

Brigstock Latham's School Pupil premium strategy Statement 2019 - 2022

School overview

| Metric | Data |
|---|-----------------------|
| School name | Brigstock Latham's |
| Pupils in school | 98 |
| Proportion of disadvantaged pupils | 13% |
| Pupil premium allocation this academic year | £11,880 |
| Academic year or years covered by statement | 2019-2022 |
| Publish date | January 2020 |
| Review date | January 2021 |
| Statement authorised by | Mrs S Ettridge |
| Pupil premium lead | Miss J Griggs |
| Governor lead | Mrs A Marsden-Findlay |

Year 1 Phonic Screening Check 2019

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| Whole cohort | 14 Children in total 13 children passed – 93% National – 82% |
| Pupil Premium | 3 children – 21% |
| Non Pupil Premium | 11 children – 79% |

Outcomes and attainment for previous year 2019

| KS1 SATS | Whole cohort (14) | | | Pupil Premium children (1) | | |
|----------|-------------------|---------|-------|----------------------------|---------|-------|
| | Reading | Writing | Maths | Reading | Writing | Maths |
| Expected | 72% | 72% | 86% | 0 | 0 | 100% |
| GDS | 29% | 21% | 14% | 0 | 0 | 0 |

| KS2 SATS | Whole cohort (15) | | | Pupil Premium children (2) | | |
|----------|-------------------|---------|-------|----------------------------|---------|-------|
| | Reading | Writing | Maths | Reading | Writing | Maths |
| Expected | 80% | 80% | 74% | 100% | 50% | 0 |
| GDS | 20% | 20% | 13% | 0 | 0 | 0 |

Strategy aims for disadvantaged children

| Measure | Target | Target date |
|---|---|-------------|
| Key Stage 1 attainment, including greater depth | Achieve national average in all 3 areas for all pupils. Improve proportion of disadvantage pupils achieving greater depth. | Sept 22 |
| Key Stage 2 attainment, including greater depth | Achieve national average in all 3 areas for all pupils. Improve proportion of disadvantage pupils achieving greater depth. | Sept 22 |
| Improving parental engagement | Increase the number of parents coming into school for target workshops, supporting reading and engaging with the work of pupils. Improve the proportion of parents of disadvantaged pupils working positively with the school | Sept 21 |
| Improving attendance | Improve attendance to national average (% Primary). | Sept 21 |
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Teaching priorities for current academic year

| Barrier to learning: reading is a high priority across all year groups, specifically for disadvantaged children. | | | | |
|--|---|-------------------|-----------------------------------|------------------------------------|
| Target area | Measure | Staff Lead | Interim review (July 2020) | Final review (January 2021) |
| Phonics | Phonics assessments used throughout EYFS in line with RWI scheme. Phonics screening check in line with national (%) | AO | | |
| Reading opportunities embedded throughout the curriculum | Books looks, teaching observations, staff meetings, MTPs, LTPs | HQ/SE | | |
| Barrier to learning: embed new maths scheme to support progress and attainment - specifically the gap between disadvantaged and non-disadvantaged children. | | | | |
| HLTA to teach smaller groups of children during Maths lessons. | Tracking system, books looks, lesson observations | JK – Maths lead | | |
| Regular reviews of maths scheme – feedback from staff. | Staff meetings, book looks, lesson observations and feedback. | All staff JK | | |
| Projected spending | £ 4,000 | | | |

Targeted academic support for current academic year

| Barrier to learning: disadvantaged children not making same progress in reading, writing and maths compared to non-disadvantaged children | | | | |
|--|--|--------------------------|-----------------------------------|------------------------------------|
| Target area | Measure | Staff Lead | Interim review (July 2020) | Final review (January 2021) |
| Early intervention – phonics or reading focus | Provision maps show interventions having an impact – | JG – SENDCo All staff | | |

