

## Pupil Premium Strategy Statement – BHPS: 2020-2021



### School Overview

School Name	Bramcote Hills Primary School
No. of Pupils in school	415
Proportion of disadvantaged pupils	35 pupils = 8.4%
Pupil premium allocation	<b>£56,730.00</b>
Date of most recent PP Review	22 <sup>nd</sup> February 2021
Date for next internal review of this strategy	Summer 2021
Pupil Premium Lead	Miss Kerry Gibson
Link Governor	Mr Ty Yousaf

### Current Attainment (July 2019)

Due to Covid-19, SATs tests planned for May 2020 were not undertaken. Therefore, the data shown below is the most recent (July 2019) national data for KS1 & KS2.

Key Stage One	BHPS Pupils eligible for PP (No. of Pupils *)				All BHPS pupils (National**)	
	Are or Above		GDS		Are or Above	GDS
	FSM (2)	FSM6 (3)	FSM (2)	FSM6 (3)		
Reading	0	33.3%	0	0	75% (75%)	27% (25%)
Writing	0	33.3%	0	0	73% (69%)	20% (15%)
Maths	0	33.3%	0	0	78% (76%)	23% (22%)

Key Stage Two	BHPS Pupils eligible for PP				All BHPS pupils (National*)	
	Are or Above		GDS		Are or Above	GDS
	FSM (6)	FSM6 (8)	FSM (6)	FSM6 (8)	FSM6 (8)	
Reading, writing & maths combined	50%	13%	0	13%	67.8% (65%)	20% (11%)
Reading	50%	38%	17%	13%	73% (73%)	37% (27%)
Writing	67%	63%	0	25%	86% (78%)	32% (20%)
Maths	67%	50%	0	25%	81% (79%)	37% (27%)

	Pupil progress scores for the academic year 2019		
	Pupils eligible for PP		All BHPS pupils (National*)
	FSM	FSM6	
Reading	- 0.6	- 3.4	-1.14
Writing	2.1	0.4	0.58
Maths	- 3.3	- 4.6	-0.94

\* Number shown in brackets = Number of eligible pupil premium pupils

\*\* National Non Pupil Premium Pupils

FSM = Free School Meal (FSM) is a statutory benefit available to school aged children from families who receive other qualifying benefits and who have been through the relevant registration process.

FSM6 = Ever 6 FSM. Schools receive Pupil Premium funding to support the learning of pupils who are entitled to Free School Meals (FSM). This funding continues for a further 6 years, even if the child is no longer entitled to receive free school meals.

## Strategy aims for disadvantaged pupils

Priority Measure	Desired Outcomes				
	Meeting the expected standard at the end of KS2 (2021)			Achieving Greater Depth Standard at the end of KS2 (2021)	
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	53/59 = 90%	Reading	27/59 = 45%
		Writing	50/59 = 85%	Writing	14/59 = 25%
		Maths	53/59 = 90%	Maths	27/59 = 45%
		RWM	47/59 = 80%	RWM	12/59 = 20%
	PP Pupils	Reading	8/9 = 89%	Reading	1/9 = 11%
		Writing	8/9 = 89%	Writing	1/9 = 11%
		Maths	8/9 = 89%	Maths	1/9 = 11%
		RWM	8/9 = 89%	RWM	1/9 = 11%
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.				
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.				
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.				
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%.				
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.				
7. There are no barriers 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. <i>This priority is (at the time of writing) impacted on the current restrictions placed on enrichment activities due to Covid-19</i>				

