

# Braishfield Primary School Pupil Premium strategy statement – 2 year plan 2019/2021

1. Summary information					
School	Braishfield Primary School				
Academic Year	2020-2021	Total PP budget	£19120	Date of most recent internal review of this strategy	18.10.21
Total number of pupils	98	Number of pupils eligible for PP	14 (14%) (36% of pupils eligible for PP also have SEN)	Date for next internal review of this strategy	New 3-year plan to be drawn up Nov 2021

2. Current attainment End of Year 2020/2021			
	<i>Pupils eligible for Pupil Premium % Meeting Age related expectations</i>	<i>Pupils not eligible for Pupil Premium % Meeting Age related expectations</i>	<i>National average for all pupils %</i>
<i>*End of Early Years Foundation Stage (1 pupil eligible)*</i>			
	0% (0/1)	80% (12/15)	72%
<i>*End of Key Stage 1 (3 pupils eligible)*</i>			
Reading	67% (2/3)	93% (13/14)	75%
Writing	67% (2/3)	79% (11/14)	69%
Maths	67% (2/3)	93% (13/14)	76%

	<i>Pupils eligible for Pupil Premium % Meeting Age related expectations</i>	<i>Pupils not eligible for Pupil Premium % Meeting Age related expectations</i>	<i>National average for all pupils %</i>
<b><i>*End of Key Stage 2 (1 pupil eligible)*</i></b>			
<b>Reading</b>	<b>100% (1/1)</b>	<b>92% (12/13)</b>	<b>73%</b>
<b>Grammar, Punctuation and Spelling</b>	<b>100% (1/1)</b>	<b>92% (12/13)</b>	<b>78%</b>
<b>Writing (teacher assessed)</b>	<b>100% (1/1)</b>	<b>77% (10/13)</b>	<b>78%</b>
<b>Maths</b>	<b>100% (1/1)</b>	<b>85% (11/13)</b>	<b>79%</b>

<b>3. Barriers to future attainment for pupils eligible for PP</b>	
<b>In-school barriers</b>	
<b>A.</b>	Slow development of reading (including phonics) and writing skills in Reception and KS1 (particularly for pupils eligible for PP who also have SEND or pupils who start Early Years below age and stage).
<b>B.</b>	Slower rates of progress of pupils who are eligible for PP (particularly pupils eligible for PP who also have SEND) as they move through the school to the end of KS2.
<b>C.</b>	For a small minority of identified pupils eligible for PP, learning attitudes and the ability to manage their own emotions/behaviour are not yet as good as their peers. Without intervention and support this will have detrimental impact on their academic success.
<b>External barriers</b>	
<b>D.</b>	<p>Attendance rates/punctuality for a minority of pupils eligible for PP is a cause for concern. This reduces their school hours and causes them to fall behind.</p> <p>Low levels of parental engagement, limited support for home learning, safeguarding concerns, pupils' social/emotional issues and limited aspirations also present barriers for a minority of pupils eligible for PP.</p>

<b>4. Desired outcomes: 2-year plan 2019-2021</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve phonics, reading and writing skills for pupils eligible for PP in Reception and KS1 to include improved targeted support (including quality first teaching) and personalised resources for pupils eligible for PP who also have SEND	Pupils eligible for PP in Reception class/KS1 make rapid progress by the end of the year so that the proportion of pupils eligible for PP who reach age related expectations in reading and writing, and who pass the phonics test in Y1, is consistently in line with their peers. Pupils eligible for PP who also have SEND will make accelerated progress by the end of the year so that, wherever possible, attainment gaps can be closed or narrowed.
<b>B.</b>	Higher rates of progress across KS2 for all pupils eligible for PP.	Pupils eligible for PP(including those with SEND) make as much progress as their peers across Key Stage 2 in maths, reading and writing. Measured in Y3, 4, 5 and 6 by teacher assessments and successful moderation practices established across the school and externally.
<b>C.</b>	Specific actions to improve attitudes to learning and increase aspirations for a small minority of PP pupils for whom this has a detrimental impact on rates of progress and achievement.  To further develop and embed pupils' understanding of their own emotional needs including a range of strategies to help support health and wellbeing	Further embedding of Braishfield Learners' values to promote positive learning behaviours in the classroom and higher aspirations. This will help ensure higher rates of progress and attainment by the end of KS2.  Pupils will develop strategies to self-regulate emotions and behaviour so better placed to learn. This will enable them to make strong progress to help close attainment gaps
<b>D.</b>	Increased attendance rates/improved punctuality for small number of PP pupils for whom attendance is a concern.	Improved overall attendance/punctuality for key PP pupils for whom this is an issue so that attendance/punctuality is at or rapidly moving towards the school's average and is in line with 'other' pupils.

