Brindishe Green: Pupil Premium Strategy Statement 2022-2023

Summary information						
School	Brindishe Green School					
Academic years covered by current pupil premium strategy plan	2022/23			Date of most recent PP Review		October 2022
Total number of pupils	637	Number of pupils eligible for PP	129	Date of next internal review of this strategy		October 2022
Statement authorised by		Rachel Waite and Liz Murphy	Pupil premium lead	Jess Waghorn	Governor lead	Liz Murphy
Funding Information						
Pupil premium funding allocation this academic year	**£212,570**	Recovery premium funding allocation this academic year	£16,603	Pupil premium funding carried forward from previous years	-	
Total budget for this academic year				£229,173		

Statement of intent
At Brindishe Green Primary School our ultimate objective is an unwavering commitment to the goal that being disadvantaged economically will be no disadvantage educationally. We aim to close attainment gaps by providing the highest quality education. This education is rooted in a contextually relevant and ambitious curriculum and benefits from the highest quality teaching. Our work is informed by sound pedagogical research and best practice from across our federation. We provide proactive and highly targeted individual academic support and exceptional pastoral support to enable pupils to overcome traditional barriers to education, enabling access to learning and in so doing, fulfilling their potential. This strategy is rooted in an established plan, do, review cycle where practice and initiatives are evaluated on qualitative and quantitative outcomes and areas for improvement are consistently challenged and addressed.

1. Current attainment (KS2 results 2022)		
	Pupils eligible for PP (your school)	*Pupils not eligible for PP (national average)*
% achieving expected in reading, writing and maths	39%	65%
% achieving expected in reading	50%	80%
% achieving expected in writing	57%	75%

% achieving expected in maths	61%	78%

2. 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.	Children begin school at a lower starting point than their peers - Speech and language delay/ inexperience of necessary vocabulary and language structures
B.	Additional support needed for Pupil Premium children who are also EAL
C.	High Social, emotional and wellbeing needs combined with low resilience
D.	Narrow the gap between Dis and Non Dis children in R/W/M.

External barriers *(issues which also require action outside school, such as low attendance rates)*

E.	Parental engagement (reading at home, attending meetings and workshops) and low pupil attendance

3. Desired outcomes

	Desired outcomes and how they will be measured	*Success criteria*
A.	Children entering Early Years with a lower starting point will make accelerated progress to ensure the gap doesn't widen between them and their peers 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.	• Children with lower starting points will make accelerated progress compared to their peers and national averages • Evidence will exist of where needs have been identified and met early in the pupils' education • Progress of disadvantaged pupils with SEN will be comparable to the progress of their peers who are not entitled to the pupil premium. The gap to pupils without SEN and/or who are disadvantaged will be closing.
B.	Disadvantaged EAL children who are working below EXS make SP/MSP to bring them in line with their peers overtime.	• Progress of disadvantaged pupils with EAL will be comparable to the progress of their peers who are not entitled to the pupil premium. The gap to pupils without EAL and/or who are disadvantaged will be closing.
C.	Good provision for emotional and social development impacting positively on the mental health, behaviour and well-being of all of our pupils. Pupils in receipt of to have a growth mindset with high levels of resilience and self-esteem with strong, positive learning behaviours.	• Behaviour records will show the incidents involving pupils who are disadvantaged are proportionate to the numbers on roll. • Children to be able to verbalise their feelings rather than let them influence their behaviour negatively. • Pupils to be able to work more independently and take risks with their learning and persevere when they find things difficult. • Established PSHME Curriculum (Mental Health) being taught in all year groups. • Teachers supported by Inclusion lead, ELSA and counsellor.

D.	Identify and close specific gaps in children's learning using robust analysis techniques and deploying carefully selected strategies and interventions rooted in strong evidence	•Reducing the difference between the amount of disadvantaged and other achieving expected or higher standard in Phonics, Reading and Writing. • Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, moderations and ongoing formative assessment.
E.	Improved attendance and home parent relationships through support from Attendance, Safeguarding and Welfare leads through monitoring, setting targets and liaising with other professionals and sign-posting families to reduce and, where possible, remove barriers which have a negative impact on attendance and engagement.	• Attendance and punctuation will improve for targeted children will improve in line with all pupils. • 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. • Families are well supported and connected with appropriate services.

