

## BHPS – Pupil Premium Strategy Statement 2019- 2020

1. Summary information					
School	Bramcote Hills Primary School				
Academic Year	2019 – 2020	Total PP budget	£61, 920	Date of most recent PP Review	Oct 2018
Total number of pupils	418	Number of pupils eligible for PP	44	Date for next internal review of this strategy	Oct 2019
2. Current attainment (July 2018)					
	<i>Pupils eligible for PP</i>		<i>Pupils not eligible for PP (National)</i>		
% achieving ARE or above in reading, writing and maths	KS1 75% ARE, 25% GDS KS2 10% ARE		KS2 70% ARE, 12% GDS		
% achieving ARE or above in reading	KS1 100% ARE, 25% GDS KS2 50 % ARE		KS1 79% ARE, 29% GDS KS2 80% ARE, 33% GDS		
% achieving ARE or above in writing	KS1 75% ARE, 25% GDS KS2 40% ARE		KS1 74% ARE, 18% GDS KS2 83% ARE, 24% GDS		
% achieving ARE or above in maths	KS1 75% ARE, 25% GDS KS2 50% ARE		KS1 80% ARE, 25% GDS KS2 81% ARE, 28% GDS		
3.Barriers to future attainment (for pupils eligible for PP, including high ability)					
In-school barriers (issues to be addressed in school, such as poor oral language skills)					
A.	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 ( position & direction, number & place value and ratio & proportion)and attainment is behind that of their peers.				
B.	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.				
C.	Some children are not able to take charge of their own learning and do not understand the language of learning (metacognition).				

## BHPS – Pupil Premium Strategy Statement 2019- 2020

<b>D.</b>	A very small number of PP children are presenting some challenging behaviours at playtime.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>E.</b>	The attendance of children eligible for Pupil Premium is sitting below that of children not eligible for Pupil Premium.
<b>F.</b>	Parental engagement / capacity to support with their child's school work is less likely than pupils not eligible for pupil premium.
<b>G.</b>	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.

### 4. Desired outcomes

	<b>Desired outcomes and how they will be measured</b>	<b>Success criteria</b>	
<b>A.</b>	All PP children to achieve SIP based targets in reading and maths (informed by FFT top 20% of schools) (Measured by attainment data)	<b>KS1</b> Reading 33% ARE+, 33% GDS Writing 33% ARE+ Maths 33% ARE+ R,W,M Combined 33% ARE+	<b>KS2</b> Reading 71% ARE+, 29% GDS Writing 71% ARE+, 14% GDS Maths 71% ARE+, 21% GDS RWM Combined 71% ARE+, 21% GDS
<b>B.</b>	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.	
<b>C.</b>	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 50% of PP children will have made accelerated progress in reading, writing and maths.	
<b>D.</b>	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.	
<b>E.</b>	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%.	
<b>F.</b>	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.	
<b>G.</b>	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.	

## **BHPS – Pupil Premium Strategy Statement 2019- 2020**

## BHPS – Pupil Premium Strategy Statement 2019- 2020

5. Planned expenditure					
Academic year	2019 – 2020				
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>					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<b>All PP children to achieve SIP based targets in reading and maths (informed by FFT top 20% of schools)</b>	Revise and implement Teaching & Learning policy in the light of PP review.	Pupil Premium review October 2018	Monitor classroom practice through learning walks/ work scrutiny.	PT / SH / AO / JH	At least termly or after specific activities as appropriate.
	Continue to embed mastery maths approaches and whole school reading approaches across school.	White Rose Hub mastery research and current research whole class reading. EEF Improving standards in Literacy KS1 & 2 report	High quality CPD, as required, for teachers and TAs.		
	Embed 7-step writing approaches across the school.	Question level analysis on ASP	Planning checks and learning walks.		
	Continue to develop DERIC and ERIC whole class reading with a focus on specific vocabulary development.		Revise 7 writing processes to ensure consistency across all year groups and maximum engagement.		
	School priority – to improve the quality of feedback without increasing teacher workload. Increase feedback ‘at the point of learning’ through ‘green pen’	EEF Toolkit suggests that high quality feedback has very high impact on learning with low cost. EEF Toolkit suggests that	Ensure that pre-teaching is carried out at least three times a week.		
		Reading Subject Lead to monitor DERIC and ERIC sessions closely.			
		Implement Rising Stars GPaS assessments in all year groups.			
		Produce robust assessment timetable.			
		At least four staff meetings per term dedicated to revising and implementing new T&L policy.			
		Review of revised feedback policy. Regular book scrutiny to monitor the impact of feedback strategies.			
					Termly in the first instance.

