Pupil Premium Strategy Statement Review – BHPS: 2019-2020
'Make The Future Better For All'

School Overview

School Name	Bramcote Hills Primary School
No. of Pupils in school	418
Proportion of disadvantaged pupils	36 pupils = 8.6%
Pupil premium allocation	£61,920
Date of most recent PP Review	14th October 2019
Date for next internal review of this strategy	January 2020
Date for next external review of this strategy	Spring Term 2020
The external review was planned for March 2020, however it was cancelled due to Covid-19 and the school closure	
Pupil Premium Lead	Miss Kerry Gibson
Link Governor	Mr Ty Yousaf

As a result of the Covid-19 Pandemic during the academic year 2019-2020, some targets within the Pupil Premium Strategy were not fully met. This is due to the closure of schools from 23rd March 2020. Analysis of attainment and progress data was undertaken, but this is up to and including the Spring Term 2020. As end of key stage assessments were not administered, there is no measureable data. Therefore, it is not possible to check the progress measures against initial targets set.

Attainment (Spring 2020) – Academic Year 2019-2020

	Key Stage One (Year 1)						Key Stage One (Year 2)					
	BHPS Pupils eligible for PP Total number of pupils = 2			All BHPS pupils (60 pupils)			BHPS Pupils eligible for PP Total number of pupils = 5			All BHPS pupils (59 pupils)		
	Below ARE	ARE or Above	GDS	Below ARE	ARE or Above	GDS	Below ARE	ARE or Above	GDS	Below ARE	ARE or Above	GDS
Reading	1 = 50%	1 = 50%		18%	82%	22%	4 = 80%	1 = 20%		39%	61%	24%
Writing	1 = 50%	1 = 50%		22%	78%	8%	5 = 100%			49%	51%	14%
Maths	1 = 50%	1 = 50%		14%	86%	18%	3 = 60%	2 = 40%		35%	65%	19%

	Key Stage Two (Year 3)						Key Stage Two (Year 4)					
	BHPS Pupils eligible for PP Total number of pupils = 6			All BHPS pupils (61 pupils)			BHPS Pupils eligible for PP Total number of pupils = 8			All BHPS pupils (60 pupils)		
	Below ARE	ARE or Above	GDS	Below ARE	ARE or Above	GDS	Below ARE	ARE or Above	GDS	Below ARE	ARE or Above	GDS
Reading	4 = 67%	2 = 33%		26%	74%	23%	3 = 38%	5 = 62%		18%	82%	31%
Writing	5 = 83%	1 = 17%		32%	68%	20%	5 = 62%	3 = 38%		29%	71%	17%
Maths	3 = 50%	3 = 50%		20%	80%	21%	3 = 38%	5 = 62%	2 = 25%	20%	80%	24%

	Key Stage Two (Year 5)						Key Stage Two (Year 6)					
	BHPS Pupils eligible for PP Total number of pupils = 9			All BHPS pupils (61 pupils)			BHPS Pupils eligible for PP Total number of pupils = 7			All BHPS pupils (60 pupils)		
	Below ARE	ARE or Above	GDS	Below ARE	ARE or Above	GDS	Below ARE	ARE or Above	GDS	Below ARE	ARE or Above	GDS
Reading	5 = 56%	3 = 44%		18%	82%	32%	3 = 43%	4 = 57%		22%	78%	33%
Writing	5 = 56%	3 = 44%		13%	87%	25%	4 = 57%	3 = 43%		20%	80%	28%
Maths	2 = 22%	7 = 78%		11%	89%	31%	3 = 43%	4 = 57%		20%	80%	22%

Reading, Writing, Maths combined		BHPS Pupils eligible for PP		All BHPS pupils	
		ARE or Above	GDS	ARE or Above	GDS
Y1 (59 Pupils)	PP = 2 Children	1 = 50%		58%	14%
Y2 (59 Pupils)	PP = 5 Children	0		80%	5%
Y3 (61 Pupils)	PP = 6 Children	1 = 17%		46%	13%
Y4 (60 Pupils)	PP = 8 Children	3 = 38%		62%	13%
Y5 (59 Pupils)	PP = 9 Children	4 = 44%		66%	12%
Y6 (60 Pupils)	PP = 7 Children	3 = 43%		76%	15%