4. Planned expenditure

Academic year	2022-23

i. Quality of teaching for all

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?
Children entering Early Years with a lower starting point will make accelerated progress to ensure the gap doesn't widen between them and their peers 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.	• Staff training and continued use of provision Mapping Software Edukey to promote ownership and understanding at teacher level and provide more efficient oversight at SLT level. • Timely data analysis, monitoring the attainment and progress of groups, identifying needs and gaps (Recommendation 1 EEF 2017 b and 2017 c) • Pupil Progress Meetings are data and key group focused (Recommendation 1 EEF 2017 b and 2017 c) • Targeted language intervention (Both 1:1 and small group) in year groups with a focus on developing vocabulary and language structures to feed into end of year data. (Super School Profile 2022, EEF 2017 a) •Support staff training on early phonics and Rapid Phonics Intervention training to ensure high quality and consistent early reading intervention. •Planning in the Moment in the Early Years allows for teachers to work with focus children and report back regularly to parents in detail. Information regularly updated to 2Simple software. •Range of approaches used in EYFS and beyond such as Helicopter stories, Lego Therapy, Interventions (vocabulary focus), additional phonics support	• School assessment data and reports – Super School Profile 2022) •EEF's Guidance Reports (Improving Literacy in KS1, Improving Literacy in KS2 and Preparing for Literacy) • Improving Literacy in KS2 Guidance Report (2017) (a) • Improving Mathematics in Key Stages 2 and 3 Education Endowment Foundation Guidance Report (2017) (b) • T&L Toolkit Small Group Tuition Summary EEF • Making best use of Teaching Assistants EEF Guidance Report • Oral Language Interventions T&L Toolkit EEF	SCDP driven • Teacher leaders' focus in action plans • Assessment outcomes / PPP meetings • Monitoring and performance review • Assessment outcomes / PPP meetings • Provision mapping • Focused year group learning support • Regular review of impact of 'in the moment' feedback and assessment.	• SLT • Curriculum leaders • Inclusion Leads and team	Half termly At assessment points At end of year/key stage

Total budgeted cost					Total: £100, 000

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?
Disadvantaged EAL children who are working below EXS make SP/MSP to bring them in line with their peers overtime.	• Staff training and continued use of provision Mapping Software Edukey to promote ownership and understanding at teacher level and provide more efficient oversight at SLT level. • Timely data analysis, monitoring the attainment and progress of EAl Dis children, identifying needs and gaps (Recommendation 1 EEF 2017 b and 2017 c) • Pupil Progress Meetings are data and key group focused (Recommendation 1 EEF 2017 b and 2017 c) • Targeted language intervention (Both 1:1 and small group) in year groups with a focus on developing vocabulary and language structures to feed into end of year data. (Super School Profile 2022, EEF 2017 a) • Interventions (vocabulary focus), additional phonics support • Purchase new books in different languages for children to use in class and at home. • Establish Young Interpreters in older year groups to support children new to English in EYFS and Year 1.	• School assessment data and reports – Super School Profile 2022) •EEF's Guidance Reports (Improving Literacy in KS1, Improving Literacy in KS2 and Preparing for Literacy) • Improving Literacy in KS2 Guidance Report (2017) (a) • Improving Mathematics in Key Stages 2 and 3 Education Endowment Foundation Guidance Report (2017) (b) • T&L Toolkit Small Group Tuition Summary EEF • Making best use of Teaching Assistants EEF Guidance Report • Oral Language Interventions T&L Toolkit EEF	• Assessment outcomes / PPP meetings • Provision mapping • Focused year group learning support • Feedback from parents	Inclusion Lead and Team SLT	Ongoing and at least half termly

Identify and close specific gaps in children's learning using robust analysis techniques and deploying carefully selected strategies and interventions rooted in strong evidence	•Targeted deployment of additional specialist TA support across Reception (TA T&L Toolkit EEF) • Strong, skilled adults working in Nursery, Reception and Year 1 • Class staff and inclusion lead will make strong links with parents to ensure the early identification of any learning/ additional needs a child may have (Recommendation 2 EEF 2020) • Outside Agency support (Drumbeat, SLT, EP, etc) will be effectively coordinated to ensure that children who are in need of support are prioritised. (Recommendation 2 EEF 2020) • Wide range of visits and opportunities for learning beyond the classroom build children's experiences and develop vocabulary • Children with additional needs are identified quickly and parents signposted to relevant support (SLT drop in, OT drop in, Drumbeat training, etc) (Recommendation 2 EEF 2020) •Children with complex and significant needs are referred to relevant professionals so that school and parents can put recommendations in place (Recommendation 2 EEF 2020) • Teachers update provision maps ever half term to ensure daily interventions are purposeful and children making progress. • Termly summative assessments (tests) in Phonics, Reading and Maths. Writing assessed using children's learning in books. • Children peer and self assess learning in class in order to see if they need further support or can be extended in their learning. • Year 6 Maths and English Booster sessions nterventions are planned and delivered by •Teachers and TAs, either to enhance the learning taking place in the classroom or as a discreet skills/knowledge session	Teaching Assistant Interventions T&L Toolkit Summary EEF • Special Educational Needs in Mainstream Schools Guidance Report EEF 2020 • Voice 21 Study (EEF 2014) • Oral Language Interventions T&L Toolkit EEF • Communication and Languages T&L Toolkit Summary EEF	• Assessment outcomes / PPP meetings • Provision mapping • Feedback from parents	EYFS staff Inclusion team	Ongoing and at least half termly