## BHPS – Pupil Premium Strategy Statement 2019- 2020

	<p>marking.</p> <p>Ensure that classroom dialogue is focussed on learning.</p> <p>Introduce 'top down' learning with clear, scaffolded support.</p> <p>Revise school's approach to positive behaviour management to ensure consistency throughout all year groups.</p>	<p>feedback about learning strategies and setting appropriate challenge can accelerate learning by up to 7 months.</p> <p>The quality of metacognitive skills rather than intellectual ability is the main determiner of learning outcomes (Hattie, 2018) Questioning one's own learning, attempting to make learning visible for oneself and using mistakes to reflect on the structure and coherence of one's own action is highly influential for learning, because it fosters dialogue between learners and teachers. (Hattie 2018)</p> <p>EEF research suggests withdrawing children from whole class sessions has limited impact. Children should have no 'glass ceilings' and should be encouraged to have high aspirations.</p> <p>EEF Behaviour report. Shirley Clarke's research on managing behaviour says that children should not be motivated by extrinsic rewards.</p>	<p>Introduce the 4Rs (resilience, reciprocity, resourcefulness and reflection) and the characters that embody these.</p> <p>Ensure that the language of learning is displayed clearly in all classrooms and that children understand these.</p> <p>Revise Teaching and Learning policy with increased emphasis on challenge, language of learning and metacognition.</p> <p>Fortnightly progress meetings to monitor progress of PP children and check books.</p> <p>Monthly behaviour report using Scholar Pack</p>		
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## BHPS – Pupil Premium Strategy Statement 2019- 2020

	<p>Pupil Premium is everyone's responsibility.</p> <p>Pupil Premium Champion to hold coaching sessions with teaching staff to discuss ways to maximise the impact staff have on disadvantaged pupils' learning.</p> <p>PP Champion to attend three day course –maximising the impact of the PP funding.</p> <p>Introduce 'Fit in Fifteen' to increase children's Physical Literacy.</p>	<p>We need to ensure that our approaches to working with disadvantaged pupils overcomes barriers and enables them to access the learning. NFER research stresses the importance of a whole school ethos of attainment for <b>all</b>.</p> <p>Giving children the opportunity to learn fundamental movement skills makes it possible for them to feel successful in sport, which improves their behaviour and increases their confidence, which in turn boosts their desire to explore new sports and stay healthy and active for life. (Physical literacy Association)</p>	<p>Pupil Premium Champion's role includes dedicated time to work in all classrooms in all phases to monitor the strategies being used/ feedback being given.</p> <p>CPD time given to developing teaching staff/assistants range of strategies to ensure they know how to work with pupils most effectively.</p> <p>Pupil Premium Champion's role to include dedicated time with all teaching staff to coach and advise staff in the most effective methods on learning and progress.</p> <p>Work scrutiny of books</p> <p>Monthly monitoring of uptake. Teacher feedback.</p> <p><b>Total budgeted cost £20,000</b></p>	<p>PP Lead</p> <p>AW &amp; PE Lead</p>	<p>Half termly look at current practices Termly review of data.</p> <p>Monthly in the first instance.</p>
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### ii Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p><b>All PP children to achieve SIP based targets (informed by FFT top 20% of schools)</b></p>	<p>Funding staff costs of running interventions with a proven track record. Fischer, Booster Maths/reading, Lexia</p> <p>Provide additional TA and teaching support at Year 6 for regular, specific interventions and pre/post teaching.</p>	<p>Analysis of internal data shown these interventions have been successful in raising attainment and ensuring progress.</p>	<p>Intervention impact analysis</p> <p>Quality of Tutor Specific tailored programmes</p>	<p>PT / PP Lead</p>	<p>Ongoing tracking of progress. Then half-termly intervention analysis.</p>