4. Review of expenditure 2020/2021				
Previous Academic Year		2020/2021 Total PP budget £19,120		
i. Quality of teaching for all-training and CPD to improve the quality of all teaching				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p><b>A. Improved development of early reading (inc. phonics) and writing skills, particularly in Early Years and KS1</b></p>	<p>Appointment of new Phonics Leader – experienced KS1 practitioner who is also English Leader</p> <p>Programme of staff coaching/training to develop subject knowledge and understanding of how effective feedback can be used to challenge/support to ensure all pupils make strong progress and attain highly-at least in line with end of year expectations</p> <p>Introduction of Bug Club phonics books for early readers in Year R/Year 1 linked to phonemes and tricky words pupils are learning in class</p> <p>Develop and strengthen the quality of Early Years provision including use of learning environment to support and extend early reading/writing skills</p>	<p>Staff need sound English/Phonics subject knowledge incl u/s of progression of skills required for feedback delivered to be effective.</p> <p>Affected by Covid. Success limited due to disruption and need to support weak teaching in the school. Two new teachers recruited for academic year 2021/22</p> <p>Evidence shows need for pupils to have reading book which is matched to phonics they have learned to support progress in reading- Ofsted</p>	<p><i>Closing of gaps for pp pupils in some year groups but lack of accelerated progress in Early Years and KS1 for eligible pupils with SEN/emotional needs-especially boys.</i></p> <p><i>Continue to review ways in which we can improve outcomes for pp pupils with SEND- need for quality first teaching in the classroom- embedded in practice of new staff, training for LSAs, development of subject knowledge, personalisation of learning and resources and use of adapted SEND tracker to monitor and ensure progress.</i></p> <p><i>Although Bug Club Phonics was introduced, the Government require all schools to have an overarching, Government-validated phonics scheme. School will choose an appropriate scheme in November 2021.</i></p> <p><i>Early Years environment and practice now good. County moderation validated this at the end of the academic year. Continue to build on practice next year.</i></p>	£8000

<p><b>B. Ensuring all pupils make higher rates of progress and achievement as they move through the school to the end of KS2- through broad, rich, meaningful curriculum and high-quality teaching and learning</b></p>	<p>LSA mentoring scheme</p> <p>ELSA</p> <p>Peer mentoring with children within class</p> <p>Buddy system</p> <p>Enrichment activities-music lessons, trips, clubs, swimming</p> <p>Involvement in Pupil Voice groups and clubs</p> <p>Whole school training on physical health and emotional wellbeing</p> <p>Introduction of CPOMS</p> <p>Introduction of Anti-bullying Ambassadors and 'Helping Hands'</p>	<p><i>ELSA supports learners well- some with very complex needs</i></p> <p><i>Peer mentoring has had limited success.</i></p> <p><i>Buddy system is a strength of the school, allowing for all learners to key in to school life. Vulnerable children well-supported and have familiar faces around the school.</i></p> <p><i>Pupil voice is strong in school and children feel empowered to make decisions.</i></p> <p><i>CPOMS effectively underpinning all safeguarding- used daily by adults around school.</i></p> <p><i>Ambassadors made a difference to the number of incidents reported on the playground. 'Helping Hands' team a real success- teaching social skills to children who themselves struggle.</i></p>	<p><i>Continue to develop and deepen the effectiveness of ELSA work, buddy system, pupil voice groups, CPOMS use and 'Helping Hands' team.</i></p>	
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<p><b>C. To develop children's understanding of their own emotional needs and to embed a positive attitude to learning built on high aspirations</b></p>	<p><b>CPD for all new staff</b> (1) understanding children's behaviour and positive management strategies (2) school behaviour policy (3) growth mindset approach linked to school values and (4) 'amazing brain' project</p> <p>Establish expectations re circle time/PSHE lessons to explore feelings and emotional wellbeing (share best practice/CPD Jenny Moseley-PSHE leader)</p> <p>Y5/6 to attend Stockbridge cluster anti-bullying drama production <b>(15.10.19)</b></p> <p>Training for all staff on building emotional resilience (termly session) to help role model for pupils</p> <p>Careers fair and visit to Soton Uni-building aspirations for the future</p> <p>Review and adaptation of transition programme</p>	<p>Work around 'Growth Mindset' has enabled children to become motivated, independent learners who make good progress and who have high expectations of themselves</p> <p>Pupils are equipped with the skills to enable them to flourish and to achieve academically, emotionally, socially and physically- demonstrated throughout Covid pandemic/lockdown</p> <p>Pupils are well-prepared emotionally and socially for transition to secondary school or the next year group, even with disruption to learning during the pandemic.</p>	<p><i>Continue to embed and give high priority- train new staff re learning values and growth mindset</i></p> <p><i>Link with rewards</i></p> <p><i>Strengthen role of Learning Council in monitoring and celebrating pupils displaying positive learning values</i></p> <p><i>Strengthen pupils' understanding of their own feelings, emotion and behaviour and how to self-regulate</i></p> <p><i>Continue to build rich opportunities into the curriculum- set high expectations, encourage pupils to have high aspirations</i></p>	
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**ii. Targeted support through evidence-based interventions**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
<b>A.</b>	<p>1:1 Tuition - Precision Teaching to address key gaps identified by class teachers</p> <p>Rapid Reading intervention</p> <p>Bug Club phonics books</p> <p>Targeted small group support</p>	High impact. Gaps effectively closed. Children taught 1:1 by specialist teacher.	<p><i>Continue to use this targeted approach to address key gaps in learning, consolidation and over-learning.</i></p> <p><i>Bug Club will be replaced by a new phonics scheme Nov 2021.</i></p> <p><i>Continue with this.</i></p>	£8000
<b>A, B and C</b>	Homework Club – homework club to enable PP children to access online learning and get small group support to complete homework	Moderate impact. The club was available for children to use with HT or another staff member present. Opportunities for all to access small group teaching to support home learning.	<i>Continue with this next academic year to enable all learners entitlement to instruction.</i>	