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| | termly tracking. Phonics screening check in line with national (%) Gap between disadvantaged and non-disadvantaged children progress and attainment closing. | | | |
| Subject leads to have focus on disadvantaged children during book looks, observations and tracking. | Gap between disadvantaged and non-disadvantaged children progress and attainment closing. | Subject Leads | | |
| Barrier to learning: disadvantaged children not achieving ARE | | | | |
| Intervention to support (academic, nurture groups) | Post/pre-assessment data on provision maps. Tracking system. | JG | | |
| Staff training – engage with Achievement for All programme | Increased progress and attainment for disadvantaged children. | SE/JG | | |
| HLTA to teach smaller groups of children within subjects, focus on disadvantaged groups | Tracking system to show increased progress and attainment for disadvantaged children. | JB | | |
| More detailed tracking system for identifying and monitoring pupils progress and attainment – specific targets for children | Tracking system, book looks – higher percentage of disadvantaged children achieve ARE | AO/JG | | |
| TA Deployment – how are we making effective use of TA time at all times | Lesson observations, planning, intervention timetables | SLT | | |
| Projected spending | £ 4,500 | | | |

Wider strategies for current academic year

| Barrier to learning: attendance of disadvantaged pupils. | | | | |
|---|---|----------------------|-----------------------------------|------------------------------------|
| Target area | Measure | Staff Lead | Interim review (July 2020) | Final review (January 2021) |
| Rigorous monitoring – discussed in DSL meetings Daily tracking to monitor attendance | Increase attendance to national average of 96% for all children | WJ, FS JG, SE, JK | | |
| Recognition and rewards for attendance of 96% or above Specific strategies to support attendance | Increase attendance to national average of 96% for all children | WJ, SE | | |
| Engage with Achievement for All (AfA) programme for strategies to promote good attendance. | Increase attendance to national average of 96% for all children | WJ, FS | | |
| Barrier to learning: Parental engagement and impact of home finances on pupil self-esteem and attainment | | | | |
| Breakfast and After-school Club | Attendance of PP children increases from % to % | JG | | |
| Buy training and support which targets specific pupils and has a focus on parental engagement (Achievement for All) | Number of parent readers increases to at least one in each class Parents of target pupils attend meetings, workshops, coffee mornings and work with pupils to support homework | HQ, SE | | |
| Provision of trips and residential experiences to support aspirations of all | All children attend experiences on offer regardless of their ability to pay | FS, JG | | |

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| Activities for reading to engage parent/carer at home and in school | All children in EYFS and KS1 engage in home reading daily. All children in KS2 engage in home reading weekly. | HQ, SE | | |
| Projected spending | £2,500 | | | |

Additional detail: Other Pupil Premium related Spends

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| <ol style="list-style-type: none"> 1. Provision of school uniform 2. Fully funded school trips 3. Music Tuition 4. HLTA to run an intervention timetable 5. Lunch time club 6. Before and after school clubs 7. Summer camps 8. Access to Education Psychologist |
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Review: last year's aims and outcomes

| Aim | Lessons Learned |
|---|---|
| <p>Disadvantaged children's progress in writing and maths needs to increase so it is in line with peers.</p> <p>Disadvantaged children combined attainment needs to increase so in line with peers.</p> | <p>Timetables to be more specific, targeted towards PP children. Focus on well-being as this will lead to improved outcomes. Afternoon sessions with HLTA and Level 3 to take place weekly.</p> <p>HLTA's timetable is to be more structured, clear expectations and objectives. HT/ DH to oversee these interventions and their impact.</p> <p>TA support is now being distributed within the school so that targeted children's needs are met rather than a class based approach.</p> <p>Achievement For All to begin in September. This is primary focussed on raising achievement with PP children. JG is the AFA champion within school.</p> |
| <p>Disadvantaged children's well-being to be monitored and supported.</p> | <p>New PSHCE policy and long term plan to be embedded. RSE policy to become statutory and linked to British Values.</p> <p>Mental health week to continue.</p> <p>Mental Health and Well-being policy to be implemented.</p> <p>Outdoor space is being developed for nurture groups and outdoor sessions.</p> <p>PP letter was included in EYFS pack encourage parents to apply and children to attend clubs.</p> |