## BHPS – Pupil Premium Strategy Statement 2019- 2020

	<p>Funding used to provide 1-1 tuition for pupils for who the attainment gap is most concerning.</p> <p>Ensure pre and post- teaching takes place at least three times a week in all year groups.</p> <p>Introduction of 1-1 online tuition of math for PP Yr 6 pupils – ( Third Space Learning)</p>	<p>EEF lists 1-1 tuition as being a successful intervention strategy to raise attainment.</p> <p>Use of Shanghai methods of teaching in maths.</p> <p>Personalised learning with a dedicated tutor to raise confidence in maths.</p>	<p>Fortnightly monitoring through Pupil Premium meetings.</p> <p>Weekly feedback from online tutors.</p>	SLT	<p>Midpoint in 1-1 programme</p> <p>Fortnightly</p> <p>On a needs basis</p>
<p><b>Removal of emotional barriers to learning. Pupils are engaged in lessons and present positive behaviours both in and out of the classroom.</b></p>	<p>Funding used for specific support interventions such as counselling other Nuture/ therapy support for specific pupils.</p> <p>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.</p> <p>Staff training on attachment issues.</p>	<p>Removing any emotional barriers will help pupils to access learning.</p>	<p>Using professional expertise to run specific programmes. Feedback from pupils and carers.</p>	PP Lead Care Leavers Lead	<p>Weekly feedback from provider. Exit questionnaire and at suitable points after workshops/ training</p>
<p><b>Attendance of the PP pupils will be at least in line with their peers.</b></p>	<p>Weekly attendance tracking of pupils eligible for PP.</p>	<p>Persistent lateness or absence will have a detrimental impact on learning.</p>	<p>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.</p>	Attendance Team	<p>Monthly review</p>

## BHPS – Pupil Premium Strategy Statement 2019- 2020

<p><b>There is a reduction in the number of playtime incidents involving PP children</b></p>	<p>Revise whole-school behaviour policy to ensure consistent, positive language and a clear system of sanctions. Ensure appropriate support is given to key PP children. Ensure behaviour incidents are logged correctly.</p>	<p>Some pupils need targeted play support during unstructured times of the day (playground guardians). Supporting play and pre-empting any behaviour incidents will help reduce the number of sanctions needed and raise self-esteem. All children need to be aware of acceptable behaviour and the sanctions for inappropriate behaviour.</p>	<p>Introduction assembly and regular assemblies to reinforce positive behaviour. Half-termly monitoring of behaviour using new Scholar Pack recording system. Continue Playtime Guardians to monitor and support specific children at break time. KITE event for parents.</p>	<p>PT / PP Lead</p>	<p>Monthly behaviour audits in the early stages of the new policy being implemented.</p>
<p><b>Total budgeted cost £ 32651</b></p>					

<p><b>iii – Other Approaches</b></p>					
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>What is the evidence and rationale for this choice?</b></p>	<p><b>How will you ensure it is implemented well?</b></p>	<p><b>Staff lead</b></p>	<p><b>When will you review implementation?</b></p>
<p><b>There is an increase of parental engagement with school life and their child's work.</b></p>	<p>Family Liaison worker to work with increased number of families to support them and to increase their engagement with school.</p>	<p>Breaking down the barriers for dis-engaged parents will increase their confidence in coming into the school environment. Support for parents will increase their capacity to support their child which will impact positively on learning. (The Matthew Effect)</p>	<p>Continuation of home/school liaison role and increase the number of families she works with. Clear targets for this role with an end outcome and timeline for success for each child. Build on the work achieved by ensuring parents are invited to take an active part in our community and attend key events.</p>	<p>PP Lead / FLW</p>	<p>Weekly progress meetings with PP Lead and FLW.  PP lead will hold half termly reviews with the Home/ School Liaison worker to review progress towards targets.  Parental view sought after events.  Monitor attendance at Parents' Evenings and other school, events.</p>

## BHPS – Pupil Premium Strategy Statement 2019- 2020

<p><b>There is no barrier to children attending enrichment and extra – curricular activities.</b></p>	<p>Funding used to provide enrichment opportunities to PP pupils. To include attendance at residential, after –school clubs, specific enrichment experiences.</p> <p>FLW to provide extra curricular club to promote reading activities and language development.</p>	<p>Enrichment opportunities will increase life experiences, build confidence and enable pupils to take a more active role in school life. (The Matthew Effect)</p>	<p>Personal invites to extra- curricular activities Include pupils in enrichment opportunities by being aware of any income barriers and work to overcome them. Specific interventions chosen to widen the pupil experiences. Termly analysis of extra-curricular uptake by PP Lead.</p>	<p>PP Lead / FLW</p>	<p>Exit questionnaire for pupils/ parents after experiences.</p> <p>Termly analysis of extra-curricular uptake by PP Lead.</p>
			<p><b>Total budgeted cost £9269</b></p>		

