

Pupil premium strategy statement – Brixham Church of England Primary School

1. Summary information					
School	Brixham Church of England Primary School				
Academic Year	2019-20	Total PP budget	£61,870	Date of most recent PP Review	Sept 20
Total number of pupils	209	Number of pupils eligible for PP	45 22%	Date for next internal review of this strategy	Sept 21

2. Current attainment			
Achievement Criteria	<i>Pupils eligible for PP (your school) 2019</i>	<i>Pupils not eligible for PP (school) 2019</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving the expected standard or above in reading, writing & maths end of KS2	44%	50%	71%
% achieving expected standard or above in reading at end of KS2	67%	65%	78%
% achieving expected standard or above in writing at end of KS2	67%	90%	83%
% achieving expected standard or above in SPAG at end of KS2	33%	55%	83%
% achieving expected standard or above in maths at end of KS2	56%	84%	84%
% achieving expected standard or above in reading at end of KS1	70%	70%	78%
% achieving expected standard or above in writing at end of KS1	70%	65%	73%
% achieving expected standard or above in maths at end of KS1	60%	80%	75%
% pass the phonic screening test in Y1	67%	67%	84%
% achieving a Good Level of Development at the end of EYFS	67%	81%	74%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Unrelenting focus on PP progress from all staff. As a result, provision and interventions are timely, reviewed frequently, and adjusted swiftly where required. Quality first teaching will also ensure children are swiftly moved on.
B.	The development of language skills can impede some children. As they enter Reception, and KS1 the language skills make it more difficult for the children to fully access the curriculum. Children often display speech and language needs and struggle due to limited vocabulary.
C.	To enable our children in receipt of Pupil Premium to have higher aspirations of their learning and outcomes
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Some PP children arrive at school not ready to learn
E.	Parental support with learning
F.	Our PP children can be disadvantaged by family's lack of education and ability to engage with other services

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)	Success criteria
<p>A. <i>Unrelenting focus on PP progress from all staff. As a result, provision and interventions are timely, reviewed frequently, and adjusted swiftly where required. Quality first teaching will also ensure children are swiftly moved on.</i></p> <ul style="list-style-type: none"> To enable all children eligible for PP to achieve at least in line with 'non disadvantaged' groups nationally. To secure Quality first teaching for disadvantaged pupils To plan appropriate interventions that support and allow rapid progress to be made To monitor intervention assessing for effectiveness and To develop clear provision maps that ensure all leaders have a clear picture of what is happening 	<ul style="list-style-type: none"> % PP children achieving "Good Level of Development" is above national. (comparison to past national data) % PP children passing Phonics Screening test is above national (using phonics screening tests in comparison to past national data) % PP children achieving expected standard or Greater Depth at KS1 and KS2 is above national (Using 2018 SATs papers in comparison to past national data) At the end of KS2 all PP children make at least '0' progress scores. Teaching of all subject will be of a high standard that allows children to make progress (Pira and Puma Tests will be used. Accelerated Reader progress and learning journals will be used to measure the standards) All staff will be clear on the interventions taking place, how to effectively deliver them and the progress that the children are making. (Pira and Puma tests, AR, phonics progression and tracking of interventions) Provision maps will demonstrate interventions that are in place, baseline data,

	for individual children and the progress that is being made	current position and the progress made. Leaders will be able to access these and will fully understand effectiveness of interventions
B.	<p><i>The development of language skills can impede some children. As they enter Reception, and KS1 the language skills make it more difficult for the children to fully access the curriculum. Children often display speech and language needs and struggle due to limited vocabulary.</i></p> <ul style="list-style-type: none"> • Clear assessment to be used to baseline the children at the beginning of the academic year • Working alongside other external agencies and child care providers • Implementation of a clear phonics and reading strategy allowing children to develop their language skills • Literacy / phonics interventions to ensure gaps are filled and children make progress • Communication with parents so that they are clear on the gaps for individual children 	<ul style="list-style-type: none"> • Early Assessments as the children start school will be informative and used to map the gaps for children. (Baseline assessments) • Interventions will show the progress that the children have made through the start and end data and observations made (particularly with literacy, communication and phonics skills) • Language skills will be developed ensuring the children are able to access the curriculum • Phonics will to be consistent across the school allowing for all children to make progress • Teachers need to be trained to ensure a high level of phonics and language skills are delivered
C.	<p><i>To enable our children in receipt of Pupil Premium to have higher aspirations of their learning and outcomes.</i></p> <ul style="list-style-type: none"> • Development of the curriculum to raise aspirations and develop deeper knowledge and understanding • To challenge children in their thinking • To develop the 'Learning Pit' and 'growth mind-set' • Give children opportunities to explore and role models • High Quality Resources will be used by the children allowing them to have pride in their work • Children will be ready to learn. Support will be provided to ensure children are able to learn when they come into the classroom 	<ul style="list-style-type: none"> • PP children model high expectations throughout their learning. • Learning experiences, curriculum plans and expectations set by adults will develop the children's thinking and show rapid progress • Observations and pupil interviews with show raised expectations and a sense of pride • Children will show pride in their work and in their achievements • Children will come into class being ready to learn, they will make progress and actively engage in their learning

5. Planned expenditure					
Academic year	2020 - 2021				
The three headings below enable schools to demonstrate how they 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?

