

Brickhill Primary School

Pupil Premium Strategy Statement of Impact 2019 – 2020



Brickhill Primary School Pupil Premium Strategy Statement of Impact

1. Summary information					
School	BRICKHILL PRIMARY				
Academic Year	2019-2020	Total PP budget	£102,580	Date of most recent PP Review	2020
Total number of pupils	308	Number of pupils eligible for PP	62	Date for next internal review of this strategy	2021

Covid-19 and the school closures resulted in all national End of Year assessments to be cancelled. Therefore the school can not report any validated attainment data from 2019 – 2020. Below is the data from the previous year.

2. Attainment						
EYFS 2019		<i>Cohort 22 Children</i>	<i>National figures 2018)</i>	<i>PP Pupils meeting expected</i>	<i>National Figures Pupils not eligible for PP (2018)</i>	<i>Gap PP and National Non-PP</i>
GLD		83%	72%	50%	74%	24%
Reading		86%	77%	75%	79%	4%
Writing		86%	74%	75%	76%	1%
Numbers		86%	80%	75%	82%	7%
Shape, Space and Measure		81%	82%	50%	84%	34%
KS1 Phonics 2019		<i>Cohort</i>	<i>National figures</i>	<i>PP Pupils meeting expected</i>	<i>National Figures Pupils not eligible for PP</i>	<i>Gap PP and National Non-PP</i>
% reaching threshold Year 1		82%	82%	100%	83%	+7%
% reaching threshold Year 2		91%	92%	89%	92%	3%
KS1 2019		<i>Cohort 60 Children</i>	<i>National figures</i>	<i>PP Pupils meeting expected</i>	<i>National Figures Pupils not eligible for PP (2018)</i>	<i>Gap PP and National Non-PP</i>
% making progress in reading, writing and maths		60%	65%	27%		
% making progress in reading		73%	75%	56%	78%	22%
% making progress in writing		60%	70%	33%	73%	40%

% making progress in maths	71%	76%	44%	79%	35%
KS2 2019					
	<i>Cohort 44 Children</i>	<i>National figures</i>	<i>PP Pupils meeting expected</i>	<i>National Figures Pupils eligible for PP</i>	<i>Gap PP and National PP</i>
% making progress in reading, writing and Maths	60%	65%	27%	51%	24%
% making progress in reading	73%	71%	46%	62%	16%
% making progress in writing	65%	78%	36%	68%	32%
% making progress in Maths	77%	79%	55%	67%	12%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

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|-----------|-------------------------------------------------------------------------------------|
| A. | Poor literacy and maths skills – gaps between PP pupils and non-PP in core subjects |
| B. | Poor phonic skills in PP pupils which lead to lack of attainment in reading |
| C. | Poor oral language/ breadth of vocabulary skills in PP pupils |

External barriers (*issues which also require action outside school, such as low attendance rates*)

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|-----------|---------------------------------------------------------------------------------------------|
| D. | Lack of parental engagement to support learning and provide high aspirations for attainment |
| E. | PP absences lower than non-PP pupils |

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Aim to reduce the gap between PP and non-PP pupils in Reading, Writing and Maths	Reduce the gap between PP meeting expected and National average non-PP in Reading, Writing and Maths.
B.	Increase the PP progress in Phonics	Pass the Phonics screening test by end of KS1.
C.	Improve speaking skills and develop a wider breadth of vocabulary in order to improve writing	Each Year Group will have a trip or curriculum enrichment activity every term to allow for more writing opportunities.
D.	Improve parental engagement and raise aspirations of PP pupils	Increase parental engagement in school life through topics, assemblies, parent consultations and AFA style meetings.
E.	Improve attendance for PP pupils	Attendance figures for PP to move closer to the school expectation of 97%