Strategy aims for disadvantaged pupils

Priority Measure	Desired Outcomes		Impact
	Meeting the expected standard at the end of KS2	Achieving Greater Depth Standard at the end of KS2	
1. All PP children to achieve SIP based targets in reading and maths (informed by FFT top 20% of schools) (Measured by attainment data)	All Pupils Reading 54/60 = 90% Writing 53/60 = 88% Maths 56/60 = 93% RWM 46/60 = 86% PP Pupils Reading 5/6 = 83% Writing 5/6 = 83% Maths 5/6 = 83% RWM 5/6 = 83%	Reading 30/60 = 50% Writing 26/60 = 44% Maths 31/60 = 52% RWM 12/60 = 20% Reading 2/6 = 33% Writing 1/6 = 17% Maths 3/6 = 50% RWM 1/6 = 17%	As end of key stage assessments were not administered, there is no measureable data. Therefore, it is not possible to check the progress measures against initial targets set. During Spring term, all pupils undertook an assessment. The data for which is shown above.
2. Children are keen to learn and support is given to help address emotional issues which impact on work. (Measured by learning walks and teacher dialogue)	Teachers report greater engagement in lessons and less low level disruption. Behaviour audit shows a reduction in behaviour incidents involving specific named children.		Fortnightly meetings introduced to discuss with staff PP pupils, the progress they are making within work and strategies implemented to support their progress and attainment.
3. Children are able to articulate how they learn best and use the agreed language of learning. They are able to view mistakes and learning struggles as a key part of the learning process and display the 4Rs (resilience, resourcefulness, reciprocity and reflection) (Measured by PP pupil trail)	Pupil trail shows that children consistently use the agreed language of learning and can describe how they learn best. At least 25% of PP children will have made accelerated progress in reading, writing and maths.		SIP Review July 2019. Climate for learning established in every classroom, according to the policy. Children demonstrate a growing understanding of learning powers and are referring to these when talking about their work.
4. There will be fewer playtime incidents involving specific PP children (Measured by termly Scholar Pack behaviour audit)	Behaviour audit shows a significant decrease in the amount of behaviour incidents involving specific children.		New behaviour policy embedded, with monitoring being undertaken. Policy implemented consistently. Patterns of poor behaviour addressed successfully. Positive feedback from staff and support received from SLT with behaviour. Half termly monitoring, undertaken until school closure on 23rd March (due to Covid-19), supports that despite an increase in incidents during Autumn (2), the number of incidents involving PP pupils is low during Autumn (1) and is significantly reduced during Spring (1)

	Autumn (1)		Autumn (2)		Spring (1)	
	Total	No. PP	Total	No. PP	Total	No. PP
Yellow Triangle	24	4	21	6	19	4
Orange Square	6	2	1	8	10	1
Red Pentagon	0	0	0	0	2	1
	30	6	22	14	31	6
		20%		63%		19%

5. Attendance will be in line with their peers. (Measured by monthly attendance audit)	Attendance of PP children will have increased and be in mostly line with non-PP children. 90% of all PP children will have attendance of at least 95%.	Attendance of FSM/FSM6 pupils has been tracked from September 2019, up until school closure on Monday 23rd March 2020. <u>Individual pupil attendance has been monitored.</u> Autumn 1 – 23/37 PP pupils achieved at least 95% = 62% of pupils Autumn 2 – 19/37 PP pupils achieved at least 95% = 51% of pupils Spring 1 – 20/37 PP pupils achieved at least 95% = 54% of pupils <u>PP Pupil average attendances (Up until 20th March 2020)</u> FSM 6 FSM Autumn (1) = 93.99% Autumn (1) = 92.56% Autumn (2) = 91.85% Autumn (2) = 89.66% Spring (1) = 95.73% Spring (1) = 94.35% Spring (2) = 94.21% Spring (2) = 92.13% Two children's attendance causing concern which is being addressed. 1 Court case was pending, prior to school closure.
6. There is an increase of parental engagement with school life and their child's work. (Measured by attendance at parents' evening and school events)	Evidence of parental attendance at school events e.g. parents evenings, shows, class activities.	Through the work of Carol Magner (Home Liaison Worker), parental engagement of our PP parents has increased, with all parents attending parents evening. She arranged regular meetings, telephone calls and lots of face to face contact at pick-up and drop-off times. Her involvement with one family, resulted in the child attending a carol service during the evening.
7. There is no barrier to children attending enrichment and extra – curricular activities. (Measured by audit of after-school clubs attendance)	Uptake of children attending extra – curricular activities increases. All PP children attend residential visits.	During Autumn and Spring term, up until the closure of school due to Covid-19, all PP pupils have accessed a number of enrichment opportunities either through Brighter Futures through sport, BFTS lunchtime club, an after school club or a sporting event e.g. Boccia

