbeing sessions.**  **Regular formal and informal monitoring including but not exclusively: Observations, learning walks, learning journey trawls and discussions with staff.**  **SLT to review trips at the beginning of the year to ensure that links to curriculum are explicit.**  **Monitoring of quality of interventions through learning walks and pupils’ progress.**  **Monitoring of quality of interventions through learning walks and pupils’ progress.** | EP  SLT  SLT  AS  AS | Autumn  Termly  Autumn  Termly  Termly |
| **Evaluation:**  **During the year, staff have been provided with appropriate CPD and regular updates to give them a greater knowledge of how to support pupils’ independence and resilience, consequently, through observations and monitoring, SLT and subject leads have seen an increased amount of independence in disadvantaged children of all levels. Trips have been chosen carefully to ensure the link to the curriculum and follow up work is appropriate, giving disadvantaged children real life experiences. In terms of interventions, the quality and regularity is mixed and will be a further focus for the DHT and SENDCO next year.**  **The number of disadvantaged pupils receiving red cards dropped from September 2018 to July 2019. Of the two individual disadvantaged pupils whose red card incidences increased during the summer term, both pupils have been identified as SEMH on the SEND register and bespoke behaviour plans implemented. SENCO and school staff have worked closely with outside agencies to support pupils and this will continue next year.** | | | | | |
| C.  Pupils have the skills required to deal with different life situations and make informed choices about their responsibilities towards others and themselves.  Measured through the behaviour logs and recording of incidents. | Staff to continue to use and refer to the School Core Values regularly and when using the school behaviour system.  Develop Lunchtime Supervisors use and knowledge of the School Core Values.  Establish links with local businesses to allow pupil to gain a broader range of real life experiences outside the classroom.  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.  As above - HLTA hourly cost x6 hrs per week - £1822.50  HT hourly cost x1 hr per week - £1745.74 | Evidence from pupil monitoring shows that pupils respond well to the core values – Believe, Enjoy, Responsible, Respect, You can Do It!  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.  Evidence from research carried out by the EEF shows that Social, Emotional and behavioural interventions add considerable value to pupil’s progress. | **Monitor behaviour logs and number of ‘Red Card’ incidents to ensure consistency and decreasing number of incidents.**  **CPD for staff and coaching/ mentoring during lunchtimes.**  **Pupils show aspirations for the future and can discuss what they have learnt from working with local businesses and their real life experiences.**  **Allocate Assistant Education Psychologist time to targeted vulnerable pupils.**  **Regular inclusion team meetings to review support put in place for key pupils and identify future pupils for early intervention.** | SLT  AS/ NB  TC  VT/ TC  EP | Termly  Autumn  On-going  On-going  Once a month |
| **Evaluation:**  **Lunchtime staff have received CPD and mentoring from senior staff in behaviour management, resulting in calmer lunchtimes with less behaviour incidents. Red card and behaviour incidents within the school day have also decreased, with the majority of incidents only involving a small number of disadvantaged pupils. Through pupil voice and discussions around the new curriculum intent, pupils show high aspirations for the future and have a good knowledge of the careers that they could pursue. The AEP and inclusion team have worked closely together to support the most vulnerable disadvantaged children and give them the skills to acknowledge and change their behaviour before incidents escalate, resulting in less behaviour incidents.** | | | | | |
| G.  Children and families receive the support to ensure that any barriers to learning are minimised.  Measured through data taken from CP, CIN or EHA plans. | Regular inclusion meetings in order to discuss/ give feedback about pupils and families and how they can be best supported.  Continue to develop role of Learning Mentor to work with and support identified vulnerable families (see costing above)  Ensure a school representative attends professionals’ meetings at all levels.  SLT costing x2 hrs per week - £3491.47  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.**  **Regular inclusion team meetings to review support put in place for key pupils and identify future pupils for early intervention.**  **Attendance at all meetings.**  **Attend regular safeguarding updates.**  **All staff to attend specific safeguarding/ complete on line safeguarding training.**  **Review safeguarding plan half termly.** | EP  EP  SLT  EP  EP  EP | Termly  Every month  On-going  On -going  On-going/ Autumn 1  Half Termly |
