

# Brindishe Green: Pupil Premium 2024 - 2025 Impact Report

## 'Breaking the Cycle of Disadvantageness'

Review of expenditure				
Previous Academic Year		2024/2025		
i. Quality of teaching for all				
Desired outcomes	Adopted and met actions/approach	Impact: Was the success criteria met? Impact on pupils not eligible for PP	Lessons learned and next steps (Will the approach continue?)	Cost
<p><i>A) Disadvantaged children's oracy skills and spoken language skills are in-line with their peers. There is no gap between vocabulary by the age of 7. Children are able to confidently and effectively articulate information and ideas by the end of KS1.</i></p>	<ul style="list-style-type: none"> <li>• Oracy CPD – training in two-way conversations and 'back and forth' dialogue.</li> <li>• Develop more 'communication hotspots' in the learning environment - Audit, review and increase the number of conversation 'hot-spots' in the environment. Make change in 'cold spots' such as adding props to promote conversation.</li> <li>• Explicit teaching of generically useful vocabulary from Nursery to Year 6. E.g. modelling unfamiliar words in everyday classroom talk ('Oh bother I left the door ajar' ... instead of 'open')</li> <li>• Opportunities for debating within lessons and as an enrichment/additional club for disadvantaged children.</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on oracy seen in lesson observations and SIP visits. PP children acquiring new vocab quicker and it is embedded further.</li> <li>• EYFS hotspots noted and changes made to encourage more interactions – children seen in observations and learning walks having high quality dialogue with peers and adults.</li> <li>• Debating Club established for KS2 children – PP children given opportunity to debate and further opportunities to communicate in a purposeful way, gaining new vocab and new skills.</li> </ul>	<p>ORACY ongoing – next steps to explore Neli or other intervention programmes.</p> <p>Continue</p> <p>Ongoing</p>	<p>£100,000</p>

	<ul style="list-style-type: none"> <li>• Further opportunities for children to deliver TED talks, interviews, making podcasts, museum or tour guides.</li> <li>• Support staff training on early phonics and Rapid Phonics Intervention training to ensure high quality and consistent early reading intervention.</li> <li>• Behaviour and vulnerability tracker introduced to closely monitor pupil premium children, including those with EAL.</li> <li>• Timely data analysis, monitoring the attainment and progress of groups, identifying needs and gaps (Recommendation 1 EEF 2017b and 2017 c). Data analysis to include statutory and internal data, especially looking at EYFS and lower KS1.</li> <li>• Pupil Progress Meetings are data and key group focused (Recommendation 1 EEF 2017 b and 2017 c) <ul style="list-style-type: none"> <li>- <i>TAC meetings within first 3 weeks of Autumn Term to pre-empt barriers to learning.</i></li> <li>- <i>Pupil Progress meetings attended by SLT, English and Maths Leads and class teachers to ensure best advice and planned actions</i></li> <li>- <i>Reception PPP meetings in the first 6 weeks of term to establish early intervention</i></li> <li>- <i>Behaviour and Vulnerability tracker to identify children require support</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• New opportunities especially for PP children developed – ECO Council, Pod Casting, Open Day tours, Debating, Brindishe Green magazine. Further opportunities for oracy developed.</li> <li>• B&amp;V purpose revisited with staff – PP staff champions will focus on the MOST vulnerable and provide mentorship for them creating more of a sense of belonging for our most vulnerable PP children.</li> <li>• EARLY TAC meetings have allowed us to identify barriers to learning for PP children quicker therefore raising attainment and progress.</li> <li>• Young Interpreters established have provided oracy support for younger EAL/PP children – reading aloud, sharing games etc. Further high-quality conversations have been facilitated.</li> </ul>	<p>Review use of B&amp;T with staff and measure impact of new way of using it.</p> <p>Review Autumn 2 data</p> <p>Continue – PPP meetings will identify further children who need support from Young Interpreters.</p>	
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	Establish Young Interpreters in older year groups to support children new to English in EYFS and Year 1. Provide additional dual language resources for EAL children as they enter Nursery.			
<b>ii) Targeted support</b>				
<b>Desired outcomes</b>	<b>Adopted and met actions/approach</b>	<b>Impact:</b> Was the success criteria met? Impact on pupils not eligible for PP	<b>Lessons learned</b> (Will the approach continue?)	<b>Cost</b>
<p><i>A) Disadvantaged children's oracy skills and spoken language skills are in-line with their peers. There is no gap between vocabulary by the age of 7. Children are able to confidently and effectively articulate information and ideas by the end of KS1.</i></p> <p><i>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</i></p>	<p>Gather key information prior to pupil admission into Nursery or Reception. Ascertain tactfully whether there is a family history of reading and/or spelling difficulties in p/c &amp; teacher meetings and/or on admission forms. <i>'Scientists have found that reading problems can be inherited and we try to give extra help to any child who might need it, as early as we can. Dis anyone in your family struggle with reading or spelling when they were at school?'</i></p> <p>Parent/carer literacy and numeracy workshops to enable less-confident p/c support with home learning.</p> <p>Highly personalised extra phonics intervention in Reception for disadvantaged children.</p> <p>Targeted Bug Club texts provided for poorer readers in KS2</p> <p>Further use of educational trips and visitors to create memorable experiences as a focus for writing. Cost subsidised by Lee Hatcliffe Charity.</p> <p>Reading and Writing Interventions for targeted support e.g. Rapid Phonics. Consider 'Reading Recovery' for</p>	<ul style="list-style-type: none"> <li>• Home Visits ensured that staff had a better understanding of need BEFORE children arrived which allowed us to put in interventions quicker.</li> <li>• 'Help Your Child at Home with Maths' p/c workshop planned alongside National Numeracy Strategy.</li> <li>• Faster progress in early reading skills (seen in data) Increased confidence as readers. Access to books matched to their reading level. Catch-up support that prevents them falling further behind</li> <li>• Better outcomes in phonics screening and reading assessments – see Statutory Data</li> <li>• Trips and Visits given equal access to clubs, trips, and enrichment activities for PP children. Experiences that broaden their horizons and</li> </ul>	<p>Repeat in 2026 for September intake – no change to process</p> <p>Repeat annually providing feedback is positive</p> <p>Ongoing and continuous</p> <p>Continue to offer equity to PP children and more clubs. Staff PP Champions to collate ideas for PP days out only – theatre,</p>	£80,000

