



# Brockhurst Primary School: Pupil Premium Strategy Statement 2020-21

## School mission statement

### **Raising aspirations, growing resilient individuals**

Our vision is to develop healthy, happy children with the quality of character and quality of work to make positive contributions to the global community.

We achieve this through our core values:

- Respect
- Independence
- Growth Mind-set



## **Pupil Premium Funding**

### **Pupil Premium Funding**

The pupil premium is additional funding for schools to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. The funding is based on whether a child is eligible for free school meals.

The Department of Education will allocate the following amounts for 2020/21:

- £1,345 per pupil who have been recorded as being entitled to free school meals at any time from reception to Year 6. (Ever 6 FSM)
- £2,345 per pupil for Looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, a local authority
- £2,345 per pupil for children who have ceased to be looked after by a local authority because of adoption, a special guardianship order, a child arrangements order or a residence order

### **Service Premium**

There is also additional funding for supporting children and young people with parents in the regular armed forces. This is an allocation to offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.

Pupils attract the premium if they meet the following criteria:

- one of their parents is serving in the regular armed forces
- they have been registered as a 'service child' in the school census at any point since 2011
- one of their parents died while serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme (AFCS) or the War Pensions Scheme (WPS)

Schools will receive £310 for each eligible pupil.

The PP strategy will have a separate section for pupils eligible for Service Premium

## **Pupil Premium Strategic Principles**

### **Whole-school ethos of attainment for all**

- There is a culture of high expectations for all
- There is a belief that all disadvantaged pupils are capable of overcoming their personal barriers to succeed
- Disadvantaged pupils and their families are held in high regard
- Leaders, teachers and other adults understand their role within the school's strategy

### **Addressing behaviour and attendance**

- A strong emphasis is placed on developing positive behaviours for learning
- The school responds rapidly to ensure that behaviour management strategies are effective for pupils that need support
- Attendance is monitored. Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school
- Persistent absence is rigorously challenged, and proactive strategies to positively engage families are pursued

### **High quality teaching for all**

- The school places a strong emphasis on ensuring all disadvantaged pupils receive high quality teaching; responsive on-going formative assessment is essential to ensure disadvantaged pupils make strong progress
- Teachers are committed to successfully engage with the disadvantaged pupils who are less successful learners

- Professional development is focused on securing strong subject knowledge, questioning, feedback, 'talk for learning', metacognition and self regulation
- Interventions are additional to the entitlement to high quality teaching; class teachers retain accountability for pupil achievement

### **Meeting individual learning needs**

- There is a strong understanding of the barriers to learning and how these barriers present in school
- Learning gaps and misconceptions are identified and addressed so that pupils can secure learning domains that will enable them to catch up to meet ARE or increasingly work at greater depth
- Transition processes for disadvantaged pupils are carefully planned and implemented

### **Clear responsive leadership**

- A strategy group, which include senior leadership and a governor, review the effectiveness of strategies at the end of each assessment phase
- Self evaluation is rigorous and honest
- The effectiveness of the strategy is reviewed termly and is based on internal analysis, research and best practice
- Leaders apply robust quality assurance processes and clear success criteria

### **Data-driven**

- The progress of disadvantaged pupils is discussed at all pupil progress meetings and at key milestones. Actions are identified, implemented and regularly reviewed at each assessment phase
- Accelerated progress must lead to higher attainment within an academic year and key stages

### **Deploying staff effectively**

- Both teachers and support staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils
- Resources are targeted at pupils at risk of underachievement in terms of low and high attainment

## Pupil Premium Strategy Group

<b>Team member</b>	<b>Role</b>
Amelia Cripps <b>Headteacher</b>	To distribute the pupil premium funding based on analysis of data and impact of previous spend to ensure that disadvantaged children overcome barriers to learning. To lead the strategy group throughout the year.
Steve Patrick <b>Deputy Headteacher</b>	To ensure that PP disadvantage children are monitored so that they do not fall behind. To ensure that teachers are held to account for the quality first teaching of all disadvantaged children.
Emma Hearn <b>SENDCo and Inclusion Lead</b>	To ensure that disadvantaged children make good progress from their starting points, that they stay on track to meet their projected grades.
Kass Hawkley <b>PP Governor</b>	To hold the pupil premium lead to account over the distribution of funds for pupil premium children.
Review dates for the academic year:	<b>w/b:</b> 14th December, 29th March, 19th July

