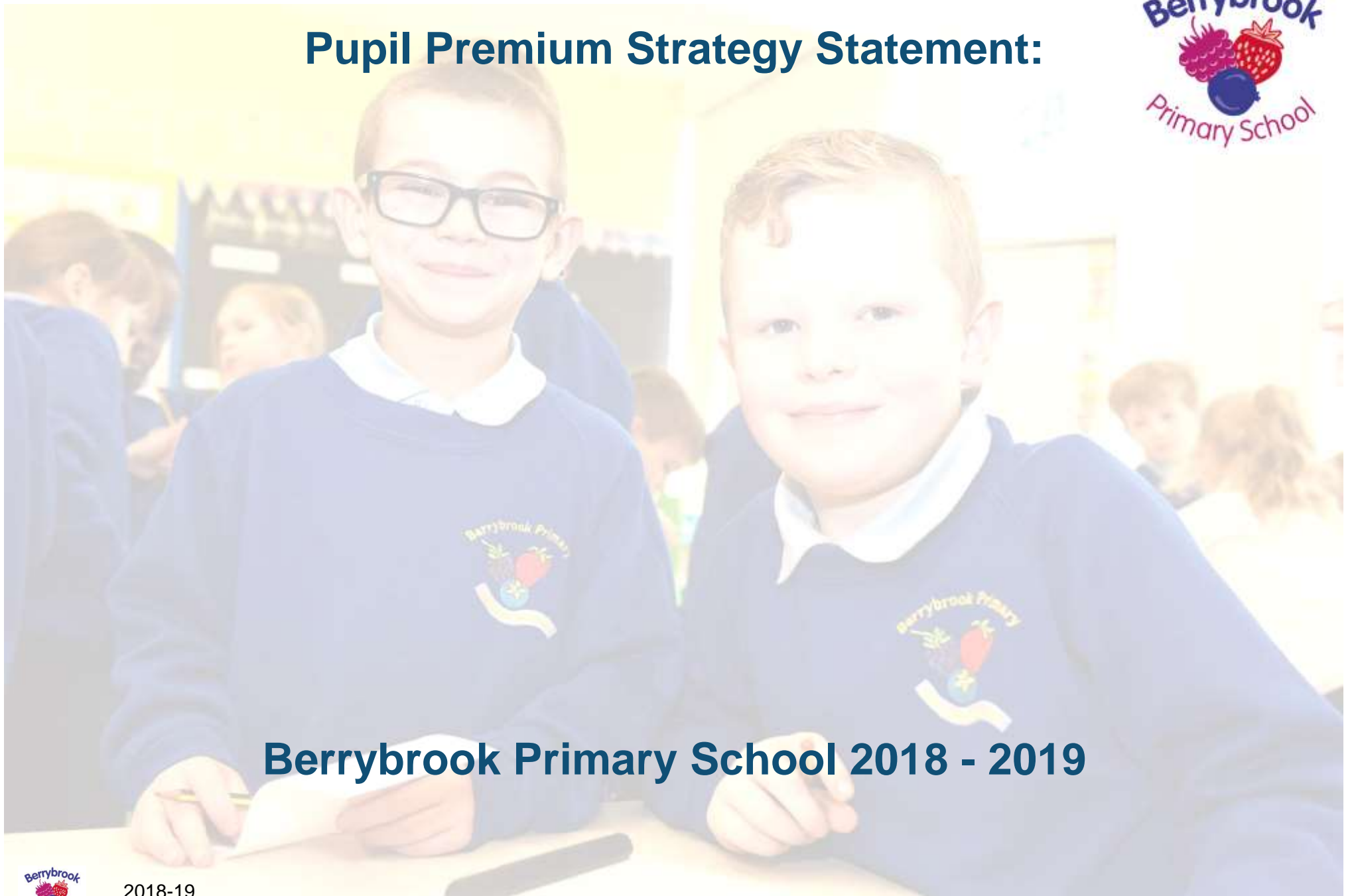


Pupil Premium Strategy Statement:



Berrybrook Primary School 2018 - 2019



2018-19

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)*

A.	Pupils resilience and perseverance in learning – they are anxious to try new things and fail.
B.	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.