	<p>targeted interventions for KS1 or a similar recovery programme.</p> <p>1. Targeted pre-teaching of new concepts to disadvantaged children.</p> <p>Targeted deployment of additional specialist TA support across Reception (TA T&amp;L Toolkit EEF)</p> <p>Outside Agency support (Drumbeat, SLT, EP, etc) will be effectively coordinated to ensure that children who need support are prioritised. (Recommendation 2 EEF 2020)</p> <p>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)</p> <p>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)</p> <p>Teachers update provision maps every half term to ensure daily interventions are purposeful and children making progress.</p> <p>Termly summative assessments (tests) in Phonics, Reading and Maths. Writing assessed using children's learning in books.</p> <p>Children peer and self-assess learning in class in order to see if they need further support or can be extended in their learning.</p>	<p>aspirations and opportunities to develop new skills and interests. All PP children have participation in activities their families might not otherwise afford.</p> <ul style="list-style-type: none"> <li>• Needs are identified early reducing the barriers to learning, reducing the gap between PP children and peers.</li> <li>• Provision is fluid and reviewed regularly to ensure the intervention has impact and continues to be effective.</li> <li>• Children feel capable and successful from the start and reading becomes something they can do, not something they dread</li> <li>• PP children seen supportive as normal and not evidence they're "failing"</li> <li>• Boosters plug gaps in learning in basic maths, reading and writing skills (including spelling). These gaps are closed by end of KS2 ready for secondary transfer.</li> </ul>	<p>bowling, swimming, seaside etc.</p> <p>Ongoing and Continuous</p>	
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	Year 6 Maths and English Booster sessions interventions 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			
<b>Other approaches including whole school strategies</b>				
<b>Desired outcomes</b>	<b>Adopted and met actions/approach</b>	<b>Impact:</b> Was the success criteria met? Impact on pupils not eligible for PP	<b>Lessons learned</b> (Will the approach continue?)	<b>Cost</b>
<i>B) Children from disadvantaged backgrounds have self-efficacy. They believe that 'things can get better' and they can do something about it.' They have a sense of agency and a sense of belonging to their school.</i>	<p><b><u>Feedback and Assessment</u></b></p> <ul style="list-style-type: none"> <li>• Further opportunities in the classroom for self-assessment</li> <li>• Introduction of 'I can ....' statements in EYFS and KS1</li> <li>• Adults use specific praise rather than generic</li> <li>• Adults set tasks of varying difficulty and children choose those that 'are not too easy, not too hard, but just right' – they take ownership of their learning</li> <li>• Rights Respecting 'Change Maker' project and other fund-raising projects for every year group annually. Children have regular opportunity to raise funds for charitable events.</li> <li>• Cross-age learning partners – older children from disadvantaged backgrounds tutoring/mentoring younger children.</li> <li>• Young Interpreters – children with English as an additional language support children new to English in their language in EYFS and KS1.</li> <li>• Children from disadvantaged backgrounds are given more opportunities to lead and represent</li> </ul>	<p>Surveys taken for PP children Summer 2025 show that:</p> <ul style="list-style-type: none"> <li>• They feel valued and heard in school</li> <li>• They develop resilience and growth mindset</li> <li>• They believe in their ability to succeed</li> <li>• They feel they belong and are part of the school community</li> <li>• They develop positive relationships with adults who know and care about them</li> <li>• PP children see themselves as leaders and role models, building self-esteem and showing other children that background doesn't limit potential.</li> <li>• Older PP children develop leadership skills and confidence. Younger children receive relatable support from peers. Our EAL children feel welcomed and understood also creating a sense of community and mutual support is strengthened</li> </ul>	<p>Valuable surveys – very insightful. Next step to speak with individual children about their survey responses and assign PP Staff Champions to children.</p>	£49,173