## Current Profile

<b>Year</b>	2020-21	<b>Number of Pupils eligible for PP</b>	113	<b>Breakdown of PP Pupils</b>		
<b>NoR</b>		<b>Total PP budget</b>	£171,865	<b>FSM/Ever 6</b>	<b>Service</b>	<b>LAC</b>
<b>Date of Statement</b>	Autumn 2020	<b>Review Date(s)</b>	(as above)	113	49	2

## Current Attainment KS2 (2019 due to Covid 19)

Percentage reaching expected standard	School PP Outcomes	School Non-PP Outcomes	Gap	National Non-PP Outcomes
<b>Reading, Writing &amp; Mathematics combined</b>	46%	70%	-24%	70%
<b>Reading</b>	63%	80%	-17%	78%
<b>Writing</b>	79%	87%	-8%	83%
<b>Mathematics</b>	75%	83%	-16%	84%

## Current Progress (2019 due to Covid-19)

	School PP Outcomes	School Non-PP Outcomes	Gap	National Non-PP Outcomes
<b>Reading</b>	-2.02	-2.80	+0.78	0.32
<b>Writing</b>	-1.37	-0.05	-1.32	0.27
<b>Mathematics</b>	-1.86	-1.44	-0.42	0.37

## Current Attainment KS1 (2019 due to Covid-19)

Percentage reaching expected standard	School PP Outcomes	School Non-PP Outcomes	Gap	National Non-PP Outcomes
<b>Reading, Writing &amp; Mathematics combined</b>	58%	65%	-7%	
<b>Reading,</b>	67%	75%	-8%	79%
<b>Writing</b>	58%	65%	-7%	74%
<b>Mathematics</b>	75%	75%	0	80%



**Key Challenges for Pupil Premium Pupils (Linked to school rationale, internal and external barriers for learning)**

1. Social, emotional, mental health issues and resilience causing barriers to learning and poor learning behaviours (ACEs, Attachment)
2. Language deficit; children start school with poor vocabulary and oral communication skills
3. Economic and environmental restraints at home results in some children needing their basic needs met before they are ready to learn
4. Impact of non-attendance due to Covid-19 on learning, social skills as well as mental health and wellbeing
5. Lack of access to a broad range of cultural opportunities outside of school

<b>Summary allocation of funding</b>	<b>Expenditure</b>
<b>Teaching and Learning</b>	
<ul style="list-style-type: none"> <li>● CPD to improve the quality of teaching for all</li> </ul>	£10,000
<ul style="list-style-type: none"> <li>● Wave 3 Intervention training (Precision teaching etc)</li> </ul>	£8,000
<ul style="list-style-type: none"> <li>● Phase Leader and Core Leader release time to further monitor the progress of disadvantaged children</li> </ul>	£14,820
<ul style="list-style-type: none"> <li>● Speech and Language training</li> </ul>	£10,000
	£11,000

<ul style="list-style-type: none"> <li>● Additional teachers hours to release Phase Leaders/ Core Leaders to support and monitor T&amp;L</li> <li>● Designated Teacher Training and support time</li> <li>● Online resources</li> </ul>	<p>£9,717</p> <p>£1,000</p> <p><b>£64,537</b></p>
<p><b>Emotional, social and behavioural support</b></p> <ul style="list-style-type: none"> <li>● ELSA training to train an additional ELSA and ongoing supervision</li> <li>● ELSA support time</li> <li>● Continuation of Magic Breakfast scheme</li> <li>● Nurture lunch programme</li> <li>● Home School Link Worker - attendance, outreach and support for families</li> <li>● Family Links Nurture Programme</li> <li>● School counsellor</li> <li>● 1:1 and small group support</li> </ul>	<p>£1,000</p> <p>£7,152</p> <p>£6,500</p> <p>£6,814</p> <p>£30,848</p> <p>£1,000</p> <p>£5,700</p> <p>£17,394</p> <p><b>£76,488</b></p>
<p><b>Enrichment</b></p>	