The final review has been ragged with an additional colour. Red/amber/green has been used to denote progress up until Feb 2020. Areas impacted on by Covid-19 have been highlighted in blue.

Aim	Activity
To ensure that the attainment of disadvantaged pupils is at least good and their rates of progress are at least good and in some areas accelerated	Fully implement the new teaching and learning policy and curriculum plan. • Establish a *'So what'* culture (So what are we going to do about it?) • Establish a *'no excuse'* culture • Stimulate children's pride in their learning and develop ways for them to challenge themselves • Develop metacognition approaches • Ensure strategies for intervention at the point of learning • Teacher led pre/post teach. Interventions to be part of quality first teaching rather than TA withdrawal
To fully implement the new Teaching and Learning Policy and Curriculum Statement	• Review and fully implement the 'Climate for Learning' section of the policy • Review the schools' approach to developing metacognition and how we promote the 4 learning powers. CPD for staff. • Carry out research and train staff in the notion of 'Purpose' from our SPARK curriculum • Further explore how we provide scaffolds for children to meet challenging learning objectives CPD for staff. • Explore and innovate how we ensure children to retain crucial 'sticky knowledge' exploring the use of knowledge organisers. • Develop curriculum depth maps for all subjects, allowing staff groups to contribute in teams • Review how we make our curriculum stimulating and aspirational. Develop and share good practice.
To further enrich the curriculum by refreshing the teaching MFL and Art	• Review and alter staffing arrangements for teaching of MFL – now Spanish • Ensure there is a progression and sequential approach to learning across KS2 • Hold Curriculum theme days for MFL. • Carry out staff training in Art to ensure good subject knowledge for teachers • Develop a curriculum depth map for Art to ensure sequential learning • Hold Art themed day(s)
To implement the new behaviour policy that was initiated last year	• Monitor the success of the policy and respond to trends • Develop individual behaviour plans for a very small number of children • Further develop strategies to ensure praise is given 10:1
Barriers to learning for these priorities to be addressed	Some children have limited English skills (poor phonic knowledge, poor sight vocabulary, limited vocabulary, poor word-retrieval, difficulty with inference and making comparisons with other texts) and maths skills. Their attainment is behind that of their peers. Some children are not able to take charge of their own learning and do not understand the language of learning (metacognition). A very small number of PP children are presenting some challenging behaviours at playtime.
Projected Spend	£20,000 (Proportion of the PP Lead & Curriculum Lead salary)

