

# Pupil Premium Strategy Statement Briary Primary School 2020 - 2021

1. Summary information					
School	Briary Primary School				
Academic Year	2020-21	Total PP budget	£115,825	Date of most recent PP Review	July 2020
Total number of pupils	308	Number of pupils eligible for PP	85	Date for next internal review of this strategy	April 2021

2. Current attainment																													
Due to the COVID-19 Pandemic and the cancelling of all assessments this data is from the academic year 2018-2019:																													
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Year 2 Teacher Assessments percentage of children at Expected or above July 2019																													
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Year 6 Progress from KS1 to end of KS2 July 2019

July 2019	Reading	Writing	Maths
All children	4.43	-1.83	2.63
Pupil Premium	4.27	-3.47	1.20
National Pupil Premium	-0.6	-0.5	-0.71

National progress for **all** children is 0; progress >0 is better than National

### 3. Barriers to future attainment (for children eligible for PP, including high ability)

#### In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

- A. Special Educational needs – ADHD, ASD, Sensory processing, Moderate or Specific Learning difficulties
- B. Wellbeing - low confidence/ low self-esteem, social and emotional needs leading to behavioural issues
- C. PP children are still attaining lower in Maths at the end of KS1 compared to children who are not PP
- D. Application of GPS skills to writing
- E. Poor oral language skills on entry to EYFS

#### External barriers (*issues which also require action outside school, such as low attendance rates*)

- F. Low attendance and parental engagement

### 4. Desired outcomes

	Desired outcomes and how they will be measured	Success criteria
A.	Targeted intervention to improve attainment and progress for PP children on the SEN register	PP children make rapid progress by the end of the year and meet age related expectations
B.	Improve wellbeing and confidence of PP children. Behavioural difficulties addressed	Fewer incidents of behaviour recorded. Pupil surveys demonstrate a more positive response to wellbeing and confidence
C.	Higher rates of progress for children across both key stages in maths and more PP children achieving expected standard at KS1	PP children make as much progress as non PP children in KS2 maths. Measured by successful SATs outcomes
D.	Higher rates of progress for children across both key stages in writing and more PP children achieving expected standard	PP children make as much progress as non PP children in KS2 writing. Measured by successful SATs outcomes
E.	Accelerated rates of language acquisition and improved oracy in EYFS and KS1	PP meet age related expectations at end of Foundation Stage and KS1
F.	Increased attendance rate for PP children	Reduced number of persistent absentees from PP children. Overall PP attendance improves from 93% to 96%

<b>5. Planned expenditure</b>										
Academic year	2020 - 21									
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.										
<b>i. Quality of teaching for all</b>										
Chosen action / approach	Desired Outcomes	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?					
Adopt Visible Learning approach to teaching to develop children's metacognition (learning to learn) and involvement in their own learning. Creative approach to children's responses enabling them to demonstrate their understanding of a concept in their own way Development Peer & Self-assessment in order to become reflective learners	A, B, C, D  Higher levels of engagement Greater involvement in their own learning Improved levels of well-being Develop greater resilience	Some PP children have low engagement in more structured learning in class. Visible Learning has proven to be a successful tool to engage all pupils in learning opportunities.	Learning Walks Book Looks PP Governor learning walk	HT  DHT	Seasonal Term					
Purchase of Times Table Rockstars subscription to support rapid recall of number facts and improve efficiency of calculations	C  Children meet national expectations in Y4 Multiplication check Children in Y5 & Y6 show greater efficiency in their calculations Information to Parent/Carers through an Information Evening and website	Maths outcomes at the end of KS2 have been inconsistent with PP children making slower progress  Targeted support through quality resources and teaching strategies will enable rapid progress	Termly Pupil Progress Meetings Lesson observations Book looks Teaching & Learning Governors to complete termly learning walk Engage parents with web-based resource to allow them to support their children at home	HT  KS Leader  CAT Leader	Seasonal Term					