<p><b>C and D</b></p>	<p>Social and Emotional Learning - ELSA support</p> <p>ELSA to provide targeted pastoral support across the school using nurture-style room and resources. Support to be widened to include taking small groups to embed Braishfield Learners' values to promote positive learning skills.</p> <p>Continued engagement with other external agencies e.g. Early Help Hub, Youth in Romsey, Ed Psych, Thrive programme, Primary Behaviour Service</p>	<p>ELSA highly effective. Many children supported, given strategies for learning and emotional regulation and flourishing.</p>	<p><i>Continue this next year.</i></p>	
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**iii. Other approaches- whole school strategies to improve attendance, behaviour and readiness to learn**

Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned:	Cost
<p><b>C and D</b></p>	<p>LSA mentoring scheme to support all PP children. Training for new LSAs</p> <p>Peer mentoring with children within class</p> <p>Buddy system with children from another year group</p> <p>Enrichment activities e.g. residential trips, after school clubs, music lessons to ensure all children have access to a broad and motivating curriculum.</p> <p>Involvement in Pupil Voice groups such as the School Council, House Captains, Sports Crew, Anti-bullying ambassadors</p>	<p><i>ELSA supports learners well- some with very complex needs</i></p> <p><i>Peer mentoring has had limited success.</i></p> <p><i>Buddy system is a strength of the school, allowing for all learners to key in to school life. Vulnerable children well-supported and have familiar faces around the school.</i></p> <p><i>Pupil voice is strong in school and children feel empowered to make decisions.</i></p> <p><i>CPOMS effectively underpinning all safeguarding- used daily by adults around school.</i></p> <p><i>Ambassadors made a difference to the number of incidents reported on the playground. 'Helping Hands' team a real success- teaching social skills to children who themselves struggle.</i></p>	<p><i>Continue to develop and deepen the effectiveness of ELSA work, buddy system, pupil voice groups, CPOMS use and 'Helping Hands' team.</i></p>	<p>£3,120</p>

<p><b>D.</b></p>	<p>Monitor pupils and follow up quickly on absences. First day response provision. Regular engagement with parents Notes home – standard letter sent by School Finance officer Enrichment activities e.g. residential trips, after school clubs, music lessons to ensure all children have access to a broad and motivating curriculum. Role in Pupil Voice groups.</p>	<p><i>Attendance has been closely monitored and the school followed up quickly on absences. Parents contacted by letter, meetings arranged with HT.</i></p>	<p><i>Only an issue for a minority of pupils but need to continue to monitor carefully.</i></p> <p><i>Increase participation in enrichment activities and pupil voice groups</i></p> <p><i>Continue to strengthen engagement with families of pupils for whom attendance/ punctuality is an issue</i></p>	
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