

BPA Pupil Premium Strategy 2019/2020

1. Summary information					
School	BRENTSIDE PRIMARY ACADEMY				
Academic Year	2019/20	Total PP budget	£139,920	Date of most recent PP Review	
Total number of pupils	414	Number of pupils eligible for PP	107	Date for next internal review of this strategy	Termly

2.	3. Current attainment							
		No. of pupils eligible for PP	Outcomes for pupils eligible for PP (your school)			Outcomes for pupils not eligible for PP (national average)		
EYFS		Rec-5	68%			GLD -72%		
Year 1 -PHONICS		Y1 -6	100%			82%		
KS1-YEAR 2		Y2 -15	Outcomes for pupils eligible for PP (your school)			Outcomes for pupils not eligible for PP (national average)		
% achieving expected standard or above in reading, writing &			70%			EXP-65	EXC- 11	
% making expected in reading (as measured in the school)			70%			75%	25%	
% making expected in writing (as measured in the school)			70%			69%	15%	
% making expected in mathematics (as measured in the school)			70%			76%	22%	
Rest of the school			Reading	Writing	Maths	Reading	Writing	Maths
		Y3 -11	73%	79%	79%	82%	79%	84%
		Y4-15	72%	66%	66%	77%	75%	72%
		Y5-21	79%	69%	74%	84%	79%	82%

End of KS2 –Year 6	Y6-19	BPA Pupils eligible for PP		BPA Pupils not eligible for PP		Pupils not eligible for PP (national average)	
		Expected	Exceeding	Expected	Exceeding	Expected	Exceeding
% achieving expected standard or above in reading, writing &		79%		84%	N/A	65%	11%
% making expected standards in reading (as measured in the		84%	16%	90%	21%	73%	27%
% making expected in standards writing (as measured in the		84%	16%	88%	24%	78%	20%
% making expected in standards GPS (as measured in the school)		79%	21 %	84%	29%	78%	36%
% making expected in standards mathematics (as measured in the		84%	16%	91%	28	79%	27%
Progress in reading		-0.51		0.5			
progress in maths		1.13		0.9			
Progress in Writing		0.37		1.2			

Pupil premium pupils at BPA achieved good outcomes. All groups of pupils achieved inline or above national expectations in all subjects across all statutory assessments. Internal data shows that pupils in other groups are making good progress and have outcomes that are in line with national expectations.

4.	Barriers to future attainment (for pupils eligible for PP)
	Academic barriers (issues to be addressed in school, such as poor oral language skills)
A.	Learning behaviours linked to emotional wellbeing and mental health. In ability to be mentally ready for learning and school life.
B.	High attainers progress is a barrier to gaining greater depth. PP pupil achieving less greater depth than national.
C.	Lower outcomes in writing skills, sentence level composition and spelling limits quality of writing.
D	Contextual understanding of phonics limits progress in reading and writing from EYFS to End of KS1.
E	Speech and langue skills particularly poor expressive language and limited vocabulary and spoken grammar.
	Additional barriers (including issues which also require action outside school, such as low attendance rates)
F	Punctuality and low attendance.
G	Home reading and lack of knowledge of how to support phonics in early reading. Lack of exposure to quality texts.
H	Self-esteem and low academic aspirations.
I.	Lack of wider life experiences and opportunities for pupil

