

Brindle Gregson Lane Primary School Pupil Premium Strategy Statement

| Pupil Premium Profile (2020 – 2021) | |
|--|---|
| Number of pupils for pupil premium | 11 pupil premium – 11/183 = 6% (national average 15.7% - based on 2019 data) Free School Meals – 8/11 Previously Looked After – 1/11 Parents in Service – 2/11 |
| Amount of pupil premium received per child | £1320 per FSM £300 per service child £1800 per CLA £2300 per PLA |
| Total pupil premium budget | £13460 |
| Review Date | July 2021 |

In 2019/20 the school used the funding in the following ways:

- Provision of intervention teaching assistants to provide 1:1 and small group sessions for pupils
- CPD for staff
- Contributions towards trips, visits and other educational experiences
- Provision for wider opportunities including music
- Play Therapist to provide nurture support
- Support from Educational Psychologist to provide comprehensive assessment of children's needs and recommendations for support in class.
- Nurture support at lunchtime to encourage and develop appropriate social play

Outcomes

| KS2 Attainment for academic year 2019/20 <i>Below is based on 2019 data – no comparable data for 2020 (number of children - 2)</i> | Disadvantaged Pupils (school) | Disadvantaged Pupils (nationally) | Other Pupils (school) | Other Pupils (nationally) |
|---|-------------------------------|-----------------------------------|-----------------------|---------------------------|
| % attaining the expected standard or above in R/W/M combined at end of KS2 | 0% | 71% | 52% | 65% |
| % attaining the expected standard or above in reading at end of KS2 | 0% | 78% | 74% | 73% |
| % attaining the expected standard or above in writing at end of KS2 | 100% | 83% | 70% | 78% |
| % attaining the expected standard or above in maths at end of KS2 | 50% | 84% | 89% | 79% |
| Progress score for reading at end of KS2 | -5.16 | 0.3 | -1.65 | 0.03 |
| Progress score for writing at end of KS2 | 4.37 | 0.27 | -3.36 | 0.03 |
| Progress score for maths at end of KS2 | -1.69 | 0.37 | -1.65 | 0.03 |

KS2 Attainment 2019 data – Key Lines of Enquiry from 2019

- Attainment at 'expected standard for Reading, Writing and Maths combined' significantly below for disadvantaged pupils at BGL when compared to disadvantaged pupils nationally and other pupils in school.
- Attainment at 'expected standard for Reading' significantly below for disadvantaged pupils at BGL when compared to disadvantaged pupils nationally and other pupils in school.
- Attainment at 'expected standard for Writing' above school and national (be wary of small numbers).
- Attainment at 'expected standard for Maths' below for disadvantaged pupils when compared to disadvantaged pupils nationally and other pupils in school.
- Progress measure from KS1 to KS2 cause for concern for disadvantaged children in Reading and Maths.

| KS1 Attainment for academic year 2019/20 <i>Below is based on 2019 data – no comparable data for 2020 (number of children - 3)</i> | Disadvantaged Pupils (school) | Disadvantaged Pupils (nationally) | Other Pupils (school) | Other Pupils (nationally) |
|---|-------------------------------|-----------------------------------|-----------------------|---------------------------|
| % attaining the expected standard or above in reading at end of KS1 | 33% | 78% | 90% | 75% |
| % attaining the expected standard or above in writing at end of KS1 | 33% | 73% | 79% | 69% |
| % attaining the expected standard or above in maths at end of KS1 | 67% | 79% | 93% | 76% |
| % exceeding the expected standard in reading at end of KS2 | 0% | 28% | 31% | 25% |
| % exceeding the expected standard in writing at end of KS2 | 0% | 17% | 10% | 15% |
| % exceeding the expected standard in maths at end of KS2 | 0% | 24% | 21% | 22% |

KS1 Attainment 2019 data – Key Lines of Enquiry (small numbers)

- Attainment at 'expected standard for Reading and Writing' significantly below for disadvantaged pupils at BGL when compared to disadvantaged pupils nationally and other pupils in school.
- Number of pupils exceeding the expected standard in Reading, Writing, Maths significantly below for disadvantaged pupils at BGL when compared to disadvantaged pupils nationally and other pupils in school.
- 'Attainment at/exceeding the expected standard' broadly in line/above for pupils at BGL in Reading, Writing, Maths when compared to national – this is in contrast to disadvantaged pupils – key cause for concern.

| Other Attainment for academic year 2019/2020 <i>Below is based on 2019 data – no comparable data for 2020</i> | Disadvantaged Pupils (school) | Disadvantaged Pupils (nationally) | Other Pupils (school) | Other Pupils (nationally) |
|--|-------------------------------|-----------------------------------|-----------------------|---------------------------|
| % passing phonics screening check in Year 1 <i>(number of children -1)</i> | 100% | 84% | 91% | 82% |
| % attaining GLD at end of EYFS – | NA | NA | 87% | 72% |

