



Brodetsky Primary School Pupil Premium Strategy Statement

1. Summary information					
Academic Year	2019/20	Total PP budget	£38,520.00	Date of most recent PP Review	Sept 2019
Total number of pupils	237	Number of pupils eligible for PP	28	Date for next internal review of this strategy	Dec & Apr19/20

KS2 Results- Year 6 Attainment & Progress 2019 Closing the Gap		
Attainment & Progress	Pupil Premium (5 pupils eligible)	Non-Pupil Premium (35 pupils)
% Reaching Expected Standard in R,W,M	40	77
% Reaching Higher Standard in R,W,M	0	17
% Reaching Expected Standard in Reading	60	89
% Reaching Higher Standard in Reading	0	31
% Reaching Expected Standard in Writing	80	89
% Reaching Higher Standard in Writing	0	29
% Reaching Expected Standard in Maths	100	94
% Reaching Higher Standard in Maths	0	43
% Reaching Expected Standard in Grammar, Punctuation & Spelling	100	89
% Reaching Higher Standard in Grammar, Punctuation & Spelling	0	43
Progress in Reading	0.8	1
Progress in Writing	0.2	0.8
Progress in Maths	1.6	1.7

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. Low self-esteem particularly in English and Maths

B. Low engagement with homework

C. Additional Educational Needs, particularly Social & emotional

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

D. Low attendance and punctuality

E. Family support needs

3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increased self-confidence and self-worth. Has an 'I can do,' attitude and positive attitude to learning.	Can work more independently in English and Maths. Progress from starting point is in line with all peers.
B.	Increased motivation and organisation in completing homework.	Homework is completed in line with all peers.

C.	Early identification of additional educational needs and effective Personal Education Plans (PEP) in place in order to reduce potential barriers where possible.	Additional Educational Needs are being met in line with PEP.
D.	Attendance and punctuality is in line with all peers.	Attendance at least 96% by the end of 2019/20
E.	Family stability and functionally effective in supporting children's needs. Full engagement with school and services.	Families are accessing and benefitting from support services. Children's improved mental health and well-being in line with peers.

4. Planned expenditure

Academic year	2019/2020
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The three headings below demonstrate how we are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

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?
A, B, C, D	Participate in Reading Inference Project led by LA consultant in order to further improve teachers' Questioning skills to improve children's reading comprehension, inference and critical thinking skills.	Monitoring has shown that teachers are identifying questioning on planning and are using it well in lessons but this can be improved further through quality CPD. To upskill teachers in this area of pedagogy so that improved planning, teaching and assessment has a positive impact on all children's learning so they start high school with a good level of critical and analytical thinking.	Monitoring and moderation of work and lessons. Monitoring assessment data. External Verification from Lead consultant. Book Moderation of children eligible for PP. Vulnerable Children's Action Plan to be completed and reviewed termly by every teacher.	English Lead Deputy Head	Termly Pupil Progress Meetings Half-termly monitoring and moderation schedule. External Verification from Lead consultant. On-going Lead Review meetings. Appraisal Meeting

A, B, C, D	Participate in maths mastery CPD in order to further improve maths teaching so that Chn demonstrate deep and lasting understanding.	Based on research and developments in teaching of maths mastery a full review of maths provision; mathematical mindsets, school systems, teachers' subject knowledge and children's arithmetical proficiency will be carried out. This will upskill teachers in this area of pedagogy so that improved planning, teaching and assessment has a positive impact on all children's learning so that they can approach maths with self-belief and mastery.	Monitoring and moderation of work and lessons. Monitoring assessment data. External Verification from Lead consultant. Book Moderation of children eligible for PP. Vulnerable Children's Action Plan to be completed and reviewed termly by every teacher.	Maths Lead Deputy Head	Termly Pupil Progress Meetings Half-termly monitoring and moderation schedule. On-going Lead Review meetings. External Verification for Lead Consultant. Appraisal meeting
Total budgeted cost Cost of Training Service Staff release and Cover					£4000.00