		Total budgeted cost			Total: £80, 000

iii. Other approaches including whole school strategies

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?
c) Good provision for emotional and social development impacting positively on the mental health, behaviour and well-being of all of our pupils. Pupils in receipt of to have a growth mindset with high levels of resilience and self-esteem with strong, positive learning behaviours.	• Continuing with trained ELSA support and ELSA training for an additional member of staff. • Attachment and Children's Mental Health training for all staff • Follow up and in-depth training for support staff/teaching assistants • 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. • Praise cards and assemblies focussed on key skills which build and positively reinforce emotional resilience. • Detailed PSHME Curriculum with mental health focus led by experienced staff. School events and training. PSHME homelearning grids for Year 1-6. • Rights Resepecting high on agenda with all children learning about their Rights and the Rights of others. • Children's teams established to ensure children know they have a voice and are listening to in school. • Shine project in collaboration with Blackheath High for Year 5 DIS children, Year 4 girls football sessions, more clubs established by staff such as Choir, performing art etc. Money of Sportacus clubs.	• Improving Social and Emotional Learning in Primary Schools EEF Guidance Report 2020 • Social and Emotional Learning T&L Toolkit EEF •PSHME Association	Whole school focus • Termly review • Focus for whole school INSET and CPD • Included in everyday curriculum in class / assemblies / workshops	MHFA (mental health and wellbeing lead) • Inclusion Lead • AWSO • SLT • Classroom teams • Physical Health and Wellbeing team	Ongoing Termly review of events and opportunities

E) Improved attendance and home parent relationships through support from Attendance, Safeguarding and Welfare leads through monitoring, setting targets and liaising with other professionals and sign-posting families to reduce and, where possible, remove barriers which have a negative impact on attendance and engagement..	• Employment of new pastoral worker to work alongside SLT and Federation Attendance and Welfare Officer.
	  • Inclusion lead to support families of children with SEN
	• A wider range of parent workshops (online and in person) for parents to engage and aid them in supporting their children's learning to improve home school relationships.
	  • Increase number of in school events for paretns to attend – performances, parent meetings, assesmblies, fair, Open Classroom
	• Data analysis used to improve attendance through intervention and escalation (DFE 2021) for example, first day calling, careful coding and authorisation of absences, broken week analysis, home visits, CME procedures, attendance letters and clinics AWSO works closely with harder to reach families to build positive relationships between school and home (Relationships and Communication Recommendation 1 DFE 2021)
	• Weekly newsletter emailed to all families (Relationships and Communication Recommendation 1 and 4 DFE 2021)
	• Text reminders for key events (e.g., parent meetings), curriculum workshops, reminding about payment due, planning and organisation for e.g., school journey
	• Translation services made available for letters, newsletters, website information etc, Relationships and Communication Recommendation 4 DFE 2021)
		• The Link Between Absence and Attainment DFE (2016)
		• Improving School Attendance Support for Schools and Local Authorities DFE (2021)
			Regular communication between teams SCDP driven	FAWSO
				AWSA
				SLT
					Ongoing Weekly meetings between HT/AWSA To discuss progress around removing barriers

				Total budgeted cost	**Total:** £49, 173

Review of expenditure				
Previous Academic Year		**2021/2022**		
i. Quality of teaching for all				
Desired outcomes	**Chosen actions/approach**	**Estimated impact:** Was the success criteria met? Impact on pupils not eligible for PP	**Lessons learned** (Will the approach continue?)	**Cost**
Identify and close specific gaps in children's learning using robust analysis techniques and deploying carefully selected QFT strategies and interventions rooted in strong evidence	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 • 'In the moment' planning with daily 'whole class feedback' sheets ensures that common misconceptions are addressed swiftly, allowing children to keep up rather than catch up Ephgrave • Small group tuition for disadvantaged in each year group • Embed NCTEM spines as a strategy to improve outcomes in mathematics with a focus on sequencing and teacher subject knowledge to improve the QFT of maths • Maintain bespoke S&L interventions using targeted TA deployment, informed by advice from SALT partners. • Oracy will continue to be a focus across the school through implantation of bespoke in school oracy program which supports children by scaffolding conversations and developing vocabulary including peer assessment feedback • Implement new Provision Mapping Software Edukey to promote ownership and understanding at teacher level and provide more efficient oversight at SLT level.	The difference in attainment between disadvantaged and non-disadvantaged in reading, writing or maths in particular at transitions and at the higher standard, was diminished, but gaps among some groups were still apparaent NCTEM spines will be implemented and there will be qualitative evidence of its impact	Continue to use latest research into feedback and marking to provide CPD for staff and review of assessment policies. Writing progress for disadvantaged children to be supported through small group intervention Specific focus on SALT has a significant impact and therefore should be prioritiesd for those children in the EYFS/KS1 Continued focus on language rich classroom and outdoor environments to improve oracy opportunities and link to writing at higher standard	£33, 130