## Teaching priorities for current academic year

<p>Barriers to learning for teaching priorities to be addressed</p>	<p>Some children have limited Maths and English skills (poor phonic knowledge, poor sight vocabulary, limited vocabulary, poor word-retrieval, difficulty with inference and making comparisons with other texts). Their attainment is behind that of their peers.</p> <p>Some children are not able to take charge of their own learning and do not understand the language of learning (metacognition).</p> <p>A very small number of PP children are presenting some challenging behaviours at playtime.</p>
<p>The following strategies have been devised to offset the barriers to learning, described above</p>	
Aim	Activity
<p>To develop a school wide strategy for blended learning that secures a continuation of intended learning, in the event of COVID-19 related disruption for onsite learning for an individual, group or all children in the school</p>	<ul style="list-style-type: none"> <li>• There is a written blended learning strategy in place that is communicated to all</li> <li>• The blended learning strategy is facilitated by the appropriate infrastructure including relevant hardware, software and safety procedures.</li> <li>• Staff knowledge and understanding of the school’s approach to blended learning to ensure a seamless transition between home and school -based learning.</li> <li>• Children are equipped with the necessary independent learning skills to enable them to access the planned curriculum through a blended approach.</li> <li>• Engage parents and carers with the school’s blended approach so that they are confident to support their children during any period of partial closure.</li> </ul>
<p>To devise and implement a Post Covid19 Recovery Curriculum</p>	<ul style="list-style-type: none"> <li>• 20 minutes daily physical activity – this is aspirational</li> <li>• Reading recovery plan detailed in curriculum recovery document</li> <li>• Twice weekly PSHE sessions that focus on lockdown experiences and children’s emotions about returning to school</li> <li>• Develop a list of the ‘fundamental fives’ for each year group (These are the areas where we feel learning may have been lost as a result of the Covid-19 closure Assess the children in terms of these fundamental fives and analyse by attainment and prior attainment groups).</li> <li>• Baseline assessments completed and analysed by attainment and prior attainment groups</li> <li>• Analyse the above data with respect to vulnerable groups</li> <li>• Plan and implement catch up plans for target groups and children</li> <li>• Classroom display focussing on children’s experiences of lockdown.</li> </ul>
<p>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</p>	<p>Fully implement the new teaching and learning policy and curriculum plan.</p> <ul style="list-style-type: none"> <li>• Establish a ‘<i>So what</i>’ culture (So what are we going to do about it?)</li> <li>• Establish a ‘<i>no excuse</i>’ culture</li> <li>• Stimulate children’s pride in their learning and develop ways for them to challenge themselves</li> <li>• Develop metacognition approaches</li> <li>• Ensure strategies for intervention at the point of learning</li> <li>• Teacher led pre/post teach.</li> <li>• Interventions to be part of quality first teaching rather than TA withdrawal</li> <li>• Fortnightly work scrutiny of sampled PP to be carried out by UPR staff – include children when appropriate for some of meeting – Raise aspiration</li> <li>• Regular staff training time to compare the work produced by PP children and to highlight appropriate action to take</li> <li>• Carry out termly review of which are the most effective strategies for promoting progress of disadvantaged children</li> </ul>
<p>To fully implement the new Teaching and Learning Policy and Curriculum Statement</p>	<ul style="list-style-type: none"> <li>• Review and fully implement the ‘Climate for Learning’ section of the policy</li> <li>• Review the schools’ approach to developing metacognition and how we promote the 4 learning powers. CPD for staff.</li> <li>• Carry out research and train staff in the notion of ‘Purpose’ from our SPARK curriculum</li> <li>• Further explore how we provide scaffolds for children to meet challenging learning objectives CPD for staff.</li> <li>• Explore and innovate how we ensure children to retain crucial ‘sticky knowledge’ exploring the use of knowledge organisers.</li> <li>• Develop curriculum depth maps for all subjects, allowing staff groups to contribute in teams</li> <li>• Review how we make our curriculum stimulating and aspirational. Develop and share good practice.</li> </ul>
<p>To further enrich the curriculum by refreshing the teaching MFL and Art</p>	<ul style="list-style-type: none"> <li>• Review and alter staffing arrangements for teaching of MFL – now Spanish</li> <li>• Ensure there is a progression and sequential approach to learning across KS2</li> <li>• Hold Curriculum theme days for MFL.</li> <li>• Carry out staff training in Art to ensure good subject knowledge for teachers</li> <li>• Develop a curriculum depth map for Art to ensure sequential learning</li> <li>• Hold Art themed day(s)</li> </ul>
<p>Projected Spend</p>	<p><b>£18,000</b> (Proportion of the PP Lead &amp; Curriculum Lead salary)</p>