Barriers to future attainment for pupils eligible for Pupil Premium

| | |
|---|---|
| A | Low attainment and slow progress rates of progress for disadvantaged pupils |
| B | Reading attainment is low for some of the school's disadvantaged pupils due to lack of home reading and exposure to quality books. |
| C | Home routine impacting on pupil's readiness and behavior for learning. Lack of parental engagement with home learning. |
| D | Opportunities that some of the school's disadvantaged pupils receive outside of school are considerably less than the non-disadvantaged pupils (cultural capital) |

Desired outcomes in relation to each priority/barrier

| Desired Outcome | | Approach chosen to achieve |
|-----------------|--|---|
| A | Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year and previous key stage; those who have 'fallen behind' make accelerated progress and 'catch up'. | <ul style="list-style-type: none"> • Quality first teaching in all classes every day. Provision of interventions for children identified as needing to catch-up. • SENDCo monitoring and tracking of data to lead to next steps in learning/support. • IDL for Spelling, Reading and Maths catch up • Precision Teaching approach for gaps in knowledge |
| B | Disadvantaged pupils are reading regularly and mechanical reading ages are at least in line with the chronological age. Disadvantaged children make at least expected progress in Reading. | <ul style="list-style-type: none"> • Provision of regular reading with an adult for those disadvantaged pupils identified as having a reading age below their chronological age; at least three times per week. KS1 and KS2 Reading Domain Prompts used by staff to appropriately question pupils during reading of text. • Use of IDL to build up Reading decoding skills and recognition of High Frequency Words/Sight words • School to provide tablet/laptop for children to use as an e-reader. Children set up to access electronic library whilst at home • Termly Reading Newsletter to provide parents with links to online texts and quality reading material. • Parent workshop "How to read with your child at home" • Access to quality texts (school Book Band books and school library loan) |
| C | Clear avenues of communication between school and home are in place. Children have access to learning aids and resources outside of school. Children can access home learning in the event of school/bubble closures. Families are supported at home and given strategies to help with home organisation. | <ul style="list-style-type: none"> • Use of Seesaw APP to provide easy access to home/school communication • Implementation of whole school values – focus on behavior for learning • Provision of tablet/laptop to enable easy access to online learning. • Use of printed materials posted to individual houses as appropriate • Regular phone call check ins/meetings with parents with ideas and strategies that can be used at home – referrals made to wider agencies as appropriate • Mental Health and Wellbeing whole school focus – wellbeing questionnaires for parents and pupils • Whole school focus on metacognition – staff training – children thinking about their own learning |
| D | Pupils have a breadth of experiences that enable them to contextualise their learning | <ul style="list-style-type: none"> • Curriculum drivers focused on practical activities to enhance learning experiences. Opportunities to extend learning through trips, visitors, Super Learning Days where possible. • Provision of a range of initiatives to extend children's experiences including music and sport |

Planned Expenditure

| Barrier | Desired Outcome | Actions | Monitoring Steps | Cost |
|--|--|--|---|--|
| A - Slow attainment and slow progress rates of progress for disadvantaged pupils | Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year and previous key stage; those who have 'fallen behind' make accelerated progress and 'catch up' | <ol style="list-style-type: none"> 1. Quality first teaching for all. Increase pupil to adult ratios to support disadvantaged pupils through the deployment of TAs 2. Small-group interventions/catch up programmes. 3. Additional 2 hours weekly TA3 support 4. Additional 6 hours weekly Teacher support for group intervention. 5. Use of IDL (online intervention programme) for Reading, Spellings and Maths. 6. Use of Precision Teaching approach for group interventions. 7. Comprehensive Cognitive Assessment led by Educational Psychologist to support individual School Support Plans. | <ul style="list-style-type: none"> - Autumn Term book scrutiny with focus on PP (SM/SLT) - Termly monitoring of School Support Plans strategies and outcomes (KE) - Termly Data Tracking for Reading, Writing, Maths, SPAG and Phonics for children at PP (KE) - Pupil Progress Meetings (MM) - IDL online tracking tool (KE/SS) - Precision Teaching Probes baseline and end of intervention data (KE) | <ol style="list-style-type: none"> 1 – 2- £1710 3 £855 4.£5005 5.£399 (contribution towards PP) 6. £300 staff training 7.£540 (contribution towards PP) <p>Total: £8809</p> |
| B - Reading attainment is low for some of the school's disadvantaged pupils due to lack of home reading and exposure to quality books. | Disadvantaged pupils are reading regularly with an adult in school and mechanical reading ages are at least in line with the chronological age. Disadvantaged children make at least expected progress in Reading. | <ol style="list-style-type: none"> 1. Dedicated story time and ERIC whole class with specific focus on disadvantaged pupils. 2. Regular 1:1 reading with Disadvantaged Pupils alongside a TA approximately 3 times per week. KS1 and KS2 Reading Domain Prompts used by staff to appropriately question pupils during reading of text. 3. Use of IDL to build up Reading decoding skills and recognition of High Frequency Words/Sight words 4. School to provide tablet/laptop for children to use as an e-reader. Children set up to access electronic library whilst at home | <ul style="list-style-type: none"> - Termly PIRA Reading Assessment Papers and Analysis Tool to find reading age and progress measure from last assessment. - Termly monitoring of School Support Plans strategies and outcomes (KE) - Termly Data Tracking for Reading, Writing, Maths, SPAG and Phonics for children at PP (KE) - Pupil Progress Meetings (MM) - IDL online tracking tool (KE/SS) | <ol style="list-style-type: none"> 1. – 2. £2667 3. costed above 4. to be allocated from school ICT budget 5. – 6. – 7. – <p>Total: £2667</p> |