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1 *Brighter Futures Through Sport Development & Mentoring Programme* **Due to Covid-19, these sessions ran up until w/b 9th March. The refund received from the cancelled sessions have funded the BFTS coach to run a full day of sessions from September 2020.**	Brighter Futures Through Sport (BFTS) are a charity, who aim to use sport to inspire, raise self-esteem and give confidence to every child they work with. • Provide a mentoring programme for girls and boys from ages 6-16, with the aim of improving confidence, supporting school work and raising self-esteem. • Introduce **a** mentorship programme, which is delivered by ex-professional footballers and athletes, through group work and 1-to-1 sessions. • Provide support and activities that develop the skills, confidence and capabilities of each child. • The sessions run for 30 minutes and pupils who attend the sessions will do so individually or as a group of 3. 31 weeks = £2635
Priority 2 *Home Liaison Support Worker* **Up until March 2020, the HLSW worked with 14 pupils.** **By Spring term 5/14 = 36% of pupils were working at the age-related expectations.** **8/14 = 57% of pupils had made progress from their Autumn Term assessment scores.**	Home Liaison Support Worker – Part time • To work with pupils in receipt of PP. to support their reading • To ensure targeted pupils make at least expected progress in reading. • To make home visits to families and arrange to meet with them in school. • To address other issues that present difficulties for families that may affect children's success in school. • To support a family's full integration into school life. Sessions run on Tuesday & Friday = £9269
Priority 3 SEED – Transform intervention **These sessions ran on a 1:2:1 basis during Autumn Term 2019.**	• Removal of emotional barriers to learning. Pupils are engaged in lessons and present positive behaviours both in and out of the classroom. • Funding used for specific support interventions such as counselling other Nurture/therapy support for specific pupils. • Implementation of SEED (School's Emotional Education) To offer staff workshops/ 1-1 bespoke coaching and emotional wellbeing workshops for specific children / groups to support disengaged learners/ and children who need more specific support. • Staff training on attachment issues. 18 Sessions (1-2-1) = £805
Barriers to learning for these priorities to be addressed	Some children eligible for the pupil premium struggle with emotional issues and dealing with their feelings which in turn impacts on their ability to work successfully. Other factors include ➤ Family tension ➤ Low starting points ➤ Low self-esteem ➤ Low aspiration ➤ Poor access to life experiences ➤ Poor vocabulary and knowledge of the world ➤ Parental anxiety
Projected spending	£12, 709

Targeted academic support for current academic year

Measure	Activity	Intended outcome/Impact	Termly evaluation of progress towards targets
Priority 1 *To formulate individual year group targets for each year group based on specific issues and prior attainment*	**Foundation:** • To further improve the performance of boys at GLD	*The percentage of boys exceeding GLD in 12 ELGs is above the national average The gender difference at GLD to be less than the national 75% of boys to attain GLD*	**Term 1** Reading 73% and 28% PP Reading 2/5 ch = 40% Writing 73% and 18% PP Writing 1/5 ch = 20% Maths 78% and 23% PP Maths 2/5 ch = 40% Generally good progress, staff aware who to target **Term 2** Reading 74% and 28% PP Reading 2/5 ch = 40% Writing 73% and 18% PP Writing 1/5 ch = 20% Maths 80% and 23% PP Maths 2/5 ch = 40% **Term 3** – No data due to Covid-19

Year 1
• To focus on the teaching of phonics but also the breadth of reading with boys

The gender gap in writing at ARE is less than it was at the end of F2. Overall reading for the year group at ARE to be 78% or above and 17% or above at GDS

PP = 2 Children	Term 1		Term 2		Term 3
	PP	All	PP	All	No data due to Covid-19
Reading	50%	83%	50%	82%	
Writing	50%	75%	50%	78%	
Maths	50%	86%	50%	86%	

Year 2
• To raise the attainment levels of boys in reading and writing

For the attainment of boys in reading to be 77% or above (Dec 19 %) (April 20%) (Final Summer score %) For the attainment of boys in writing to be 73% or above (Dec 19 %) (April 20%)

PP = 5 Children	Term 1		Term 2		Term 3
	PP	All	PP	All	No data due to Covid-19
Reading	40%	69%	40%	61%	
Writing	40%	69%	40%	51%	
Maths	60%	73%	60%	65%	

Year 3
• To improve the phonic skills of those children who did not pass the Yr 2 phonic recheck
• To maintain the attainment levels in reading, writing and maths set in Yr 2, avoiding the 'Yr 3 dip'

For 4/5 children to pass the phonic recheck (achieved except for 1 child with severe SEND) For attainment levels in all areas to match those set in Yr 2.