## Strategy aims for disadvantaged pupils

Barriers to learning for these priorities to be addressed	<p>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.</p> <p>Other factors include</p> <ul style="list-style-type: none"> <li>➤ Family tension</li> <li>➤ Low starting points</li> <li>➤ Low self-esteem</li> <li>➤ Low aspiration</li> <li>➤ Poor access to life experiences</li> <li>➤ Poor vocabulary and knowledge of the world</li> <li>➤ Parental anxiety</li> </ul>
<b>The following strategies have been devised to offset the barriers to learning, described above</b>	
Measure	Activity
Priority 1 <i>Brighter Futures Through Sport Development &amp; Mentoring Programme</i>	<p>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.</p> <ul style="list-style-type: none"> <li>• Continue to deliver a mentoring programme for girls and boys from ages 6-16, with the aim of improving confidence, supporting school work and raising self-esteem.</li> <li>• Provide support and activities that develop the skills, confidence and capabilities of each child.</li> <li>• The sessions run for 30 minutes and pupils who attend the sessions will do so individually or as a group of 3.</li> <li>• Coaching and mentoring for 22 pupils over a day</li> </ul> <p>26 weeks = £2046            (Autumn term – 13 weeks (£1950-£1854* = £96)  <b>(*refund due to cease of coaching as a result of Covid-19)</b>            (Spring term – 13 weeks (£1950))</p>
Priority 2 <i>Home Liaison Support Worker</i>	<p>Home Liaison Support Worker – Part time</p> <p>Pastoral team proactively monitor the response to parents' evening's invitations and other key events, working with administration staff to maximise engagement.</p> <ul style="list-style-type: none"> <li>• To work with pupils in receipt of PP. to support their reading</li> <li>• To ensure targeted pupils make at least expected progress in reading.</li> <li>• To make home visits to families and arrange to meet with them in school.</li> <li>• To address other issues that present difficulties for families that may affect children's success in school.</li> <li>• To support a family's full integration into school life.</li> </ul> <p>Sessions run on Tuesday &amp; Thursday = £9269</p>
Priority 3 <i>Plant-a-seed (PAS)</i>	<ul style="list-style-type: none"> <li>• To provide bespoke family support in order to improve attendance and wellbeing of targeted children (through association with Plant a Seed and multi-systemic therapy).</li> <li>• Develop relationship with PAS to improve the attendance and family support/therapy available to a range of families in crisis.</li> </ul> <p>£8000</p>
Projected spending	£19,315