5. Intended outcomes		
	Specific outcomes and how they will be measured	Success criteria
A.	Improve learning behaviours and readiness to learn across the whole school with a focus on engaging disadvantaged pupils with low academic resilience. Introduction of magic breakfast and curriculum booster time means readiness to learn for the most vulnerable pupils. They will be measured via the half termly collation of behaviour data and individualises. Pupils to have access to 'The Safe Haven 'nurture room.	Behaviour data shows improvement. Readiness to learn for the most vulnerable pupils improves and better concentration is shown.
B.	To ensure all high prior attainers reach maximum progress scores.	Reduced progress gap between school and national results. In R, W and M progress for the higher attaining pupils will rise.
C.	To ensure that the structure and composition of sentence works allows for a higher quality writing output for all learners. Gaps will be monitored and addressed in PPMs.	Writing attainment data shows a narrowing gap between disadvantaged and non-disadvantaged pupils in all year groups.
D.	Spelling outcomes improve at the end of KS2. All phonics and spelling lessons are of high quality following consistent pedagogy. Keys word list tests in Years 1-6 show termly gains for all. Evidenced will be collated by the English subject lead termly.	Accuracy of spelling beyond phonetically plausible attempts improved at KS2 .Increased average score of
E.	EYFS Language and communication data shows significant increases when compared to 2017 data. The journey to reach this success will be measured periodically through PPMs. Children accessing S and L support, show improvements, as demonstrated by assessment materials.	Increase in Language and Communication outcomes at EYFS.S+ L assessments depict improving pictures.
F.	To improve punctuality and attendance of disadvantaged pupils by better engaging parents and increasing school wide accountability.	Attendance and punctuality data for disadvantaged pupils not exceeding non-disadvantaged pupils. Attendance for all pupils above 96%.
G.	To ensure that PP children are supported in their reading at home with more guidance of offer and workshops for parents on how to support their child's phonic and reading development.	100% parents of PP pupils will have an opportunity attend reading support workshops, with 80% accessing this.
H.	The self-esteem and aspiration of pp is supported so that they are confident in their learning and Inspire pupils to set long term goals and develop resilience when learning new skills.	Pupils to have access to inspirational professionals to discuss careers opportunities and
I.	To promote and increase the number of PP pupils having access to school trips, specialist teaching and wellbeing workshops.	Each pp pupils will take part in 3 school trip a year, and a workshop develop skills in PE, MUSIC or ART.

6. Planned expenditure – Quality of Teaching for All						
Academic year 2019-2020		Allocated funding £139, 920				
Area for Action	ACTION/ SUPPORT GIVEN to PP pupils	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
A) Learning behaviours linked to emotional wellbeing and mental health.	Access to play/drama therapist for Social skills groups and lego therapy for Access to 'The Safe Haven' nature room Access to breakfast club (subsidise cost) Magic breakfast Healthy eating cooking workshops	Previous analysis demonstrated that whilst therapy was supporting long term trauma, it wasn't allowing for readiness to learn. The interventions build on supporting social and emotional barriers. Breakfast club to remain as an effective historic intervention.	Intervention lead part of SLT. Assigned PP Lead teacher Termly reviews of SDP & PP monitoring PPWP look at disadvantaged outcome data on a termly basis. Review of success & identification of next steps.	HT Senco Assistant heads PP governors (Working party)	Termly in PPMs	£7,800 £9,360 £2,457 £4,563 £10,108 Total £34,288
B) High attainers progress is a barrier to gaining greater depth.	Maths lead and English lead to support pupils in year 2 and 6 to achieve greater depth.- In class support Booster sessions for greater depth pupils	Analysis of prior gaps requires particular focus in year 6 in order for pupils to catch up. Analysis of ASP data shows that middle and lower achievers are making progress well above national expectations. Higher PAG groups are not maximising progress. Bespoke intervention, involving parents, will be offered to all pupils targeted to reach the scaled score of 110. All teachers in KS2 will target set children based on a KS1 outcomes and expected Y6 scaled score target. This will also include end of academic year setting.	Staff training to explain target setting process, rationale and formula. Reviewed in PPMS against book looks Inclusion lead to track the impact of intervention offered to specific pupils which should demonstrate acceleration. LSA training and PM targets linked directly to school improvement	HT ASSISTANT HEAD KS2 & 1	Termly in PPMs	£5,538 £4,563 Total £10,101