<ul style="list-style-type: none"> • % PP children achieving 'Good Level of Development' is above national. • % PP children passing Phonics Screening test is above national • % PP children achieving expected standard or Greater Depth at KS1 and KS2 is above national • At the end of KS2 all PP children make at least '0' progress scores. <ul style="list-style-type: none"> • Teaching of all subject will be of a high standard that allows children to make progress <ul style="list-style-type: none"> • All staff will be clear on the interventions taking place, how to effectively deliver them and the progress that the children are making. <ul style="list-style-type: none"> • Provision maps will demonstrate interventions that are in place, baseline data, current position and the progress made. Leaders will be able to access these and will fully understand effectiveness of interventions 	<p>Clear systems in place for tracking and recording baseline, attainment and progress, and identifying gaps for children is routinely used (FFT / Pira / Puma / tapestry / Baseline / SATs / Phonics screening / Phonics assessments)</p> <p>High quality professional development and coaching for teachers and TAs to ensure high quality teaching, learning.</p> <p>Ensure assessment is rigorous allowing teachers to identify gaps in learning for PP children and target these through their teaching and use of interventions.</p> <p>Ensure interventions are well matched to the needs of the pupils, with a focus on Speech and Language in the early</p>	<p>EFF toolkit identifies the following strategies are being particularly impactful:</p> <ul style="list-style-type: none"> • Feedback (high impact +8) • Mastery learning (moderate impact +5) • Meta-cognition and self-regulation (high impact +8) • Reading comprehension strategies (moderate impact +5) 	<ul style="list-style-type: none"> • Review in SLT – review of lesson observations, pupil interviews, book scrutiny, assessments and monitoring of interventions • Careful tracking of progress through data and regular progress meetings with teachers • Progress meetings and flight paths half termly with a focus on PP children and their progress across the curriculum and their current needs • Focused CPD on metacognition and pedagogy • Clear targets for children and identification of needs. • Review of Provision maps 	<p>CN / MT / AM</p>	<p>End of each term</p>
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	years and vocabulary throughout the school. Support and training with Educational Psychologist				
Total budgeted cost					£20,643.44

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?
<ul style="list-style-type: none"> • Early Assessments as the children start school will be informative and used to map the gaps for children. • Interventions will show the progress that the children have made through the start and end data and observations made (particularly with literacy, communication and phonics skills) • Language skills will be developed ensuring the children are able to access the curriculum 	<p>Staff are well trained to baseline the children accurately and are clear with excellent subject knowledge allowing them to identify gaps</p> <p>Phonics interventions will be of a high quality with resources and books that are matched to the children's phase and phoneme</p> <p>The library will be well resourced encouraging reading and language development.</p> <p>Classroom displays / reading corners will support the development of language</p>	<p>EEF toolkit identifies the following:</p> <p>Oral language interventions (moderate impact +5)</p> <p>Early years interventions (moderate impact +5)</p> <p>Phonics (moderate impact +4)</p> <p>1:1 Tuition (moderate impact +5)</p> <p>Communication and language approaches (high impact +6)</p>	<p>Regular monitoring and evaluation of quality of intervention and progress of children.</p> <p>Ensure adults are well supported and trained</p>	<p>CN / MT / AM / JS / JA</p>	<p>Each half term</p>

<ul style="list-style-type: none"> • Phonics will to be consistent across the school allowing for all children to make progress • Teachers need to be trained to ensure a high level of phonics and language skills are delivered 	<p>talking, verbal expression, modelling language and reasoning</p> <p>Reading aloud to children and discussing books,</p> <p>The curriculum will explicitly extend children's spoken vocabulary by introducing them to new words in context</p> <p>Letters and Sounds will be consistent across the school with lessons and language</p>	<p>EEF toolkit identifies the following:</p> <p>Phonics interventions (moderate impact +3)</p>	<p>Regular evaluation of how well provision is meeting children's needs – fortnightly meetings between CN / MT / LL</p>	<p>CN / MT / LL</p>	<p>Each fortnight – review how provision is meeting the current needs of children.</p>
Total budgeted cost					£36,025.20
iii. Other approaches					
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?

