



BRENTSIDE PRIMARY ACADEMY

PUPIL PREMIUM IMPACT REPORT 2019/20

AREA FOR ACTION	ACTION/ SUPPORT GIVEN TO PP PUPILS	IMPACT
A) Learning behaviours linked to emotional wellbeing and mental health.	Access to Play Therapist. Social Skills Groups. Lego Therapy . Access to Breakfast Club (subsidise cost). Magic Breakfast. Healthy eating cooking workshops.	<p>7 PP pupils accessed Play Therapy 3 PP pupil access subsidised costs for breakfast club</p> <p>Breakfast club has been extremely successful with children receiving excellent choice of breakfast for small price. Children also have the opportunity to sit/play with children from other year groups who they would not normally speak to.</p> <p>Better mental health and less behaviour incidents recorded Pupils were observed to be school ready and less visits were made to welfare due to headaches and hunger due to Magic Breakfast.</p> <p>Behaviour has continued to improve for all groups of pupils across the school. While there are individuals who need out continued support to improve their behaviour for learning, the overall picture of behaviour in the school is positive. Teachers do not tolerate low level disruption in the classroom and as a result, pupils are more focused and ready to learn. They know the boundaries and also know that they are responsible for their own behaviours. Zones of Regulation and Play Therapy has supported this.</p>
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.	<p>The impact of this was difficult to access due to COVID-19 school closure.</p> <p>However the Maths Lead and English Lead worked with pupils across Year 2 and 6</p> <p>There is developing picture of the gap narrowing in Maths and English across the school, in terms of those who are eligible for pupil premium and those who are not. In Years 1, 2, 4 and 5, those eligible for funding made greater progress than their peers and in both Year 3 and Year 4, attainment was higher for this group than for their peers. In Reception and Year 1, end of year data was higher than in previous years – evidencing the impact of Maths Mastery. Training for 1 x Year 2 Teacher and 1 x Year 6 Teacher took place as part of the Maths Hub. Staff have had training in-school, to develop the key concepts of Maths Mastery, with a particular focus on the use of concrete resources as well as application through reasoning. As a result, pupils are more articulate in explaining the processes they use to solve a maths problem.</p>
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.	<p>12 PP pupils were part of writing interventions across the school.</p> <p>Their writing and letter formation improved over 2 terms.</p> <p>10 of the 12 PP pupils were meeting age related expectations by March 2020.</p> <p>In Years R, 2,4 and 5, this group of pupils made greater progress than their peers. This needs to be developed with greater consistency across the school, so that there is a significant narrowing of the gap in all year groups.</p>
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. Trailfinders Reading and Rugby initiative.	<p>Staff training took place, this ensured that the workforce were adequately trained.</p> <p>13 PP pupils received regular Phonics sessions and outcomes improved in those 13 pupils.</p> <p>4 PP pupils participated in the Reading & Rugby sessions. Reading outcomes were positive and pupil's confidence levels in Reading improved.</p>

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E) Speech and language skills particularly poor expressive language and limited vocabulary and spoken grammar.	Access to Speech and Language Therapist. Talkboost programme	4 pupils had access to 1:1 speech and language support 5 pupils took part in the talk boost programme External speech and language therapist from the company 'talk More' worked with teachers and teaching assistants to provide further training in the development of speech and language across the school. In addition, small group speech groups have been led by the speech therapist. The impact has been improved communication skills as clarity of speech has improved.
F) Punctuality and low attendance.	Curriculum booster / Fun time club for poor attendance. Magic Breakfast. Attendance focus group. Working weekly with vulnerable pupils and families on attendance and social care, including meetings & paper work.	All pupils benefitted from curriculum booster. Supporting families to enable children to regularly attend school, ensuring consistent monitoring of specific children and children on the cusp.
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.	Phonics workshop for parents attended by 8 pp parents Healthy eating workshop for parents attended by 5 PP parents
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. Trailfinders Reading and Rugby initiative. Play Therapy /Lego Therapy sessions. Termly inspirational speakers.	Identified that children have had time to play and socialise in an encouraging environment to nurture skills; integrating more successfully with peers at lunchtime and reducing the number of children in supervision. More work was Identified to be carried out in the Summer Term.
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. Cover and resources for Forest School Teacher while they deliver the program each week to PP children.	58 PP pupils took part in after school clubs All PP accessed free trips and other curriculum enhancing events. Pupils curriculum was enriched, gave opportunities for first hand experiences. Forest School sessions have been delivered weekly to PP children in Years 1-6. Children have enjoyed new experiences eg. Lighting fires, building dens, orienteering.

COVID -19 AND PUPIL PREMIUM

Due to Covid 19 and school closure, listed below are some of the extra measures that were put in place during the school closer for our PP pupils.

- iPads sent home to enable pupils to access remote learning
- Telephone calls weekly
- Extra support with learning and resources
- Food packs and food vouchers
- Play therapy support over the phone
- Educational psychology support.