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?
A,B,C,D,E	Increase additional Classroom Support through Teaching Assistant time. One to one or small group work with targeted children. Daily targeted Deputy Head Teacher time in Year 6 to support Focus Chn during Maths/English lessons.	Some Focus children require further intervention during and/or beyond quality first teaching due to varying needs. This will allow us to provide additional support in the classroom, one to one sessions and small group interventions in areas such as: Phonics, Maths, Writing, Reading Comprehension, Handwriting, pre and post teaching and Speech & Language.	Learning Walks, Lesson Observations, monitoring and moderation of work and assessment data.	SENCO Deputy Head	Termly Pupil Progress Meetings Half-termly monitoring and moderation schedule. SENCO Review meetings. Appraisal Meeting.

A,B,C,D,E	Increase SENCO time to identify and support children with additional needs and to seek support and signpost to agencies.	Additional one to one or small group targeted teaching by SENCO for focus chn in order to provide opportunities to practise, reinforce concepts and for pre and post teaching in areas of need. Additional Leadership time for SENCO will allow needs to be identified quickly where possible and support sought from external agencies.	Lesson Observations, monitoring and moderation of work and assessment data. SENCO Log.	SENCO Deputy Head	Termly Pupil Progress Meetings Half-termly monitoring and moderation schedule. SENCO Review meetings. Appraisal Meeting
A,B,C,D	One to one or small group work with Class Teacher during intervention time beyond quality first teaching to focus on areas of need such as closing gaps, homework, basic skills or further challenge.	Pupil Premium Intervention time once a week beyond the classroom delivered by chn's own Class Teacher whilst class is covered by another teacher, in order to support closing of gaps in basic skills, homework help, reading support or providing further challenge.	Log on Planning and/or Chn's Planners. Pupil Voice. Monitoring and moderation of work and assessment data.	Deputy Head English & Maths Lead	Termly Pupil Progress Meetings Half-termly monitoring and moderation schedule.
Total budgeted cost Teaching Assistant Targeted Support SENCO additional release time Deputy Head Teacher 1 day per week at minimum Targeted support in Year 6					£44,773.00
iii. Wider 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?

A,B,C,D,E	PSHCE & Growth Mindset Lead to access CPD in children's emotional wellbeing and positive mental health in order to increase profile and whole staff knowledge in this area to maximise ability to learn and improve our overall holistic provision.	Chn are showing increasingly more vulnerability in and having difficulties with their emotional well-being and positive mental-health. Research and national strategies and initiatives in this area are evidencing positive impact of support in this area of need. We will be supporting this in order to benefit the children in our school as we recognise how this impacts learning and holistic well-being.	PSHCE & Growth mindset Lead to work closely with DHT in Action Planning and reporting. Staff Meetings for CPD. Strategies seen around school. Initiatives launched in assemblies and full engagement from children.	PSHCE & Growth Mindset Lead Deputy Head	Termly Pupil Progress Meetings Half-termly monitoring and moderation schedule. On-going Lead Review meetings. Appraisal Meeting.
A,B,C,D,E	Nurture Provision weekly, led by Teaching Assistant, for Targeted Chn	As above. Additionally to provide chn with a safe space to discuss feelings and learn strategies that will help them in areas they are finding difficult but also to develop understanding that it is good to recognise feelings and to talk things through.	Feedback from Staff. Review of logs. Observation of sessions. Observation of children around school.	SENCO Session Lead Deputy Head	Termly Pupil Progress Meetings Half-termly monitoring and moderation schedule. On-going Lead Review meetings.
A,B,C,D,E	Subsidising trips, Breakfast Clubs, educational equipment to ensure full inclusion in opportunities.	To reduce the additional financial stress on families and to be sensitive to their needs so that children are getting the same opportunities as their peers.	DHT and Class Teachers to liaise and identify and approach families who may benefit from this.	Deputy Head Class Teachers	On-going
Total budgeted cost Nurture Time accounted for in Targeted Support Staff release and Cover Subsidising trips, Breakfast Clubs, equipment					£2000.00