| **Evaluation:**  **School staff always ensure that a representative attends CP, CIN or EHA meetings in order to support families as much as possible, putting in place and actions or support discussed. The HoS, along with the other MAT leaders, ensures that safeguarding training is up to date and relevant to the staffs’ position within school.**  **The learning mentor has worked closely with a number of children and their families and has continued to build good relationships. The school’s open door policy ensures that parents are becoming increasingly comfortable and confident to speak to staff.** | | | | | |
| **Total budgeted cost** | | | | |  |
| 1. **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 better than the national average.  Measured through attendance data and discussed with school Educational Welfare Officer. | Regular attendance meetings with the EWO to target persistent absences.  HT ½ hr per week - £873.09  Support families through Early Help Assessment (costed above)  Rewards for consistently good attendance.  Early intervention/ action to be taken when attendance drops below required percentage. | Evidence from data shows that low attenders are often low attaining pupils. This impact on their future outcomes. | **EP to attend EWO meetings.**  **Inclusion Team support parents to improve attendance, which in turn improves.**  **A higher number of pupils are gaining attendance awards and school attendance improves.**  **Letters sent out to parents whose children’s attendance has dropped and attendance improves.** | EP  EP/ VT  EP  EP | Every 2 weeks  On-going  Termly  On-going |
| **Evaluation:**  **School have continued to work closely with the Education Welfare Officer to increase the attendance of pupils, including disadvantaged pupils, within school and although attendance is not yet in line with the national average, the gap between the disadvantaged and non-disadvantaged attendance figures in school has diminished to only - 0.5% and small number of persistently absent pupils effecting the overall percentages.**   |  |  |  | | --- | --- | --- | |  | **Disadvantaged Pupils** | **Non-Disadvantaged Pupils** | | **Year 1** | **95.04%** | **95.97%** | | **Year 2** | **93.38%** | **94.42%** | | **Year 3** | **91.41%** | **96.01%** | | **Year 4** | **95.90%** | **94.08%** | | **Year 5** | **93.49%** | **94.64%** | | **Year 6** | **95.80%** | **92.93%** | | **Total** | **94.18%** | **94.68%** | | | | | | |
| H.  A higher proportion of parents engage in taking an interest in their child’s education.  Measured through attendance data for school events. | Regular parent workshops for various occasions and subjects.  Using the pupils to make promotional materials that advertise the events.  Hold informal coffee mornings.  Termly Parent Forums.  Advertise using digital display board at the front of school.  Hold termly Parent Consultations.  Hold individual target setting meetings for identified pupils with SEND.  SENDCO x2 hrs  x 7 classes x 3 terms - £616.56  Teacher x2 hrs x 7 classes x 3 terms - £947.52 | Evidence from research carried out by the EEF shows that parent involvement adds considerable value to pupil’s progress. | **Attendance at parent workshops monitored and trends identified.**  **Attendance monitored using/ not using pupil made promotional material, is there an increase?**  **Monitor attendance at less formal events.**  **Monitor attendance and variety of parents attending forums. Report back to Governors on findings from forums.**  **Ensure digital board is used to advertise events and monitor attendance to see if there is an increase.**  **Monitor attendance and continue to come up with strategies to continue to improve.**  **Monitor attendance and continue to come up with strategies to continue to improve.** | SLT  SLT/ AN  TC  EP  EP/ KW  EP  VT | Half termly  On-going  Termly  Termly  On-going  Termly  Termly |
| **Evaluation:**   |  |  | | --- | --- | |  | **Parents attending at least one workshop or parents’ evening** | | **Nursery am** | **61%** | | **Nursery pm** | **53%** | | **Reception** | **57%** | | **Year 1** | **61%** | | **Year 2** | **73%** | | **Year 3** | **52%** | | **Year 4** | **76%** | | **Year 5** | **64%** | | **Year 6** | **52%** |   **Percentages represent whole class figures and do not include sporting events. Next academic year, it will be important to capture the difference between disadvantaged and non-disadvantaged parent attendance and include sporting events.** | | | | | |
| **Total budgeted cost** | | | | | 168,488.54 |