



Brodetsky Primary School Pupil Premium Strategy Statement

1. Summary information					
Academic Year	2021/22	Total PP budget	£36,315.00	Date of most recent PP Review	September 2021
Total number of pupils	218	Number of pupils eligible for PP	27	Date for next internal review of this strategy	Dec & Apr 21/22

KS2 Results- Year 6 Attainment & Progress 2019 Closing the Gap- (No data 2020 or 2021)		
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 Individual Education Plans (IEP) in place in order to reduce potential barriers where possible.	Additional Educational Needs are being met in line with IEP.
D.	Attendance and punctuality is in line with all peers.	Attendance at least 96% by the end of 2021/22
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- carried forward due to Covid disruptions

Academic year

2021/2022

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- carried forward due to Covid disruptions

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	<p>CPD: Staff training (teachers and HLTAs) to develop the curriculum to be the best it can be.</p> <p>Improve teaching in school to ensure the delivery of our exceptional curriculum is the best it can be.</p>	<p>The Sutton Trust (2011) identify that whilst a disadvantaged student can make 50% less progress than the average pupil, this progressed can be much improved through highly effective teaching.</p> <p>Our training this year will mostly be spent to ensure that subject leaders have the opportunity to train teachers and HLTAs in the planning and implementation of their subjects to ensure the curriculum is well-planned to ensure progress and that pupils have the opportunity to 'know and remember more'</p>	<p>Monitoring and moderation of work and lessons.</p> <p>Monitoring assessment data.</p> <p>Book Moderation of children eligible for PP.</p> <p>Vulnerable Children's Action Plan to be completed and reviewed termly by every teacher.</p>	Deputy Lead Curriculum Lead	<p>Termly Pupil Progress Meetings</p> <p>Half-termly monitoring and moderation schedule.</p> <p>On-going Lead Review meetings.</p> <p>Appraisal Meeting</p> <p>Observations</p>
A, B, C	Subject deep dives with subject leads and SLT	In addition to our yearly monitoring and evaluation schedule, subject leaders will also have the opportunity to take part in a subject 'deep dive' alongside SLT. They will then present their findings to staff and governors.	<p>External Verification from Lead consultant.</p> <p>Monitoring and moderation of work and lessons.</p> <p>Monitoring assessment data.</p> <p>Book Moderation of children eligible for PP.</p>	Deputy Lead English Lead SLT Governors	External Verification from Lead consultant.

A, B, C	<p>Participate in maths mastery CPD in order to further improve maths teaching so that Chn demonstate deep and lasting understanding.</p> <p>White Rose scheme + books TTRockstars + Numbots Mymaths</p> <p>Cover for staff training</p>	<p>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.</p>	<p>Monitoring and moderation of work and lessons.</p> <p>Monitoring assessment data.</p> <p>External Verification from Lead consultant.</p> <p>Book Moderation of children eligible for PP.</p> <p>Vulnerable Children's Action Plan to be completed and reviewed termly by every teacher.</p>	Maths Lead Deputy Head	<p>Termly Pupil Progress Meetings</p> <p>Half-termly monitoring and moderation schedule.</p> <p>On-going Lead Review meetings.</p> <p>External Verification for Lead Consultant.</p> <p>Appraisal meeting</p>
A, B, C	<p>Develop and train two teaching assistants into a higher learning teaching assistants.</p>	<p>EEF - 'Improving the use of your current TA workforce is a better investment of Pupil Premium funds than employing more Tas'</p> <p>Upskilling teaching assistants to high level teachings assistants would be more beneficial than employing another TA. A higher learning teaching assistant will be able to provide high quality provision and take the role on as a class teacher when required.</p>	<p>Intervention moderation</p> <p>Performance management</p> <p>Observations</p>	Deputy Lead Chosen TA	<p>Completed assignments</p> <p>Completion of the course</p>
A, B, C	<p>Gain a qualified SENCO for the Primary school.</p> <p>To train with Leeds Trinity University.</p> <p>SENCO NEW Training</p>	<p>EEF – 'SENCOs will always be there to support individual pupils, families and staff'</p> <p>No qualified SENCO in position in school. More funding needed to be gained in school to meet the needs of the SEN children. Stronger connections needed to be made wth leading community organisations eg. LJWB, The Zone and the ARM Cluster</p>	<p>Performance Management</p> <p>SENCO Qualification</p> <p>Completed action plans</p> <p>Governors and Headteachers termly reports</p> <p>1:1 SEND governor</p>	SENCO	<p>Completion of the course</p> <p>Completion of assignments and tasks</p> <p>Throughout the year</p>

A, B, C	To purchase the Active Literacy Kit Dyslexia to support the SENCO in identifying dyslexia within the school.	'A diagnosis can provide a general indication of what a pupil education needs are likely to be and supporting a young person to understand why they might experience the world different to their peers' EEF To support SENCO in identifying children with dyslexia tendencies. It will enhance school provision to support pupils to learn and access the curriculum.	Moderated with high school SENCO & SENIT	SENCO	As and when appropriate
Total budgeted cost Cost of Training Service Staff release and Cover					£9756

ii. Targeted support- carried forward due to covid disruptions

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	Increase additional Classroom Support through Teaching Assistant time.	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 Assessment data. Intervention Plans	SENCO Deputy Head	Termly Pupil Progress Meetings Half-termly monitoring and moderation schedule. SENCO Review meetings.

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	One to one or small group work with Class Teacher/Teaching Assistant during intervention time beyond quality first teaching to focus on areas of need such as closing gaps, 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.
A, B, C	Training for TAs to deliver specific interventions: • SENIT Phonics Assessment.training • Speech and Language through Interactions Speech Therapy AET Making sense of autism SENIT high frequency word reading & spelling assessment	All disadvantaged pupils will have access to interventions, whether it be 1:1 or in a small group to address gaps in their learning. Gaps will be identified	SENCO & Outside agencies to monitor	SENCO	Termly Pupil Progress Meetings Half-termly monitoring and moderation schedule. SENCO Review meetings.

Total budgeted cost
Teaching Assistant Targeted Support
SENCO additional release time

£26,500

iii. Wider Strategies- carried forward due to covid disruptions

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?
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A,B,C,D,E	PSHE & 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 through the ARM cluster	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.	SENCO monitored Checked in with families Pupil voice	SENCO Deputy Head	Half termly
A,B,C,D,E	Subsidising trips, Breakfast Clubs, half term camps 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
A, B, C, D, E	The safeguarding leads to support families with attendance and punctuality. The safeguarding leads to build relationships with parents to identify issues and signpost for support.	EEF – 'Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps'. Disadvantaged pupils at school have a lower average attendance than their peers. Children who have involvement with a social worker or present with issues at home are more often than not from disadvantaged families.	Supervision meetings between safeguarding leads Logged onto school central system Attendance Tracking	Safeguarding Leads Deputy Lead	Termly
Total budgeted cost Nurture Time accounted for in Targeted Support Staff release and Cover Subsidising trips, Breakfast Clubs, equipment					£1100

Additional detail

Our Strategy is based on DFE and EEF guidance and links directly to our School Development Plan and held to account by our Appraisal Process. More detailed Action Plans ,written by the Senior Leadership Team, linked to the Whole School Development Plan are available upon request. We also have a Governor Pupil Support Committee that meet once a term and focusses on the provision for and outcomes of children eligible for Pupil Premium.