<ul style="list-style-type: none"> • PP children model high expectations throughout their learning. • Learning experiences, curriculum plans and expectations set by adults will develop the children’s thinking and show rapid progress • Observations and pupil interviews with show raised expectations and a sense of pride • Child will have opportunities to participate in extra curricular activities • Children will come into school ready to learn 	<p>High quality CPD will mean all staff have a clear understanding of the curriculum and how to deliver it.</p> <p>Teachers expectations will be raised Teachers will be clear on what makes an expected piece of work for their year groups and what the next steps are for individual children Targets will be clearly set for children to ensure progress</p> <p>Capturing pupil voice through monitoring visits and conferencing of pupils</p> <p>All children will have equal opportunities to attends clubs and trips</p> <p>Pastoral support will allow children to be ready to learn</p>	<p>EEF toolkit identifies the following:</p> <p>Collaborative learning (moderate impact +5)</p> <p>Feedback (high impact +8)</p> <p>Mastery Learning (moderate impact +5)</p> <p>Metacognition and self-regulation (high impact +7)</p> <p>Social and Emotional Learning (+4)</p>	<p>Clear CPD and planning sessions throughout staff meeting / team meeting time allowing collaborative learning strategies and feedback to be modelled</p> <p>Working alongside and planning with education consultant will model and support development of learning experiences allowing for raised expectations</p> <p>Book looks and reviews will monitor progress</p> <p>1:1 coaching sessions with teachers</p> <p>TA meetings</p>	<p>CN / MT and SLT</p>	
Total budgeted cost					£7197.21
Total Cost - £63,865.85 (£1995.85 to be topped up by school)					

1. Review of expenditure				
Previous Academic Year		19/20		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Success Criteria:	Lessons learned Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Cost

<p>To enable all children eligible for PP to achieve at least expected standards and to make at least expected progress.</p>	<p>High quality professional development and coaching for teachers and TAs to ensure high quality teaching, learning. Ensure assessment is rigorous allowing teachers to identify gaps in learning for PP children and target these through their teaching and use of interventions. Ensure interventions are well matched to the needs of the pupils, with a focus on Speech and Language in the early years and vocabulary throughout the school.</p>	<p>Success Criteria: % PP children achieving ‘Good Level of Development’ is above national. % PP children passing Phonics Screening test is above national % PP children achieving expected standard or Greater Depth at KS1 and KS2 is above national At the end of KS2 all PP children make at least ‘0’ progress scores.</p>	<table border="1" data-bbox="1294 65 1809 363"> <thead> <tr> <th>Year Group / subject (2020)</th> <th>All</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>EYFS - GLD</td> <td>80%</td> <td>67%</td> </tr> <tr> <td>Phonics</td> <td>82%</td> <td>44%</td> </tr> <tr> <td>KS1</td> <td>73%</td> <td>44%</td> </tr> <tr> <td>KS2</td> <td>75%</td> <td>70%</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Gaps are closing in KS2, this is not the case in KS1.</p> <p>In KS2, this has risen from 38%</p> <p>More rigorous assessments and tracking of children need to be completed in order to ensure bespoke interventions are in place and this is acted on quickly. This has improved from previous years, however further work needs to be done to support this.</p> <p>If children are in isolation, further bespoke support needs to be given to ensure progress is made.</p>	Year Group / subject (2020)	All	PP	EYFS - GLD	80%	67%	Phonics	82%	44%	KS1	73%	44%	KS2	75%	70%				<p>£20,940</p>
Year Group / subject (2020)	All	PP																				
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<p>To enable our children in receipt of Pupil Premium to have higher aspirations of their learning and outcomes</p>	<p>Learning experiences will encourage the children to have high expectation and involve the wider community allowing the children to develop a sense of pace.</p> <p>Collaborative learning opportunities throughout learning experiences. Clear feedback in sessions allows children to progress quickly</p>	<p>PP children model high expectations throughout their learning. This is developed through learning experiences, curriculum plans and expectations set by adults. To be measured through observations and pupil interviews.</p>	<p>The expectation of children has been raised.</p> <p>This is evident through the learning journals. Children are thinking deeper and developing the mastery curriculum.</p> <p>The development of the curriculum has meant that children are using new skills and tools to support their learning including metacognitive tools. They are making links, questioning, reasoning and improving their independence in learning, therefore retaining information. This is apparent in pupil conferencing and through learning journals.</p> <p>Governor monitoring and peer reviews are also evidence of improvements in learning outcomes and dispositions</p> <p>Staff have raised their expectations and are developing consistencies across classes. They are improving pedagogy allowing children to understand their learning.</p> <p>Data tracking and progress meetings are allowing teachers to fully understand where PP children are and their gaps.</p> <p>This still needs to be developed further.</p>	<p>£31005</p>
<p>To improve the behaviour and social/emotional well-being of our most vulnerable PP children</p>	<p>Establish a pastoral provision for vulnerable children based around their needs, interests appropriate adult support</p> <p>Collaborative learning opportunities throughout learning experiences</p>	<p>Vulnerable children are supported to access learning more effectively. This is through quality first teaching, engaging learning experiences and well targeted interventions based on the child's needs. As a result, children achieve more learning time and impact less on other children in the school. To be measured through observations and pupil interviews.</p>	<p>The role of 'Pastoral Lead' has been developed across the school with a dedicated space to meet with children</p> <p>Systems are also in place to ensure there is good communication between staff allowing discussion of needs and for consistency between pastoral support and classroom intervention / practice</p> <p>Early identification of need of PP children</p> <p>Staff have been trained virtually to support pastorally</p>	<p>£11750</p>

