

Strategy for the school's use of pupil premium at Brindishe Green 2017-2018

Each year schools are asked to produce a strategy for the school's use of the [pupil premium](#).

For the current academic year 2017-18 and, in the document which follows, this includes:

- our school's pupil premium grant allocation amount
- a summary of the main barriers to educational achievement faced by eligible pupils at our school
- how we'll spend the pupil premium to overcome those barriers and the reasons for that approach
- how we'll measure the effect of the pupil premium
- the date of the next review of our school's pupil premium strategy

1. Summary information years 1-6 Brindishe Green					
School	Brindishe Green				
Academic Year	2017-2018	Total PP budget £269,280	£269,280	Date of most recent PP Review	Nov 2017
Total number of pupils	553 (yrs 1 – 6)	Number of pupils eligible for PP	204	Date for next internal review of this strategy	Nov 2018

2. Current attainment 2016 -2017		
Years 1-6	Pupils eligible for PP	Pupils not eligible for PP
% achieving at expected or better in reading, writing and maths	58%	74%
% making expected or better progress in reading	87%	96%
% making expected or better progress in writing	94%	90%
% making expected or better progress in maths	90%	90%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills, EAL, attendance, SEMH, mobility</i>)	
A.	Speech and language delay or inexperience of necessary vocabulary and language structures
B.	A specific educational need or learning delay, requiring additional support or specialist input
C.	Poor emotional well – being and need to develop resilience
D.	Restricted access to educational experiences and opportunities outside of the home
E.	Poor attendance, punctuality, parental engagement and/or challenging home / family circumstances including mental health

4. Planned outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children can explain their thinking across the curriculum. The range of vocabulary and used is increased.	The difference in attainment between disadvantaged and non-disadvantaged in reading, writing or maths in particular at transitions and at the higher standard, is securely diminished. The gap in attainment and progress in reading decreases between disadvantaged and non-disadvantaged children particularly in KS1 .
B.	Children's learning needs are clearly identified and we receive advice on how to help children overcome cognitive, social, emotional or psychological barriers to their learning	Termly and end of year data analysis, together with regular, informed discussion between all professionals involved assesses, evaluates and

		<p>informs provision, including:</p> <ul style="list-style-type: none"> • Regular triangulation of evidence from children's books / quality of provision / data • Timely data analysis, monitoring the attainment and progress of groups, identifying needs and gaps. <ul style="list-style-type: none"> • Pupil Progress Meetings are data focused around key groups.
C.	Vulnerable children and families are well supported so that children who are experiencing social/emotional difficulties feel heard and develop resilience and strategies to deal with everyday knocks and disappointments	<p>Peer / adult mentoring boosts self-confidence and disadvantaged children are confident to take on wider responsibilities/lead teams in the classroom and throughout the school.</p> <p>Provision is tailored and personalised and has impact on attainment/progress.</p> <p>CPD for all staff based on current research / whole school data continues to raise the profile of disadvantaged children and how we can best support.</p>
D.	Disadvantaged children are enabled to access a wide range of cultural, sporting and creative opportunities.	Cultural entitlement impacts on children's engagement with their learning, enriches their language and develops their confidence and ambition to succeed.
E.	Our Attendance, Safeguarding and Welfare lead supports and builds strong relationships with families and children to monitor, set targets, liaise with other professionals and sign-post families to reduce and, where possible, remove barriers which have a negative impact on attendance and engagement.	Parents and carers from hard-to-reach families attend parent/teacher meetings more readily, attend school for organised events such as workshops, communicate with their child's class teacher about learning and how to support their child at home, have improved relationships with classroom staff and other key staff around school.