| | | | | |
|--|---|--|--|--|
| | | <ol style="list-style-type: none"> 5. Termly Reading Newsletter to provide parents with links to online texts and quality reading material. 6. Parent workshop “How to read with your child at home” 7. Access to quality texts (school Book Band books and school library loan) | | |
| Home routine impacting on pupil’s readiness and behavior for learning. Lack of parental engagement with home learning. | Clear avenues of communication between school and home are in place. Children have access to learning aids and resources outside of school. Children can access home learning in the event of school/bubble closures. | <ol style="list-style-type: none"> 1. Use of Seesaw APP to provide easy access to home/school communication 2. Implementation of whole school values – focus on behavior for learning (responsibility/resilience/determination) 3. Provision of tablet/laptop to enable easy access to online learning. 4. Use of printed materials posted to individual houses as appropriate 5. Regular phone call check ins/meetings with parents with ideas and strategies that can be used at home – referrals made to wider agencies as appropriate. Half termly check in (weekly check in the event of school closures) 6. Mental Health and Wellbeing whole school focus – wellbeing questionnaires for parents and pupils 7. Whole school focus on metacognition – staff training – children thinking about their own learning | <ul style="list-style-type: none"> - Monitoring of planning and delivery of home learning (MM) - Monitoring of home learning engagement (class teachers/MM/KE) - Monitoring of impact of home learning (MM) - Pupil questionnaire - Parental questionnaire - CPMOS log of parental communications actions and outcomes | <ol style="list-style-type: none"> 1.- 2.- 3. to be allocated from school ICT budget. 4. £150 (provisional budget) 5- Inclusion Manager release time 6 – 7 – wider school support budget <p>Total: £150</p> |

| | | | | |
|---|--|--|--|--|
| <p>D - Opportunities that some of the school's disadvantaged pupils receive are considerably less than the non-disadvantaged pupils</p> | <p>Pupils have a breadth of experiences that enable them to contextualise their learning</p> | <ol style="list-style-type: none"> 1. Residential Trip Year 6 (provisional) 2. Opportunities to extend learning through trips, visitors, Super Learning Days where possible. 3. Provision of a range of initiatives to extend children's experiences - music 4. Provision of a range of initiatives to extend children's experiences – sport | <ul style="list-style-type: none"> - Monitoring of participation in activities beyond the classroom (e.g. after-school clubs, competitive sports activities) - Disadvantaged pupils take part in all trips and residential trips - Whole school curriculum monitoring to focus on opportunity for practical based learning. - Monitoring of participation in wider musical opportunities including drums, guitars, singing, keyboards. - Monitoring of participation in wider sport based activities including Absolute Football, Absolute Sports - Student voice feedback | <p>1.£600 (provisional) 2.£350 (contribution towards PP) 3.£435 (contribution towards PP) 4.£120</p> <p>Total: £1505</p> |
|---|--|--|--|--|

| | | |
|------------|---|--|
| Other | <ol style="list-style-type: none"> 1. SENDCo release time to monitor teaching and learning for PP, track PP data, analyse PP data, set next step targets for disadvantaged children, review and update School Support Plans, meet with parents, pupils, staff with termly updates, meet with professional agencies involved with disadvantaged children, 2. Adult support for access arrangements for assessments 3. Contingency | <p>1.£1200 2.£342 3.£437</p> <p>Total: £1979</p> |
| Total Cost | | £15110 |