	<p>their school e.g. Open Days, sporting events, visits to community events etc. Increased child-led events such as assemblies and workshops aim to involve children from harder to reach families to promote engagement and build.</p> <ul style="list-style-type: none"> <li>• Adult ‘Pupil Premium Champions’ are established within the staff team. Adults who regularly ‘check-in’ and mentor children. Each PP child has at least one and enduring relationship with an adult in school who takes a personal interest in them and their lives outside of school.</li> <li>• Children’s teams established to ensure children know they have a voice and are listened to in school.</li> <li>• All adults and SLT greet pupils at the door ensuring all children are given a personal welcome into school each day. Adults avoid questions such as ‘Why are you late?’ but instead use ‘Hi Jessica, how are you?’</li> <li>• Increased use of praise cards during the school week (not limited to praise assembly), praise cards sent home and calls and texts home from class teachers, support staff or SLT.</li> </ul>	<ul style="list-style-type: none"> <li>• Team established and are driving force – mentoring being set up to provide PP children with further sense of belonging and feeling of being welcomed. Children feel seen and heard.</li> <li>• Every child feels noticed and valued each day and there is reduced anxiety about coming to school</li> <li>• At least one trusted adult who knows them well gives a positive start to each day, regardless of home circumstances.</li> <li>• Children's efforts and achievements are regularly celebrated, and families receive positive news about their children, building confidence and motivation whilst strengthening home-school relationships</li> </ul>	<p>Staff Champions to remain and action plan developed for them for key role over course of this year.</p>	
<p><b><i>C) Disadvantaged pupils have more access to educational experiences, enrichment</i></b></p>	<ul style="list-style-type: none"> <li>• 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. These</li> </ul>	<ul style="list-style-type: none"> <li>• PP children given further opportunities to engage with enrichment outside of school and STEM projects.</li> </ul>	<p>Approach to continue – SLT and AWSO to look for opportunities for further funding and grants to acquire funds for our PP children.</p>	

<p><b><i>opportunities and learning resources and facilities outside of the home than their peers. Their cultural and social capital is built and the gap between their peers is bridged.</i></b></p>	<p>opportunities are part-funded by Lee Hatcliffe Charity Money in addition to PP funding.</p> <ul style="list-style-type: none"> <li>• Disadvantaged children are prioritised for all clubs</li> <li>• Educational Visits are not a barrier for disadvantaged children and are subsidised (Lee Hatcliffe Charity)</li> <li>• Behaviour and Vulnerability tracker used to identify pupils who need support in positive behaviours for learning.</li> <li>• Laptops and additional electronic devices provided to ensure disadvantaged children can access home-learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Equity for PP children</li> </ul>	<p>PP will continue to be prioritised for clubs and free places (funded) where necessary and needed.</p>	
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