



Berewood Primary School
Pupil Premium Strategy Statement 2019-20

1. Summary information			
Total number of pupils on roll	345 and rising		
Total number of pupils eligible for PPG	70 pupils (September 2019)	Proportion of school population	20%
Total amount of PPG expected	£92,400	Date of next internal review of this strategy	July 2020

2. Current attainment (Summer 2019)		
	<i>Pupils eligible for PP</i>	<i>All pupils</i>
% achieving Expected or above in KS1 in reading, writing and maths	16.7%	49.2%
% reaching expected standard in phonics check (Y1)	69%	70%
% reaching expected standard in phonics check (Y2)	33%	33%
% reaching GLD in EYFS	56%	72%

3. Barriers to future attainment (for pupils eligible for PP, including higher attaining)

In-school barriers

A.	Individual learning needs	<ul style="list-style-type: none"> • PP eligible pupils in EYFS baseline assessments are often below National expectations • Baseline assessments on entry show that many PP eligible children have lower attainment than National • Many children eligible for PP have additional individual learning needs • High proportion of children with SEND are also underachieving pupils eligible for PP • High proportion of children eligible for PP also have low attainment in communication, language and require speech and language support • High proportion of children eligible for PP also have weaker scores in EYFS for personal, social and emotional areas of development • High proportion of children eligible for PP also have weaker scores in EYFS for literacy areas of development, including phonics
B.	Poor parental engagement and support / concerns relating to parents' mental health	<ul style="list-style-type: none"> • Many children come from homes with poor literacy and a limited culture of reading, with little access to high quality books and reading environments • Some parents of children eligible for PP do not engage well in school, with reduced attendance at Parent meetings • Poor parental mental health impacts on children's well-being and readiness to learn • Significant proportion of parents and families supported through Early Help and Children's Services
C.	Concerns related to personal health and emotional well-being	<ul style="list-style-type: none"> • Some children have had few boundaries and lack of routines at home, reducing parental expectations of behaviour and achievement • Some children are not ready to learn due to impact of parental mental health or turbulence and stress within families • A few children need additional support from CAMHS to help manage own worries

External barriers		
D.	Poor attendance	<ul style="list-style-type: none"> • Some families do not value good attendance • Some children are anxious about the well-being of parents / siblings when at school • Although improving, persistent absence rate has been above national, and some children are frequently late
E.	Lack of aspiration and cultural experiences	<ul style="list-style-type: none"> • Many children have limited experiences beyond the local town • Many children have not visited places further afield or experienced travel by train • Many children have not explored museums, the countryside, seaside or similar
F.	Turbulent and changing demographic of school	<ul style="list-style-type: none"> • The management of growth in the school presents a challenging in knowing and understanding the community • Assessing the impact of spending PP most effectively is significant as the school gets to know its children and the community it serves
G.	Changes to family circumstances	<ul style="list-style-type: none"> • Separation of parents • Turbulence and change in school population • Increasing proportion of children in Forces families living with long periods of parental absence

4. Desired outcomes		
	Planned actions to address identified barriers	Success criteria
A.	<ul style="list-style-type: none"> • Staff development- quality feedback and well-chosen learning activities • Induction support for new staff to focus on PP and barriers / needs • Improving resources to meet learning needs • Individual and group interventions • Additional booster sessions 	<ul style="list-style-type: none"> • Pupil premium children make good progress relative to their starting points • Continue to diminish difference between Y1 phonics check highlighted in 2016-17 review and improving in 2017-18 and 2018-19

	<ul style="list-style-type: none"> • External professional support- speech and language, Educational Psychologist, outreach from special schools / other services • Pupil Progress reviews • Pupil conferencing 	<ul style="list-style-type: none"> • Diminish difference in progress scores for PP starting points at BPS
B.	<ul style="list-style-type: none"> • Targeted support from trained Parent Support Worker • Nurture and parenting training courses held at school and in locality • Targeted sessions for parents / carers 	<ul style="list-style-type: none"> • Increased engagement with harder to reach families • Parents evaluate engagement at parent courses as useful or very useful • Good attendance at targeted family intervention
C.	<ul style="list-style-type: none"> • Targeted support from trained Parent Support Worker • Training and targeted support from Behaviour Support • Targeted ELSA provision • Transition support to secondary schools • Dogs as Therapy 	<ul style="list-style-type: none"> • Evaluation from targeted support indicates successful impact against initial targets • All children more ready to engage in learning (teacher judgement) • Those eligible for Pupil Premium transition with confidence to their secondary school
D.	<ul style="list-style-type: none"> • Targeted support from trained Parent Support Worker • ELSA provision • Dogs as Therapy 	<ul style="list-style-type: none"> • Improved attendance rates for targeted pupils • Reduction in overall persistent absence rates • Pupil Premium attendance rates improve over the year • Scaling and questionnaires show improvement against targets
E.	<ul style="list-style-type: none"> • Facilitate access to and financial support for attendance at school and other clubs • Funding support for school enrichment • Funding for holiday activities / visits 	<ul style="list-style-type: none"> • Full pupil premium participation in enrichment activities • Increased involvement in out of school and school clubs • Increased opportunities for enrichment experiences