<ul style="list-style-type: none"> <li>Disadvantaged children targeted for after school clubs to increase experiences, the school funds participation where this is a barrier</li> <li>Extend the clubs we are able to offer after school/ lunchtimes for free</li> <li>School uniform</li> <li>Residential and school trip contributions</li> </ul>	<p>£3,000</p> <p>£1,500</p> <p>£500</p> <p>£6,000</p> <p><b>£11,000</b></p>
<b>Total Expenditure</b>	<b>£151,985</b>

## School Improvement Plan priorities for disadvantaged pupils

Area of Focus	Expected Impact	Actions	Impact
<b>1.1 Whole School Curriculum</b>	Disadvantaged pupils are engaged in and motivated by the school curriculum	<p><b>Autumn:</b> Baseline survey/ pupil conferencing PP children</p> <p><b>Spring:</b> Further pupil conferencing</p> <p><b>Summer:</b> Further pupil conferencing to measure impact.</p> <p>Analysis of EOY outcomes for disadvantaged children and the gap with non-PP (school and national data)</p>	

<b>1.2 Remote Learning</b>	<p>Disadvantaged children are able to effectively access learning in the event of a localised lockdown</p>	<p><b>Autumn:</b> Barriers to remote learning identified for disadvantaged children on an individual basis- survey access/ conversations with parents</p> <p><b>By October Half Term:</b> Actions in place to enable all disadvantaged children to access remote learning (devises organised/ purchased/ parents and children trained/ internet access enabled etc) agreed on an individual basis</p>	
<b>1.3 Improve Reading Outcomes</b>	<p>Disadvantaged children have access to high quality reading materials</p> <p>Disadvantaged pupils and parents understand the importance of reading and attitudes towards reading improve overtime</p> <p>Disadvantaged children make rapid progress in reading and reading attainment improves</p>	<p><b>Autumn:</b> Purchase of reading books to fully stock libraries on both campuses</p> <p>Assessment clearly shows gaps in reading skills for disadvantaged children- teachers aware of these and target during sessions &amp; communicate with parents to target at home.</p> <p>Disadvantaged children are discussed during PPMs- barrier to learning identified and actions put in place to target.</p> <p>Pupil conferencing to gather baseline attitudes towards reading.</p> <p><b>Spring:</b> Further pupil conferencing.</p> <p>Pupil Progress Meetings (as above).</p> <p><b>Summer:</b> Further pupil conferencing to measure impact.</p> <p>Pupil Progress Meetings (as above).</p> <p>Analysis of EOY outcomes for disadvantaged children and the gap with non-PP (school and national data)</p>	

<b>1.4 Feedback and Marking</b>	<p>Disadvantaged children receive high quality feedback on their learning to enable them to make good progress</p>	<p><b>Autumn:</b> <i>AFL and feedback policy revisited - staff development</i></p> <p><b>Spring:</b> Monitoring - Work scrutiny alongside PP child 'Where has your teacher helped you to improve?'</p> <p><b>Summer:</b> Analysis of EOY outcomes for disadvantaged children and the gap with non-PP (school and national data)</p>	
<b>1.5 Targeted Interventions</b>	<p>Disadvantaged children make rapid progress through Wave 3 interventions</p>	<p><b>Autumn:</b> Children assessed and individuals identified for targeted Wave 3 provision</p> <p>Delivery of targeted interventions to help close gaps.</p> <p>Disadvantaged children receive targeted 'Keep up, catch up' provision where appropriate</p> <p><b>Spring:</b> Review and further children identified/ programmes adapted to best enable rapid progress</p> <p><b>Summer:</b> Review and further children identified/ programmes adapted to best enable rapid progress</p> <p>Analysis of EOY outcomes for disadvantaged children and the gap with non-PP (school and national data)</p>	
<b>2.1 Impact of Covid-19</b>	<p>Disadvantaged children able to fully access the curriculum and receive support where needed to help them achieve this</p>	<p><b>Autumn:</b> The situation of individuals is assessed to understand experience of Covid-19 and impact on them as learners.</p> <p>Mental health intervention for all</p> <p>Interventions identified where appropriate (referrals to outside agencies as well as internal provision)</p>	

