



Appendix 5 - Pupil Premium Strategy Statement



School name: **Berrybrook Primary School**

Academic years covered by strategy: **2019/20 – 20/21**

Date this form completed: **30 October 2019 for AY 2019/20**

Next review date: **October 2020**

Overview and most recent published performance of disadvantaged pupils (figures relate to [year]: 2019)					
Total school roll	215 (ex. Nursery/ 2s)	Progress scores Reading, Writing, Maths	-2.79	-0.72	-1.31
% disadvantaged pupils	55% (49% FSM)	% meeting expected standard R,W,M (KS2)	58%	76%	79%
Pupil premium allocation this year	£158,400	% achieving high standard R,W,M (KS2)	12%	12%	9%
Senior leader signing off this strategy	Emily Pritchett (Head of School)	% of pupils reaching expected standard in phonics check (end of Y1)	70%		

Pupil Premium Strategy aims for disadvantaged pupils* medium term - cross-refer to School Improvement Strategy		By (date)
Progress and attainment in Reading	Achieve national average progress and attainment scores in KS1 and KS2 Reading	End 2020- 2021
Progress and attainment in Writing	Achieve national average progress and attainment scores in KS1 and KS2 Writing	End 2020- 2021
Phonics	Achieve national average achieving expected standard in Phonics Screening Check	End 2020- 2021
Other (e.g. attendance, subject specific etc.)	Ensure all pupils have the access to and have a greater understanding of the wider curriculum through first-hand experience and quality first teaching	End 2019- 2020

Spending priorities and rationale (Current Academic Year)
<i>Teaching</i>
Priority 1 Ensure all staff receive training and support from within the school, MAT and outside agencies for Reading (inc. Phonics)
Priority 2 Ensure all staff receive training and support from within the school, MAT and outside agencies for Writing
Barriers to learning these actions address Ensuring all pupils are given the opportunity and support to progress and achieve well, despite their low initial language acquisition and starting points. Staff have a greater knowledge of how to develop independence and resilience strategies for learning.

PP expenditure on teaching | £10,000

Evaluation 2019-2020

Throughout the year, a wide range of training and support has been given to staff as a whole and individually in order to improve their practice and the outcomes of the pupils. Training and support includes: whole school reading review;

- writing moderation with school English lead;
- writing moderation with other MAT schools;
- writing moderation with MAT English consultant, standard English;
- RWI development days;
- formal writing;
- speaking and listening;
- Helicopter Stories;
- reading fluency;
- greater depth reading;
- Creative Teacher Programme/ Outstanding Teacher Programme;
- 1:1 team teaching, planning and coaching.

Targeted academic support

Priority 1 Buy and embed use of Accelerated Reader across all year groups to increase reading for pleasure

Priority 2 Establish a more focussed learning environment which provides relevant and specific interventions for disadvantaged pupils, including in-class, small group keep up/catch up/extension and one to one sessions

Barriers to learning these actions address

Ensuring all pupils are given the opportunity and support to progress and achieve, diminishing previous lower attainers' gaps in knowledge and extending prior middle and higher attainers' learning further.

Broaden the limited knowledge and exposure to a variety of types of texts in order for pupils to find their personal preferences and read for pleasure

Broaden the range of reading opportunities for disadvantaged pupils to support developing language skills

PP expenditure on targeted academic support | £120,000

Evaluation 2019-2020

Accelerated Reader has begun to be used effectively to support pupils' learning; however, due to Covid-19, proof of impact can not yet be established and will be a focus for next academic year.

Throughout the year, teachers have met with SLT to discuss pupil progress and interventions which could be put in place to support pupils to 'catch up' or 'keep up.' This year, the structure of interventions has changed with pupils now being targeted more within the classroom, with specific targets/ misconceptions