### 5. Review of expenditure

**Previous Academic Year** | **2017– 2018 Total Allocation £ 67,100**

#### i. High Quality Teaching for all

Desired outcome	Chosen action/approach	Estimated impact	Lessons learned	Cost
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## BHPS – Pupil Premium Strategy Statement 2019- 2020

<p>Good progress made in reading, writing and maths</p>	<p>Implementation of whole class teaching approaches and mastery approaches to maths. Coaching of teaching staff to enable them to maximise the impact on disadvantaged pupils.</p> <p>Funding for specific interventions with a proven track record including 1-1,</p>	<p>Although the review of our practice by external partners found the work in books to be comparable between the DP and non DP pupils, PP pupils did not make sufficient progress nationally and within school.</p>	<p>The progress of disadvantaged pupils must be everyone's responsibility. There must be a culture of higher expectations, no excuses and no glass ceilings.</p> <p>Our Teaching &amp; Learning policy needs to be revised to increase quality first teaching, raise expectations and improve consistency across school.</p> <p>1-1 has had a positive academic impact on most and confidence impact on all so will continue.</p>	<p><b>£23,000</b></p>
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<b>Targeted Support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact</b>	<b>Lessons learned</b>	
<p>All PP children to achieve SIP based targets (informed by FFT top 20% of schools)</p>	<p>Funding for specific interventions with a proven track record including 1-1.</p> <p>Increase TA and teacher support in key year groups.</p>	<p>Although there has been some accelerated progress (particularly in Year 6), interventions have not impacted positively</p> <p>1-1 has had a positive academic impact on most and confidence impact on all.</p> <p>There has been good progress in year 6 where additional TA and teacher support was targeted.</p>	<p>There must be a more robust way of identifying gaps and areas of need (e.g. question level analysis). Interventions should be carefully researched and assessed more regularly to ensure accelerated progress is being made.</p> <p>1:1 Tuition will continue, where appropriate.</p> <p>TA support should be targeted at specific year groups rather than per year group.</p>	<p><b>Cost £ 25,000</b></p>
<p>Removal of emotional barriers to learning</p>	<p>Funding use to fund specific support interventions such as SEED/play therapy.</p>	<p>Pupils have been given the opportunity to begin to resolve emotional issues. Although most of the work is not openly discussed we feel that children have benefitted with the support. This view is shared by parents.</p>	<p>With an increasing number of our DPs struggling to engage with learning due to social and emotional issues we intend to implement a professional programme to take a more whole school approach to emotional resilience and well – being .</p>	

## BHPS – Pupil Premium Strategy Statement 2019- 2020

Attendance of the PP pupils will be at least in line with their peers	Weekly attendance tracking of pupils eligible for PP by Attendance Officer	This has enabled us to note and intervene very quickly with attendance. Most attendance of our DPs is in line with their peers. We have seen an increase in attendance for some of our lower attending pupils but we still have some very specific attendance issues to work on.	The frequency of the tracking is necessary to ensure attendance remains high and will continue to be a priority.  We need to consider issuing fines for holidays taken during term time and persistent lateness.
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<b>ii – Other Approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact</b>	<b>Lessons learned</b>	<b>Cost £19,100</b>
<b>There is an increase of parental engagement with school life and their child's work.</b>	FLW to work with key families.	There has been a significant improvement in engagement and communication with school with most families.  Some families have attended more school events but there is still work to be done to increase this.  As yet, this is not impacting on PP attainment.	FLW to increase number of families she works with.  There needs to be a stronger focus on attainment if the FLW role is to be maximised.	
<b>There is no barrier to children attending enrichment and extra – curricular activities.</b>	Funding used to provide enrichment opportunities to PP pupils. To include attendance at residential, after – school clubs.	The pupils who did not attend residential were not predominantly PP pupils. A register compiled to track the attendance of PP pupils shows the increasing attendance of PP pupils at clubs with only two pupils (Yrs 2-6) not attending any extra-curricular activities.	We would like to continue to provide these opportunities and we would like to increase the funding to allow us to look for a greater range of experiences for a larger number of PP pupils to benefit from. We intend to personally invite PP pupils to attend after – schools clubs and run specific enrichment experiences with a mix of non PP pupils and invited PP pupils. FLW to start reading club for PP pupils.	