Use of Write Stuff approach for the teaching of writing	D Quality First Teaching in writing improves Children make rapid progress in writing Information to Parent/Carers through an Information Evening and website	Writing across the school has produced inconsistent results and results lower than other subjects. Progress in writing has been slower for PP Targeted support through quality resources and teaching strategies will enable rapid progress	Termly Pupil Progress Meetings Lesson observations Book looks Teaching & Learning Governors to complete termly learning walk Engage parents with new approach to allow them to support their children at home	HT KS Leader CAT Leader	Seasonal Term
Forest School activities for whole school led by Forest School Leader	B, F Children's engagement in learning improves and they become better learners	Some PP children have low engagement in more structured learning in class. Active, outdoor learning has proven to be a successful creative intervention to engage all pupils in learning opportunities. Impact from last year demonstrates children enjoy this style of learning	Lesson observations Pupil surveys/ case studies of pupils taking part	Forest School Leader	Seasonal Term
<b>Total budgeted cost</b>					£47,368

ii. Targeted support					
Chosen action/approach	Desired Outcomes	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Teaching Assistants target support through in class support and interventions.	A, C, D TAs use specific interventions to support vulnerable pupils: phonics, Better Reading Partnership, Sensory Circuits, 1:1 reading, Early morning catch up, precision teaching, Lego therapy	The gap between PP pupils and non PP pupils needs to narrow in all subjects	Monthly meetings with TAs to review intervention support Termly analysis of interventions Termly collection of data from Classroom Monitor to show children on track for	Inclusion manager HT	Seasonal Term
The FLO works with vulnerable families, supporting with attendance and pastoral support. This includes Talking Time and social skills groups.	A, B, E Support children to overcome barriers on their learning and make progress in line with peers. To engage with hard to	Some PP children remain on the persistent absence list – this needs to be addressed. Some children not arriving to school well prepared for their learning	Improved attendance rates (Covid-19 notwithstanding) Reduced incidence of persistent absenteeism Case studies	Inclusion manager HT	Termly

Pastoral team to provide 1:1 support where necessary	reach parents				
Implementation of TrackIt Lights to support the positive reinforcement of behaviour expectations	B	Pilot study within school last year demonstrated the impact of a visual system for re-inforcing and rewarding good behaviour. Simplifies previous systems which had become unwieldy. Whole school approach. Can be monitored remotely by SLT and Well-being team enabling them to 'drop-in' on classes doing well and support in de-escalating situations as needed	Case studies  Proportion of children reaching 'red' on a declining trend  Pupil voice	Inclusion Manager  HT	Termly
EYFS offer high quality language provision to develop oral language skills.	A, E  Early identification of need and targeted interventions for Speech & Language link Support for all pupils by providing a visual and rich language environment, together with intervention for pupils who are assessed as needing extra support	EEF Research demonstrates the effectiveness of quality early intervention and feedback and its impact on progress. Some children with speech and language difficulties find learning new concepts a barrier	Use staff meeting time to train key staff in language intervention  Monitor impact of intervention	Inclusion Manager  Infant Lead	Termly
<b>Total budgeted cost</b>					£59,958

<b>iii. Other approaches</b>					
<b>Chosen action/approach</b>	<b>Desired Outcomes</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Subsidising school trips and in school visitors/events including swimming Subsidising Year 6 Residential visit	B, F  This intervention allows all pupils to take a full and active part in the curriculum and enrichment	Many PP pupils wish to take part in after school events or extra-curricular activity but are hindered by financial difficulties. This intervention will allow opportunity for all children to take part and achieve	All pupils to have equal opportunity for participation  Personal contact with key families	HT  FLO  PE & Sports Leaders	Termly
Pupil Premium children to be given priority places to attend extra-curricular clubs to	B, F	All PP are fully engaged in their curriculum	As above	As above	Termly