5. Planned strategy for 2017- 2018

The three headings below show how we are using the pupil premium to improve classroom practice, provide targeted support and support whole school strategies.

i. Quality of teaching first and for all

Focus	action / approach	Desired outcomes	Review date	Staff lead / core team
Children leading their learning	<ul style="list-style-type: none"> Develop critical thinking through investigative science with a focus on learning beyond the classroom Children's teams (Digital leaders, Rights Respecting, Curriculum teams – such as Science, Maths, Sports and Art Leaders - Celebrate and Educate, Young Interpreters, Playtime Buddies etc) prioritise children influencing the direction of learning and shaping values Class-based research underpins a review of AfL (assessment and feedback) strategies to identify those with highest impact and strongest 'agency' for children. Training disseminated across school Greater use of self and peer assessment strategies build children's ability to identify their own next steps 	<ul style="list-style-type: none"> Disadvantaged children are strongly represented in all opportunities to take a lead Disadvantaged children engage with STEM subjects and see themselves as eg 'scientists' Children are more articulate about their learning and next steps and this impacts positively on attainment and progress 	<p>Termly</p> <p>At assessment points</p>	<p>Teacher leaders and SLT</p>
Resilience and mental health and wellbeing	<ul style="list-style-type: none"> 'Place to Be' funding prioritised to respond to mental health needs of children and their families Access to Educational Psychologist, Specific learning Difficulties support, Speech and Language therapist prioritised to provide timely support to children experiencing difficulties which impact learning AWSO works closely with harder to reach families to build positive relationships between school and home Weekly newsletter emailed to all families Text reminders for key events (eg parent meetings), curriculum workshops, reminding about payment due, planning and organisation for eg school journey Nudge texts encourage greater involvement Translation services made available for letters, newsletters, website information etc Place2Be presence in playground at playtime, around the school, at beginning and end of day When possible / needed creche offered at parent workshops to enable as many families as possible to attend Child led projects where the children can share, learn alongside and teach their adults in school Increased child led events such as assemblies and workshops aim to involve children from harder to reach families to promote engagement and build relationships with the school 	<ul style="list-style-type: none"> Children and families feel supported and signposted in regard to accessing help for mental health / emotional difficulties Access to outside agencies for support is timely and a priority Parents and carers from harder-to-reach families have increased involvement and investment in school life and in particular with their child's learning 	<p>Ongoing</p> <p>Termly review of events and opportunities</p>	<p>Inclusion Lead</p> <p>AWSO</p> <p>SLT</p> <p>Classroom teams</p> <p>Physical Health and Wellbeing team</p>

ii. Targeted support for individuals and groups				
Focus	action / approach	Desired outcomes	Review date	Staff lead / core team
Raising attainment in RW and M	<ul style="list-style-type: none"> • 1:1 teacher support (Y6) • Year 5 / 6 boosters targeted at disadvantaged • Deployment of staff supporting learning is agile, responsive and appropriate, according to need • Staff training needs identified and training provided • Early intervention in Y1 to boost resilience – outdoor learning focus, targeted provision to develop oracy and vocabulary and broaden range of experiences • Small group support for disadvantaged in each year group • Whole class reading strategy in KS2 builds on KS1 language and communication development, and focuses on broadening vocabulary and articulation of higher reading skills • Early intervention (EYFS / KS1/Y3) targets oral language and communication, including language for thinking 	<ul style="list-style-type: none"> • Disadvantaged children in KS2 at risk of underachieving receive targeted and personalised support to raise attainment and progress • Children enter KS2 with greater confidence, articulacy and a positive attitude to learning • End of year and end of key stage outcomes reflect closing the gap between disadvantaged and non disadvantaged attainment, in particular in KS1 	<p>Half termly</p> <p>At assessment points</p> <p>At end of year/key stage</p>	<p>SLT</p> <p>Class teachers</p> <p>Inclusion lead</p>
Raising aspiration – all children see themselves as learners / leaders	<ul style="list-style-type: none"> • Children to lead across the school through children’s teams eg for maths, reading, sports, Young Interpreters, singing, resilience, gardening etc • Mentoring set up for individual children across school to boost self-esteem with learning across the curriculum • Bespoke and targeted experiences and opportunities for children (within and across year groups) to share with families to encourage greater participation and engagement eg Shine Project 	<ul style="list-style-type: none"> • Children across the school are aspirational for their future and in their learning • Disadvantaged children can articulate how they feel valued, have a voice and make contributions to different of aspects of school life • Parents and carers from harder-to-reach families have increased involvement and investment in school life and in particular with their child’s learning 	Termly	<p>Teacher leaders</p> <p>All staff (as mentors)</p>
Matching learning support to need	<ul style="list-style-type: none"> • Deployment of learning support is responsive, agile and appropriate to need (including SEN TAs) 	<ul style="list-style-type: none"> • Differently abled children achieve greater independence when accessing learning 	Ongoing and at least half termly	<p>Inclusion Lead</p> <p>SLT</p> <p>SEN TAs</p>