## Targeted academic support for current academic year

Barriers to learning for these priorities to be addressed	<p>Some children have limited Maths and English skills (poor phonic knowledge, poor sight vocabulary, limited vocabulary, poor word-retrieval, difficulty with inference and making comparisons with other texts). Their attainment is behind that of their peers.</p> <p>Some children are not able to take charge of their own learning and do not understand the language of learning (metacognition).</p>					
<b>The following strategies have been devised to offset the barriers to learning, described above</b>						
Measure	Activity					
<b>Priority 1</b> <i>To formulate individual year group targets for each year group based on specific issues and prior attainment</i>						
F2	Baseline	Target – Summer 2021		Target – End of Key Stage		
	ARE & Above	GDS	ARE & Above	GDS	ARE & Above	GDS
Reading	0/1	0	0/1	0	1/1 = 100%	0
Writing	0/1	0	0/1	0	1/1 = 100%	0
Maths	0/1	0	0/1	0	1/1 = 100%	0
Y1	Baseline	Target – Summer 2021		Target – End of Key Stage		
	ARE & Above	GDS	ARE & Above	GDS	ARE & Above	GDS
Reading	1/2 = 50%	0	1/2 = 50%	0	1/2 = 50%	0
Writing	1/2 = 50%	0	1/2 = 50%	0	1/2 = 50%	0
Maths	1/2 = 50%	0	1/2 = 50%	0	1/2 = 50%	0
Y2	Baseline	Target – Summer 2021		Target – End of Key Stage		
	ARE & Above	GDS	ARE & Above	GDS	ARE & Above	GDS
Reading	3/4 = 75%	0	3/4 = 75%	1/4 = 25%	3/4 = 75%	1/4 = 25%
Writing	3/4 = 75%	0	3/4 = 75%	1/4 = 25%	3/4 = 75%	1/4 = 25%
Maths	3/4 = 75%	0	3/4 = 75%	1/4 = 25%	3/4 = 75%	1/4 = 25%
Y3	Baseline	Target – Summer 2021		Target – End of Key Stage		
	ARE & Above	GDS	ARE & Above	GDS	ARE & Above	GDS
Reading	3/6 = 50%	0	4/6 = 67%	0	4/6 = 67%	1/6 = 17%
Writing	0/6 = 0	0	3/6 = 50%	0	4/6 = 67%	1/6 = 17%
Maths	3/6 = 50%	0	4/6 = 67%	0	4/6 = 67%	1/6 = 17%
Y4	Baseline	Target – Summer 2021		Target – End of Key Stage		
	ARE & Above	GDS	ARE & Above	GDS	ARE & Above	GDS
Reading	4/7 = 57%	0	4/7 = 57%	0	4/7 = 57%	1/7 = 14%
Writing	2/7 = 29%	0	4/7 = 57%	0	4/7 = 57%	0
Maths	4/7 = 57%	0	4/7 = 57%	0	4/7 = 57%	2/7 = 29%
Y5	Baseline	Target – Summer 2021		Target – End of Key Stage		
	ARE & Above	GDS	ARE & Above	GDS	ARE & Above	GDS
Reading	5/8 = 63%	2/8 = 25%	5/8 = 63%	2/8 = 25%	5/8 = 63%	2/8 = 25%
Writing	5/8 = 63%	0	5/8 = 63%	0	5/8 = 63%	1/8 = 12.5%
Maths	5/8 = 63%	1/8 = 12.5%	5/8 = 63%	1/8 = 12.5%	5/8 = 63%	1/8 = 12.5%
Y6	Baseline	Target – Summer 2021		Target – End of Key Stage		
	ARE & Above	GDS	ARE & Above	GDS	ARE & Above	GDS
Reading	6/9 = 67%	1/8 = 12.5%	6/9 = 67%	1/8 = 12.5%	6/9 = 67%	1/8 = 12.5%
Writing	5/9 = 56%	0	5/9 = 56%	0	5/9 = 56%	0
Maths	6/9 = 67%	1/8 = 12.5%	6/9 = 67%	1/8 = 12.5%	6/9 = 67%	1/8 = 12.5%
<b>Priority 2</b> <i>To further clarify the role of Teaching Assistants in school</i>	<ul style="list-style-type: none"> <li>Review line management of TAs</li> <li>Build on work from last year and ensure system for appraisal and training is more effective</li> <li>Clear demarcation of duties identified</li> <li>Ensure consistency of practice and hold training for staff on target setting &amp; setting up provision maps and scaffolding within the classroom</li> </ul>					
<b>Priority 3</b> <i>To implement behaviour plans for individual children</i>	<ul style="list-style-type: none"> <li>Develop individual behaviour plans for a very small number of children</li> <li>Further develop strategies to ensure praise is given 10:1</li> </ul>					
Projected spending	<b>£18,978</b> (TA salaries to support the above)					

## Wider strategies for the current academic year

Barriers to learning for these priorities to be addressed	<p>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.</p> <p>Parental engagement/capacity to support with their child's school work is less likely than pupils not eligible for pupil premium.</p> <p>The attendance of children eligible for Pupil Premium is sitting below that of children not eligible for Pupil Premium.</p>
<b>The following strategies have been devised to offset the barriers to learning, described above</b>	
Measure	Activity
Priority 1 <i>There is no barrier to children attending enrichment and extra – curricular activities.</i>	<ul style="list-style-type: none"> <li>• Funding used to provide enrichment opportunities to PP pupils. To include attendance at residential visits, after –school clubs, specific enrichment experiences</li> <li>• Ensure all PP children are involved in extra-curricular activities and attend trips and residential visits</li> <li>• Termly analysis of extra-curricular uptake by PP Lead.</li> </ul>
Priority 2 <i>Attendance of the PP pupils will be at least in line with their peers.</i>	<ul style="list-style-type: none"> <li>• Weekly attendance tracking of pupils eligible for PP.</li> <li>• Analysed weekly and in more detail monthly</li> <li>• Absence followed up from the first morning of absence. Traffic Light letters sent when attendance concerns are raised.</li> <li>• Face-to-face meetings with parents/carers by Attendance Officer.</li> <li>• Referral for more serious cases. Introduction of fining for holidays during term time.</li> </ul>
Projected spending	<b>£4000</b>