improve engagement and self-esteem.					
Purchase of School uniform and additional other clothing eg coats, trainers, footwear etc Subsidising school dinners for KS2 and milk	B  To raise the self-esteem of pupils and confidence and to support them in feeling a part of the school Children are supported by enabling a healthy meal every day	To raise the self-esteem of pupils and confidence and to support them in feeling a part of the school	PP children are given priority for new uniform, school milk, school dinners etc	Office staff  FLO	As appropriate
Lunchtime provision for vulnerable pupils	B, F  Provide opportunity for development of social skills Provide support for pupils to talk about their learning and any difficulties they may be experiencing Provide a safe space (The Ark or Quiet Area) for children who find unstructured times a challenge	Some children find unstructured time in school a challenge and therefore need support to address their anxieties and behavioural difficulties. A safe space will allow children the opportunity to develop resilience and the skills required to deal with social situations more effectively	Weekly monitoring Reduction in behavioural incidents at lunchtime Pupils demonstrating positive relationships with peers	Pastoral Team  Inclusion Manager	Termly
<b>Total budgeted cost</b>					<b>£8,499</b>

6. Review of expenditure				
Previous Academic Year	2019-20	Total PP Spend	£129,048	
Target	Actions in school		Expected Impact	Lessons Learned
<b>Attendance and punctuality</b>				
• 95% + attendance is required to ensure accelerated learning is effective.	• The School FLO continually monitors attendance, as part of the Action 95 project, and offers access to EarlyHelp and other support systems. In cases where the support is ineffective, legal action may be taken.	• Pupils attendance improves, and attendance at interventions is 100% • PP children narrow the attainment difference by 25% per annum	Due to COVID-19 Pandemic a measured impact in relation to previous academic year could not be obtained. These aspects have been incorporated into the strategy for the academic year 2020-2021	

<b>Learning Skills and Personal monitoring</b>			
<ul style="list-style-type: none"> <li>• All children to have the learning skills that will enable them to fulfil their potential.</li> <li>• All children able to monitor, and self-regulate, their behaviour and emotions.</li> <li>• 90% of children who have needed additional support from the Pastoral Support Team to achieve full Golden Time in the following week.</li> </ul>	<ul style="list-style-type: none"> <li>• Additional emotional and behavioural support is provided by the Pastoral Support Team.</li> <li>• Personal mentors support children undergoing a difficult period inside or outside of school, using a range of strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• All children maximising learning time</li> <li>• Improvement in well-being and self-esteem</li> </ul>	Due to COVID-19 Pandemic a measured impact in relation to previous academic year could not be obtained. These aspects have been incorporated into the strategy for the academic year2020-2021
<b>Attainment</b>			
<ul style="list-style-type: none"> <li>• The Govt. directs that all children who do not have a specific learning difficulty are targeted to be at expected standard (EXS) by the end of Y6</li> <li>• 33% of children working towards EXS move to 'on track for EXS' each year.</li> </ul>	<ul style="list-style-type: none"> <li>• Quality First Teaching</li> <li>• Provision of additional, targeted intervention teaching to address specific gaps in learning including, for example, precision teaching, Speech and Language, phonics and social skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Overtime, the difference between the attainment and progress of disadvantaged and non-disadvantaged will be reduced until insignificant.</li> </ul>	Due to COVID-19 Pandemic a measured impact in relation to previous academic year could not be obtained. These aspects have been incorporated into the strategy for the academic year2020-2021
<ul style="list-style-type: none"> <li>• The attainment difference between Pupil Premium children and non-Pupil Premium children is narrowed by 25% each year.</li> </ul>			Due to COVID-19 Pandemic a measured impact in relation to previous academic year could not be obtained. These aspects have been incorporated into the strategy for the academic year2020-2021
<b>Enrichment</b>			
<ul style="list-style-type: none"> <li>• Ensure all children have as wide a range of life-experiences as possible.</li> <li>• Ensure that no child's ability to access or understand the curriculum and learning in class is limited by restricted access to experiences that most other children would have had.</li> </ul>	<p>Extra-curricular clubs provided for No fee (or reduced cost) for trips, workshops and residential visits.</p>	<p>All children able to understand and be able to relate to information presented in class on an equal footing.</p>	Due to COVID-19 Pandemic a measured impact in relation to previous academic year could not be obtained. These aspects have been incorporated into the strategy for the academic year2020-2021