PP = 6 Children	Term 1		Term 2		Term 3
	PP	All	PP	All	No data due to Covid-19
Reading	33%	73%	33%	74%	
Writing	17%	73%	17%	68%	
Maths	40%	78%	50%	80%	

Year 4
• To improve the performance of boys in writing

Boys performance in writing to be above 85% at ARE & above (Dec 19 %) (April 20 %) (Final summer score = %) PP targets (Identified in SIP) to be met

PP = 8 Children	Term 1		Term 2		Term 3
	PP	All	PP	All	No data due to Covid-19
Reading	38%	75%	63%	82%	
Writing	38%	65%	37%	71%	
Maths	50%	78%	63%	80%	

Year 5
• To improve the performance of boys in reading and writing
• To improve the performance of PP children in all areas

For the performance of boys in reading to rise to 76% (% Dec 19/Apr 20/Jul 20) For the performance of boys in writing to rise to 78% (% Dec 19/Apr 20/Jul 20) For the performance of PP children to be in line with that targets set in the SIP

PP = 9 Children	Term 1		Term 2		Term 3
	PP	All	PP	All	No data due to Covid-19
Reading	33%	78%	44%	82%	
Writing	44%	81%	44%	87%	
Maths	56%	85%	78%	89%	

Year 6
• To improve the performance of PP children in reading, writing and maths
• To improve the performance of boys in reading

For the overall attainment in reading to be 90% at ARE and 25% at GDS (% Dec 19/Apr 20/Jul 20) For the attainment of pupils in receipt of pupil premium to be in line with the targets set out in the SIP.

PP = 7 Children	Term 1		Term 2		Term 3
	PP	All	PP	All	No data due to Covid-19
Reading	50%	77%	57%	78%	
Writing	0	67%	43%	80%	
Maths	50%	80%	57%	80%	

Priority 2 *To further clarify the role of Teaching Assistants in school*	• Review line management of TAs • Build on work from last year and ensure system for appraisal and training is more effective • Clear demarcation of duties identified • Ensure consistency of practice and hold training for staff on target setting & setting up provision maps and scaffolding within the classroom
Barriers to learning for these priorities to be addressed	Some children have limited English skills (poor phonic knowledge, poor sight vocabulary, limited vocabulary, poor word-retrieval, difficulty with inference and making comparisons with other texts) and maths skills. Their attainment is behind that of their peers. Some children are not able to take charge of their own learning and do not understand the language of learning (metacognition).
Projected spending	£22,651 (TA salaries to support the above)

Wider strategies for the current academic year

Measure	Activity
Priority 1 *There is no barrier to children attending enrichment and extra – curricular activities.*	• Funding used to provide enrichment opportunities to PP pupils. To include attendance at residential visits, after –school clubs, specific enrichment experiences • Ensure all PP children are involved in extra-curricular activities and attend trips and residential visits • Termly analysis of extra-curricular uptake by PP Lead.
Priority 2 *Attendance of the PP pupils will be at least in line with their peers.*	• Weekly attendance tracking of pupils eligible for PP. • Analysed weekly and in more detail monthly • Absence followed up from the first morning of absence. Traffic Light letters sent when attendance concerns are raised. • Face-to-face meetings with parents/carers by Attendance Officer. • Referral for more serious cases. Introduction of fining for holidays during term time.
Barriers to learning for these priorities to be addressed	Lack of parental capacity could prevent pupils taking part in extra-curricular and enrichment activities outside of the classroom day and school day. This could also impact the quality of parental support at home. Parental engagement/capacity to support with their child's school work is less likely than pupils not eligible for pupil premium. The attendance of children eligible for Pupil Premium is sitting below that of children not eligible for Pupil Premium.
Projected spending	£4000

Monitoring and implementation

Measure	Activity
Teaching	*Learning walks* *Work scrutiny* *Book scrutiny* *Pupil interviews* *Termly meetings with PP lead and HT and updates at every SDC meeting* *CPD Opportunities for staff*
Targeted support	*Monitoring of support to ensure that the pupils receive the assistance they need to close gaps in their learning.* *Behaviour incidents are monitored and reported*
Wider strategies	*BFTS – Scaling Radar for individual pupils completed by staff.* *HLW – Review of targets set termly. Fortnightly meetings to discuss strategies and issues which may arise. Chronology of sessions completed weekly.*