		<p><b>Spring:</b> Ongoing assessment of need and continuing work where needed.</p> <p><b>Summer:</b> Ongoing assessment of need and continuing work where needed.</p>	
<b>2.2 Whole School Approach to Behaviour</b>	Disadvantaged children are aware of the school rules and expectations. They feel recognised for the positive contributions they make to the school and feel safe/ have a sense of belonging at school.	<p><b>Autumn:</b> Pupil conferencing 'What are our school rules? Why are they important? How do the adults in school give you praise and recognition? What consequences are in place when you do not keep the school rules?'</p> <p>Monitoring of behaviour incidents with disadvantaged children monitored as a sub-group</p> <p><b>Spring:</b> Further pupil conferencing</p> <p>Monitoring of behaviour incidents with disadvantaged children monitored as a sub-group</p> <p><b>Summer:</b> Further pupil conferencing</p> <p>Monitoring of behaviour incidents with disadvantaged children monitored as a sub-group</p>	
<b>2.3 Staff Wellbeing</b>	N/A	N/A	
<b>3.1 Parental Partnership</b>	Parents see the school as approachable and feel informed about their child's progress, attainment and behaviour.	<p><b>Autumn:</b> Survey parents about communication with a focus on disadvantaged families- How can we improve? Identify key actions and areas of improvement.</p> <p>Update website to make more accessible and user friendly for parents.</p>	

		<p>Further develop use of social media (Facebook and Instagram to keep parents informed, promote events etc)</p> <p><b>Spring:</b> Informal conversations with families to monitor impact of work.</p> <p>Deliver parental workshops (possibly virtually) or coffee mornings etc to further involve in the work of the school/ their child's learning - target families to attend</p> <p><b>Summer:</b> Survey parents about communication with a focus on disadvantaged families to measure impact.</p>	
<b>3.2 Effective Monitoring</b>	Pupil Premium Governor has a good understanding of how the PP is spent, why and the impact of expenditure to effectively hold school leaders to account	<p><b>Autumn:</b> PP strategy group meeting to monitor plan</p> <p><b>Spring:</b> PP strategy group meeting to monitor plan</p> <p><b>Summer:</b> PP strategy group meeting to monitor plan</p> <p>Analysis of EOY outcomes for disadvantaged children and the gap with non-PP (school and national data)</p>	
<b>3.3 School Values</b>	Disadvantaged children and their parents have an awareness of and 'buy in' to our school values and how this impacts daily practice within the school	See School Improvement Plan	
<b>3.4 Safeguarding</b>	Disadvantaged children and their families receive support swiftly when needed.	<p>Weekly DSL meetings to review any cause for concerns- actions in place quickly.</p> <p>Ongoing DSL and whole staff training on specific issues (see Safeguarding Strategy).</p>	

		HSLW regularly reach out to disadvantaged families who may still be feeling the impact of Covid-19 to offer support and signpost to services.	
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**The impact of the funding allocations and improvements outlined in the PP strategy 2019/20 can be found on the 2019/20 document.**

### **Pupil Premium Strategy**

The school must publish a strategy for the school's use of the pupil premium. For the current academic year it must include:

- The school's pupil premium grant allocation amount
- a summary of the main barriers to educational achievement faced by eligible pupils at the school
- how the pupil premium funding will be spent to overcome those barriers and the reasons for that approach
- how the effectiveness of the pupil premium can be measured
- the date of the next review of the school's pupil premium strategy

For the previous academic year, it must include:

- how you spent the pupil premium allocation
- the effect of the expenditure on eligible and other pupils