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

5. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<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"> • 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.
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"> • 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.
C.	<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"> • 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.
D.	<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"> • Disadvantaged pupils make better than expected progress to attain at least age related expectations at the end of Key Stage 2.

<p>E.</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"> • 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.
<p>F.</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"> • Attendance is at least 96.4%.
<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>	<ul style="list-style-type: none"> • 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.
<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>	<ul style="list-style-type: none"> • 75% of parents attend Parent Consultations or target setting meetings.



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 their age 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>2 x L3 TAs - £39,638</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>Identify a lead practitioner/phase leader to oversee the actions.</p> <p>Regular formal and informal monitoring /learning walks including but not exclusively: Observations, learning walks, learning journey trawls and discussions with staff.</p>	EP	Termly
	<p>Targeted intervention for selected children through Language Land in EYFS</p> <p>Cost of Level 3 TA – 2 hours per day £4719</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>Feedback from any training attended – identification of how training has been implemented.</p>	EP	Half termly
	<p>Staff to implement use of Helicopter stories to develop communication and language skills across the phase.</p>	<p>2018-19 Baseline data suggests Children enter our EYFS provision with CL skills well below that expected for age.</p>	<p>Data analysis to monitor impact on children's development.</p>	EP	Spring
	<p>Development of communication rich learning environments.</p>	<p>Evidence from progress measures and EYFSP outcomes last academic year show positive impact on communication outcomes</p>		EP	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%	0%
Writing	68%	14%	91%	9%

<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>DHT Leadership time - £24,599.50</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>Regular feedback and coaching sessions to reflect on teaching and expectations.</p>	AS	On-going
	<p>CPD for Year 6 teachers to ensure they have a greater knowledge of end of year expectations in Year 6.</p> <p>DHT x5 hrs per week - £7,903.20</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>New and experienced Year 6 teachers to attend mandatory and optional CPD.</p>	AS	On-going
	<p>Continue to ensure that feedback is of a high quality and regular.</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>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.</p>	SLT	Termly
	<p>20x hrs – Termly for SLT /Pupil Premium Champion monitoring - £5838.60</p>	<p>Evidence from the EEF toolkit shows that individualised instruction has an impact on the progress of pupils.</p>	<p>Pupils offered and attend Booster sessions and attainment/ progress improves.</p>	SLT	Termly
	<p>Develop staff skills to provide opportunities for working at greater depth, including specific PHMAT Greater Depth days.</p> <p>DHT release time - £1228.44</p>		<p>Planning and teaching matches the needs of the pupils, whose attainment and progress improve.</p>	AS	Spring
	<p>Booster sessions for Year 6 pupils in the lead up to SATs.</p> <p>DHT x5 hrs per week - £7,903.20</p>			EP	On-going
	<p>Regular testing and assessment to be used to inform teaching and planning. These will also involve Pupil Progress Meetings.</p> <p>Employ Level 3 TA to support pupil premium</p>			SLT	

interventions across KS2 - £8502

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

	PP at least Expected	PP Greater Depth	Non-PP at least Exp	Non-PP Greater Depth
Reading	55%	14%	64%	0%
Writing	68%	14%	91%	9%
Maths	73%	9%	91%	0%

<p>E.</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>	<p>Develop resources in the outdoor and indoor provision to ensure that there is consistency and progression through the Key Stage.</p> <p>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</p>	<p>Evidence from monitoring across the school has shown that effective coaching plans have a positive impact on the quality of teaching.</p> <p>Evidence from the Development Matters document shows the importance of the 'Enabling Environment'.</p>	<p>Regular formal and informal monitoring including but not exclusively: Observations, learning walks, learning journey trawls and discussions with staff.</p> <p>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.</p>	<p>EP</p> <p>EP</p>	<p>Termly</p> <p>On-going</p>
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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