C) Lower outcomes in writing skills, sentence level composition and spelling limits quality of writing.	Writing support and small groups sessions Particular focus on spelling and GPS skills. Writing lead will offer bespoke writing intervention 2 days a week across	English lead is a member of the SLT, fully aware of school improvement priorities and has strong subject leadership to support with specific learning needs.	Regular monitoring of writing through book looks	English lead assistant head ks2	Termly in PPMs	£9,425
D) Contextual understanding of phonics limits progress in reading and writing from EYFS to End of KS1.	Staff training on phonics to facilitate smaller groups. Focus phonics groups Staff training in phonics Trail finders reading and rugby initiative	Phonics lead is a member of the SLT, fully aware of school improvement priorities and has strong subject leadership to support with specific learning needs.	Regular phonics checks completed. Monitored more regularly by phonics lead. Training of phonics to be completed	PHONICS LEAD	Termly in PPMs	£4,580
E) Speech and language skills particularly poor expressive language and limited vocabulary and spoken grammar.	Access to speech and language therapist Talk boost programme	Some of the students need targeted support to catch up. Both access to STL and talk boost programme have as been be effective in the past. Make sure that classrooms are SALT friendly.	Staff training to be completed by SALT Regular update and monitoring by SALT and SENCO.	SENCO	Termly in PPMs	£7,280
Total budgeted cost					£65,674	

6. Planned expenditure – Targeted Support

Action for Action	ACTION	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?	Cost
F) Punctuality and low attendance.	Curriculum booster / Fun time club for poor attendance Magic breakfast Attendance focus group	The introduction new strategy last academic year, vastly improved punctuality. However, attendance remains below the national average. The leadership of this area has now been given to an SLT member who will meet with families and the EWO on a weekly basis.	Regular monitoring programme in place and regular meetings with EWO..	JS AHKS2	Weekly in SMT	£3,558
G) Home reading and lack of knowledge of how to support phonics in early reading. Lack of exposure to quality texts.	Parents support session for PP families Education workshops Parenting workshops/ coffee drop in sessions. PP book loan service available	Parents need better understanding of the way in which they can support their pupils and encourage more reading of quality texts.	English lead to monitor and run a regular training programme for parents. Monitoring through PP meeting and internal data for reading age tests.		Termly in PPMs	£2,500 £7,500 £2,250 £1,500 Total £13,750
I) Lack of wider life experiences and opportunities for pupils	PP art, music, sports groups during school time. Access to all extracurricular clubs free of charge Free of charge trips and journeys for PP	PP pupils do not always have the opportunities that other do due to financial disadvantage.	PP learn ensuring that every child takes part in enrichment activities. Monitored through pp passports for each child	SS-	Termly in PPMs	£12,264 £9,500 Total £21,764

H) Self-esteem and low academic aspirations.	Mentoring/ Coaching. Work 1:1 or in small groups with identified children to support their resilience and understanding of how to learn. Trail finders Reading and rugby initiative Play therapy /Lego therapy sessions. Termly inspirational speakers.	The aspirations of PP pupils identify those who come from low socioeconomic families with little aspiration for their families. This also is in connection with poor attendance. Pupils and families need to understand the relationships between poor attendance and low aspiration/ poor progress. .	Regular monitor and and pupil voice heard on a regular basis	SENCO Assistant heads KS1 and 2	Termly in PPMs	£8,300 £4,420 £2,250 £4,820 Total £19,790
Total budgeted cost					£58,862	
6. Planned expenditure Other Approaches						
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review	Cost
Magic breakfast implementation	All pupils have access to a breakfast each morning	PP pupils from low economic households do not always have the means and opportunities to have a breakfast before they come to school.	Regular monitoring of who is accessing the magic breakfast on a regular basis.	PP lead	Termly	£0
Regular fitness opportunities / implementation of daily mile	All pupils have access to regular exercise each day Lunchtime play leader for PP pupils After school sports and active clubs to PP pupil	PP pupils from low economic households do not always have the means and opportunities to take regular exercise. Many live in high rise accommodation with no access to outside play	Monitored through pp passports for each child Each PP pupil will have access to this through PE focus groups	PE lead and PP lead	Termly	£5,000 £3,120 £4,150 Total £12,270
PP pupils to attend forest school	That PP pupils have access to outside play and development	PP pupils from low economic households do not always have the means and opportunities to have access to outside learning. Many live in high rise accommodation with no access to outside play opportunities.	Monitored through pp passports for each child	PP lead.	Termly	£1000 £2,114 Total £3,114
Total budgeted cost					£15,384	