## Monitoring and implementation

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

## Pupil Voice – Autumn Term 2020 – Pupil Premium Pupil Wellbeing Survey Results

All 36 pupils eligible for pupil premium were surveyed, through the online form. 1 pupil, who has an EHCP completed the survey with his TA. Below is a summary of the results. There was also an opportunity for pupils to express: what they like most about school, what they like least about school, how we can make them feel safe in school and what they would like to change about school.

		Yes	No	Don't Know
1	I enjoy school	83%	6%	11%
2	I am happy to be back in school now that school has reopened	81%	11%	8%
3	I feel safe in school	72%	11%	17%
4	I know what to do if I feel unhappy or unsafe	78%	6%	14%
5	If you had a question, would you be worried about asking a teacher?	17%	69%	14%
6	If you had a problem, would you be worried about telling a teacher?	22%	78%	0
7	There are people in school who I can talk to if I am worried about something	86%	6%	6%
8	Teachers help me to do my best	94%	0	6%
9	My teachers give me challenging work	61%	11%	28%
10	Teachers make sure that I understand things	89%	0	11%
11	Teachers listen to me in lessons	81%	17%	2%
12	I learn a lot in lessons	86%	3%	11%
13	I am expected to work hard	83%	17%	0

<b>Pupil Premium Interim Review: 22<sup>nd</sup> February 2021</b>						
Attendance	BHPS Monthly Attendance report 2020-2021 (September to December) Overall school attendance -= 98.06% (which is an improvement on previous figures)					
	Group	Percentage Attendance	Authorised Absence	Unauthorised Absence	Late Before	Late After
	<b>FSM (28)</b>	91.49%	3.96%	4.56%	0.57%	2.21%
	<b>PP (36)</b>	93.37%	3.13%	3.50%	0.44%	1.70%
	<b>LAC/PLAC (6)</b>	99.5%	0.25%	0	0	0
	<ul style="list-style-type: none"> <li>• PP – Slight increase in attendance percentage but increase in authorised absences and lates</li> <li>• LAC/PLAC – No new concerns</li> <li>• 1 pupil's extended absence in exceptional circumstances has impacted on the FSM &amp; PP attendance data</li> </ul>					
Engagement of Remote Learning during Lockdown	We have developed a monitoring and recording system for all pupils. Particular attention is paid to our pupils who are identified as pupil premium, SEND and EAL. The provision tracking identifies the level of pupil engagement on Teams registration, uploading of work on Tapestry or Seesaw and whether pupils are attending the school provision. Staff should be praised for their diligence in keeping these records up to date and for then following up via telephone calls and email, where pupils are not fully engaging. We have a small group of pupils we are making regularly contact with, due to a lack of engagement. This has resulted in visits made to the home, work packs prepared for collection and in some cases delivered by staff. Our home liaison worker is supporting pupils in school, but also making contact with the families we are most concerned about. She has been pivotal in checking in on the children and their families and supporting them by delivery of work packs and in some cases, delivery of food parcels too. In school support from Mrs Magner and Jack (BFTS) is targeted at the pupil premium pupils and offers additional support for their mental health and well-being too.					
Case Studies – Examples of cases where we have seen limited engagement from the pupils and the actions undertaken.	This is a confidential item. A document containing individual pupil case studies has been completed.					
Attendance in school during Lockdown	There are currently a total of 19/37 (51%) pupils, who are eligible for pupil premium, attending school during this period of lockdown. Some of these pupils are attending as they are vulnerable (6 pupils = 16%). However, the majority are attending as their parents are categorized as critical workers or because they are post LAC.					
Deployment of IT	Currently there are 7 devices issued to families eligible to pupil premium. These have been allocated as a result of conversations with families, the results of a parent survey and through individual requests. In some cases, families have declined the offer of a laptop.					