being addressed with small group or individual support during the next session or wider curriculum lessons as opposed to pupils leaving the room and therefore missing out on wider curriculum learning.	
<i>Wider strategies</i>	
Priority 1 Create a whole school environment which promotes the value of education and supports emotional wellbeing and resilience.	
Priority 2 Ensure the curriculum provides pupils with relevant and real-life first hand experiences which enables them to access the learning throughout the curriculum and put their learning into context of the wider world.	
Barriers to learning these actions address Improve disadvantaged pupils' readiness to learn. Develop disadvantaged pupils' resilience and emotional wellbeing to ensure learning is their focus in school. Broaden the disadvantaged pupils' experiences to ensure they have the skills they need to excel in an ever developing and diverse world by creating a curriculum.	
PP expenditure on wider strategies	£28,000
<u>Evaluation 2019-2020</u>	
Emotional wellbeing and resilience has become even more of a focus this year and school now has a dedicated Wellbeing Room in which pupils can do 1:1 sessions and have time out to work with adults in a quiet and safe environment. In addition, a member of the SLT has begun the Lead Mental Health Practitioner course. As part of the curriculum development, school has been ensuring that all pupils have the opportunities to have relevant and real-life experiences to engage and enthuse them about topics. Inspirational moments at the start of topics have been a big success and pupils have regularly talked about them in pupil voice sessions and their enjoyment and learning has been shown in written work. Trips and in school experiences have also proved extremely successful, helping children to really understand topics more deeply, e.g. what life was like in the past or is like now in other countries. The specific links between the core and foundation subjects, with English class texts being linked to History/ Geography topics, have helped pupils to understand more of what they are reading and make connections across subjects. After studying the data from the beginning of the academic year to the end of Spring Term, it is possible to conclude that the majority of pupils made more progress in the Spring Term than in the Autumn Term and that in Years 3 and 4 Reading and Years 3, 4 and 6 Pupil Premium pupils made more progress than Non-Pupil Premium pupils in Writing. This shows the positive impact of the training provided, specific academic support and real-life experiences provided.	

Monitoring and implementation	
Pupil premium strategy lead Alistair Smith	Pupil premium lead governor Joanne Allan
Teaching key challenge Capacity for leaders to monitor and evaluate the impact of the initial CPD.	

<i>Mitigating action</i> Identify allocated release time for leaders to ensure they have capacity to monitor the impact of actions taken as a result of CPD
Targeted support key challenge Staff's current perception of how and when interventions should be facilitated and how they should be evaluated and adapted.
<i>Mitigating action</i> Whole school CPD and leadership support when devising provision maps
Wider strategies key challenge Lack of value of education and aspirations from parents and pupils
<i>Mitigating action</i> Provide opportunities for parents to work alongside their children during a variety of curriculum areas during which staff role model and demonstrate strategies to use at home. Learning mentor to target the engagement of hard to reach families.

Last year's pupil premium priorities and outcomes																					
Desired Outcome Pupils are confident in and can work independently from adults, demonstrating that they have not afraid to try and fail.																					
<p>Outcomes</p> <p>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.</p> <p>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>																					
Desired Outcome Pupils are making at least expected progress towards there are related expectations in communication and language																					
<p>Outcomes</p> <p>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.</p> <p><u>Terrific for Twos - % working at ARE</u></p> <table border="1"> <thead> <tr> <th></th> <th>September 2018</th> <th>July 2019</th> </tr> </thead> <tbody> <tr> <td>Listening & Attention</td> <td>0%</td> <td>30%</td> </tr> <tr> <td>Understanding</td> <td>0%</td> <td>38%</td> </tr> <tr> <td>Speaking</td> <td>0%</td> <td>30%</td> </tr> </tbody> </table> <p><u>Nursery - % working at ARE</u></p> <table border="1"> <thead> <tr> <th></th> <th>September 2018</th> <th>July 2019</th> </tr> </thead> <tbody> <tr> <td>Listening & Attention</td> <td>16%</td> <td>66%</td> </tr> <tr> <td>Understanding</td> <td>16%</td> <td>50%</td> </tr> </tbody> </table>		September 2018	July 2019	Listening & Attention	0%	30%	Understanding	0%	38%	Speaking	0%	30%		September 2018	July 2019	Listening & Attention	16%	66%	Understanding	16%	50%
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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%

Desired Outcome Pupils have the skills required to deal with different life situations and make informed choices about their responsibilities towards others and themselves.

Outcomes

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.

Desired Outcome 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.

Outcomes

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%

Desired Outcome 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.

Outcomes

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%

Desired Outcome Attendance is better than the national average.

Outcomes

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%

Desired Outcome Children and families receive the support to ensure that any barriers to learning are minimised.

Outcomes

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.

Desired Outcome A higher proportion of parents engage in taking an interest in their child's education.

Outcomes

	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.