F.	<ul style="list-style-type: none"> • Regular review impact of spending • Leadership to oversee trials for new expenditure (e.g. progress reviews) • Attend networking within cluster and Trust to support development of leadership and management • Increased staff CPD in leadership at all levels (e.g. NPQH, NPQML, NPQSL) 	<ul style="list-style-type: none"> • Leadership skills increased • Confident decisions based on school impact assessments for spending PP in short and long term • New strategies explored and impact assessed
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5. Planned expenditure

i. Quality of teaching for all

Desired outcome	Chosen action / approach	Evidence and rationale for this choice	Staff lead	Review
A	Additional training for staff	Feedback and learning activities crucial to good progress for all pupils Staff development will have a long term impact Pupil Progress reviews to identify issues at early stage	RL / class teachers	Termly as part of CPD report to Governors Annual PM cycle
A	Additional staffing in EYFS	Supporting transition into YR and decreasing time needed for part time attendance enhances learning from the start	VB / FB / RL / VK	Half term PP reports Staff PM reviews Annual PM cycle
A, C	Additional staffing- Teaching assistant	To maximise impact, previous reviews have shown that this is best linked closely to classroom learning, and class TAs are well placed to do this as they have been part of the initial learning	VK / LA	Half term Pupil Premium reports from teachers Annual PM cycle
A, B, C, D	Resources, including food for breakfast and activities for lunch clubs	Additional materials purchased to support interventions,	RL / IF	Monthly budget reviews

5. Planned expenditure				
ii. Targeted support				
Desired outcome	Chosen action / approach	Evidence and rationale for this choice	Staff lead	Review
A, C	Additional staffing- Teaching assistant	To address individual learning needs of PP through small group and individual session Additional staff to support in booster (Y6) and phonics (Y1/2) and to increase reading one to one time for PP children	VK / LA	Half term Pupil Premium reports from teachers Annual PM cycle
A	Additional staffing- teachers	Small group and individual booster support with fully trained teachers is expensive, so needs to be carefully targeted, but has high impact (EEF). Additional teaching time allocated to Y6 and Y2 as part of SATs booster, and to Y1 and Y2 for phonics checks	RL	At Pupil Progress meetings Annual PM cycle
A	External Professional support (EP, Speech and Language therapy, outreach from Special Schools)	Trained colleagues (e.g. EP) identify barriers and advice on interventions and Pupil Passports objectives Training delivered by EP / outreach building staff skills, knowledge long term impact as part of staff CPD	VK / LA	July 2019
B, C, D, G	Parent Support Worker	Skilled professional working often in family homes and leading training, recognised as very effective by families and as part of school reviews	VK	Half term review of case load

C, D, G	ELSA	Trained staff working with supervision, to support individuals. Recognised as successful by HCC EP service, and school's own impact and reviews	VK / LA	Half term review of case load Annual PM cycle
	Play therapist	Play therapist on placement in school under supervision. Children have access to skilled therapist, known to have been successful previously and in other settings	VK	Half term review of case load
C	Behaviour support specialism	Poor behaviour affects learning of whole class. Over time there has been a reduction in poor disruptive behaviour. Lunchtime club lead by trained staff	VK / LA	Termly review with teachers / outreach

5. Planned expenditure				
iii. Other approaches				
Desired outcome	Chosen action / approach	Evidence and rationale for this choice	Staff lead	Review
A, B, C, D	Resources, including food for breakfast	Additional materials purchased to support interventions, ELSA work etc a necessity for sessions to run	RL / IF	Monthly budget reviews
E	Funding for trips, visits, club attendance	Access to experiences widen horizons and raise aspirations- some of our children (and parents) had their first trips to London and to museums and use of trains through school visits programme	RL / IF	Monthly budget reviews
F	Senior teachers attend local and Trust CPD / workshops	Strong and focused leadership improves outcomes for PP children Impact studies in 2018-19 added to provision for 2019-20	SLT	CPD reviews / SP performance management review

6. Review of expenditure 2019-20

Cost		Review	Impact
£	Additional training for staff		
£	Additional staffing- teachers		
£	Additional staffing- teaching assistants		
£	External professional support- EP, speech and language, school nurses, outreach from special schools		
£	Parent Support Worker		

£	ELSA		
£	Play therapist		
£	Behaviour Support specialism		
£	Resources, including food for breakfast / breaks, equipment for group / individual sessions		
£	Funding for trips, visits, uniforms, enrichment, club attendance		
£	CPD for senior and middle leaders		