ii) Targeted support				
Desired outcomes	**Chosen actions/approach**	**Estimated impact:** Was the success criteria met? Impact on pupils not eligible for PP	**Lessons learned** (Will the approach continue?)	**Cost**
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	• Deployment of learning support is dynamic and appropriate to need (including year group classroom support) • Outside agency support is well coordinated with a drive on upskilling teachers and support staff to meet the needs of children • Provision mapping ensures support is directed at those who need it • A range of training on meeting the needs of children with ASD and Early Language Difficulties • Half termly parent information sessions for parents of children with additional needs	Progress of disadvantaged pupils with SEN is comparable to the progress of their peers who are not entitled to the pupil premium The gap to pupils without SEN and/or who are disadvantaged has narrowed in some pupil groups	Continue to provide high quality CPD opportunities to all staff to deliver focused intervention groups Parent sessions to conintue ensuring these are focused on key needs identified across the school Further exploration of specialist outside agencies that can be used to train/upskill staff to support key needs	£85, 000
Children entering Early Years with a lower starting point will make accelerated progress to ensure the gap doesn't widen between them and their peers	Targeted deployment of additional specialist TA support across Reception • High level of adult support in Nursery • Class staff and inclusion lead will make strong links with parents to ensure the early identification of any learning/ additional needs a child may have • Outside Agency support (Drumbeat, SLT, EP, etc) will be effectively coordinated to ensure that children in EYFS who are in need of support are prioritised • Wide range of visits and opportunities for learning beyond the classroom build children's experiences and develop vocabulary • Children with additional needs are identified quickly and parents signposted to relevant support (SLT drop in, OT drop in, Drumbeat training, etc) Children with complex and significant needs are referred to relevant professionals so that school and parents can put recommendations in place	Behaviour records show the incidents involving pupils who are disadvantaged are proportionate to the numbers on roll The overall number of logged behaviour incidents has fallen compared to 2020/21 (relative to attendance) and 2018/19 (absolute) Qualitative evidence exists of where pupils have been supported (Case studies) The tiered mental health support in school has been re-established with qualitative evidence of impact, for example SDQ scores of pupils accessing higher levels of support will exist An explicit SEL approach implemented in school	Due to the rising need in EYFS, focus on establishing clear guidance and support in the EYFS to ensure ealy identification and support is in place	£45, 000

Other approaches including whole school strategies

Desired outcomes	Chosen actions/approach	Estimated impact: Was the success criteria met? Impact on pupils not eligible for PP	Lessons learned (Will the approach continue?)	Cost
Vulnerable children and families are well supported so that children who are experiencing social/emotional difficulties develop resilience and strategies to deal with difficult situations support will exist	A tiered mental health and wellbeing system re-established across the school • Counselling service introduced to offer Tier 3 mental health support • New self-referral service introduced to offer Tier 2 wellbeing support to children across the school Explicit teaching and SEL skills within and across the curriculum • Focus on improving peer to peer interactions through SEL approach	Children with lower starting points make accelerated progress compared to their peers and national averages Evidence exists where needs have been identified and met early in the pupils' education	Strength the mental health and well being team to ensure all of the community have access to support or know how to find information to support themselves and each other	£35, 000k
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.	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, • Clear systems and data analysis used to imporove attendance through intervention and escalation (DFE 2021) for example, first day calling, careful coding and authorisation of absences, broken week analysis, home visits, CME procedures, attendance letters and clinics.	Evidence of where needs have been identified and met early in the pupils' education Our Attendance, Safeguarding and Welfare lead supports and builds strong relationships with families and children to monitor, set targets, liaise with other professionals and signpost families to reduce and, where possible, remove barriers which have a negative impact on attendance and engagement. Attendance and persistent absences significantly better than national averages Evidence of where support, challenge, intervention and escalation has improved the attendance of individual pupils	Develop the role of the Learning Support Lead to ensure early intervention prevents PA and children and families feel supported	£40,000k

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year

Programme	Provider	Impact