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>A.</p> <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>	<p>Introduce weekly wellbeing sessions for children.</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>Provide staff with high quality CPD and resources to use during wellbeing sessions.</p>	EP	Autumn
	<p>Develop staff skills to provide opportunities for pupils to use reasoning skills in a variety of ways.</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>Regular formal and informal monitoring including but not exclusively: Observations, learning walks, learning journey trawls and discussions with staff.</p>	SLT	Termly
	<p>Fund/part fund trips and residential visits. trips and residential - £500</p> <p>Targeted Emotional/Wellbeing intervention.</p> <p>HLTA hourly cost x6 hrs per week - £1822.50</p>		<p>SLT to review trips at the beginning of the year to ensure that links to curriculum are explicit.</p>	SLT	Autumn
	<p>Targeted intervention for identified pupils falling behind, these are identified in Pupil Progress Meetings. Level 3/4 TAs x10</p>		<p>Monitoring of quality of interventions through learning walks and pupils' progress.</p>	AS	Termly
	<p>Monitoring of quality of interventions through learning walks and pupils' progress.</p>		AS	Termly	

	<p>x7 classes - £42,052.50 (Approx)</p> <p>'Keep up' interventions for pupils who need more work on something taught that day.</p> <p>Level 3/4 TAs x5</p> <p>x7 classes - £12,615.75 (Approx)</p>				
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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.

<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>Measured through the behaviour logs and recording of incidents.</p>	<p>Staff to continue to use and refer to the School Core Values regularly and when using the school behaviour system.</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>Monitor behaviour logs and number of 'Red Card' incidents to ensure consistency and decreasing number of incidents.</p>	SLT	Termly
	<p>Develop Lunchtime Supervisors use and knowledge of the School Core Values.</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>CPD for staff and coaching/mentoring during lunchtimes.</p>	AS/ NB	Autumn
	<p>Establish links with local businesses to allow pupil to gain a broader range of real life experiences outside the classroom.</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>Pupils show aspirations for the future and can discuss what they have learnt from working with local businesses and their real life experiences.</p>	TC	On-going
	<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>Allocate Assistant Education Psychologist time to targeted vulnerable pupils.</p>	VT/ TC	On-going
			<p>Regular inclusion team meetings to review support put in place for key pupils and identify future pupils for early intervention.</p>	EP	Once a month

	As above - HLTA hourly cost x6 hrs per week - £1822.50 HT hourly cost x1 hr per week - £1745.74				
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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.

<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>Evidence from school data shows if children are experiencing trauma, they are less likely to learn well.</p>	<p>Report statistical data on the number of plans to governors on termly basis.</p>	EP	Termly
	<p>Continue to develop role of Learning Mentor to work with and support identified vulnerable families (see costing above)</p>		<p>Regular inclusion team meetings to review support put in place for key pupils and identify future pupils for early intervention.</p>	EP	Every month
	<p>Ensure a school representative attends professionals' meetings at all levels. SLT costing x2 hrs per week - £3491.47</p>		<p>Attendance at all meetings.</p>	SLT	On-going
	<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>Attend regular safeguarding updates.</p>	EP	On-going
			<p>All staff to attend specific safeguarding/ complete on line safeguarding training.</p>	EP	On-going/ Autumn 1
			<p>Review safeguarding plan half termly.</p>	EP	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

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 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%

<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>SENDCO x2 hrs x 7 classes x 3 terms - £616.56 Teacher x2 hrs x 7 classes x 3 terms - £947.52</p>	<p>Evidence from research carried out by the EEF shows that parent involvement adds considerable value to pupil's progress.</p>	<p>Attendance at parent workshops monitored and trends identified.</p> <p>Attendance monitored using/ not using pupil made promotional material, is there an increase?</p> <p>Monitor attendance at less formal events.</p> <p>Monitor attendance and variety of parents attending forums. Report back to Governors on findings from forums.</p> <p>Ensure digital board is used to advertise events and monitor attendance to see if there is an increase.</p> <p>Monitor attendance and continue to come up with strategies to continue to improve.</p> <p>Monitor attendance and continue to come up with strategies to continue to improve.</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>
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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
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