iii. Whole school strategies				
Focus	action / approach	Desired outcomes	Review date	Staff lead / core team
Raising the profile of disadvantaged children	<ul style="list-style-type: none"> Close monitoring and tracking of disadvantaged children from their starting points and using end of Key Stage data to inform future focus Timely data analysis, monitoring the attainment and progress of groups, identifying needs and gaps Pupil Progress Meetings are data and key group focused Staff team to all hold and take responsibility for implementing and monitoring disadvantaged attainment as well as provide or support staff CPD Disadvantaged focus written into all teacher leader job descriptions and action plans. All teacher leaders held accountable for progress of disadvantaged children Regular triangulation of evidence from children's books / quality of provision / data 	<ul style="list-style-type: none"> 'disadvantaged children first' focus for AfL, planning and provision All staff across the school know our disadvantaged children <p>All classroom-based staff can articulate the individual learning and wellbeing needs of the disadvantaged children with whom they work, and have helped identify and plan for provision to meet those needs</p>	<p>Termly</p> <p>Half termly 'triangulation'</p> <p>At end year/key stage</p>	<p>All SLT Teacher leaders Inclusion lead</p>
Access to enrichment activities impacts on aspiration and achievement for disadvantaged learners	<ul style="list-style-type: none"> Subsidised clubs/trips/instrument lessons Bespoke extracurricular programme designed to support individuals and groups of disadvantaged children across KS1 and KS2. Artsmark award to focus on disadvantaged children having access to the arts through a range of initiatives – quality first teaching, collaborative projects, educational visits. Tri-school drama, dance and singing groups focus on developing talent and confidence for disadvantaged children See also Sports funding 	<ul style="list-style-type: none"> Increased % of disadvantaged children achieving expected and greater depth by end KS2 in RWM combined Children across the school are aspirational for their future and in their learning 		CEA team
Improved oral language and communication skills with a focus on early intervention	<ul style="list-style-type: none"> Children exposed to examples of language in different contexts and from different speakers. School based adult models support improved communication Whole class reading in KS2 focuses on vocabulary development and articulation of higher reading skills Early intervention (EYFS / KS1/Y3) targets oral language and communication, including language for thinking Wide range of visits and opportunities for learning beyond the classroom build children's experiences and develop vocabulary Bespoke opportunities (science, outdoor learning, DT, cookery etc) for disadvantaged children to build vocabulary and confidence to articulate thinking 	<ul style="list-style-type: none"> Adults in school well placed to recognise and support gaps in language acquisition skills Disadvantaged children's attainment and progress reflects greater engagement with the curriculum, in particular in reading and writing 	<p>Half termly/ Termly</p>	<p>Inclusion lead Class based staff</p>

Planned expenditure of pupil premium for 2017-2018

Quality first teaching -teachers and teaching assistants	113,000
1:1 support (1 teacher: 1 child)	3,700
Salary contributions for SEN Teaching Assistants (TAs)	72,860
Additional Inclusion / SEN leadership support	12,280
Place2be	24,445
bought in speech / language therapy	5,985
extra day of Education Psychologist	4,950
attendance / welfare support	2,000
specific Learning diffs support	2,970
Subsidised Music, Clubs, Visits and School Journey	9,000
welfare / safeguarding officer	6,890
Booster classes (Teachers claims or contribution to salary)	11,200
Total	269,280