5. Review of expenditure																																		
Academic Year		2019 - 2020																																
i. Quality of teaching for all																																		
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost																														
Aim to reduce the gap between PP and non-PP pupils in Reading, Writing and Maths.	<p>Daily TA support for all core subjects.</p> <p>Lexia Core5 intervention programme</p> <p>Additional Maths group in Year 6</p> <p>Additional, phonics groups based on attainment and progress.</p>	<p>The gap at the end of Early years has reduced from the previous year.</p> <p>PP children did as well as Non- PP children in Year 1 phonics</p> <p>KS1 and KS2 data show that the gap between PP & non-PP is still a focus.</p>	<p>More individualised interventions and TA support is needed.</p> <p>Lexia continued as positive impact seen, however timetable needs to be reviewed to ensure maximum consistency and effectiveness</p> <p>Power Maths now more embedded into school and children showing benefit of previous years' experience.</p> <p>Due to COVID-19 pandemic end of year assessments were not completed however Mock SATs pre Easter showed</p> <table> <tr> <td>KS1</td> <td>% EXP +</td> <td>% PP</td> </tr> <tr> <td>Combined</td> <td>54</td> <td>42</td> </tr> <tr> <td>Reading</td> <td>77</td> <td>61</td> </tr> <tr> <td>Writing</td> <td>57</td> <td>38</td> </tr> <tr> <td>Maths</td> <td>60</td> <td>42</td> </tr> </table> <table> <tr> <td>KS2</td> <td>% EXP +</td> <td>% PP</td> </tr> <tr> <td>KS1</td> <td>53</td> <td>48</td> </tr> <tr> <td>Combined</td> <td>78</td> <td>72</td> </tr> <tr> <td>Reading</td> <td>61</td> <td>41</td> </tr> <tr> <td>Writing</td> <td>61</td> <td>41</td> </tr> </table>	KS1	% EXP +	% PP	Combined	54	42	Reading	77	61	Writing	57	38	Maths	60	42	KS2	% EXP +	% PP	KS1	53	48	Combined	78	72	Reading	61	41	Writing	61	41	£48,300.00
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<p>Improve speaking skills and develop a wider breadth of vocabulary in order to improve writing</p>	<p>SEND intervention (e.g. speech therapy) 1 to 1 support and small group work.</p> <p>Introduction of Cornerstones topics to enhance language and writing opportunities.</p> <p>Performing Arts introduced to each year group with emphasis on S & L</p>	<p>Writing will continue to be a school priority next year as both KS1 and KS2 teacher assessments are below national standard. However the gap between PP and Non-PP is consistent with national.</p>	<p>Due to the COVID-19 pandemic we are unable to report the % of EYFS children that achieved a GLD and that achieved their ELG within speech, language and communication. However, teacher assessment data shows that the following % as on track to achieve, based on their Spring term assessments:</p> <p>Listening and attention-77%, PP-50% Speaking-77%, PP-50%</p> <p>Weekly Sp & L sessions for targeted children have supported in building children's confidence in speaking aloud and in communicating with their peers.</p> <p>All children have been successful in pupil speaking, standing up and speaking aloud to the whole school in assembly and to their class parents in class performances and presentations.</p> <p>Pupils including a high % of PP children entered in to S & L competitions and most were medal winners.</p> <p>Writing across the school is now more consistently taught following robust and progressive planning. Due to COVID-19 pandemic end of year assessments were not completed but books and informal moderating show significant improvements in standards.</p>	
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ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Increase the PP pupils achieving a Pass at the phonic test by end of KS1</p>	<p>Small group work intervention using HLTA and non-teaching time of Assistant head to provide targeted phonic intervention.</p>	<p>PP children did as well as Non- PP children in Year 1 phonics</p>	<p>Ensure year on year consistency both with groupings and structure of sessions.</p> <p>Due to the COVID-19 pandemic we are unable to report. However, up until Easter and school closure children were on track to meet targets.</p>	<p>£13, 480.00</p>

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>Improve parental engagement and raise aspirations of PP pupils</p>	<p>Pastoral TA to support emotional well-being and behaviour in school.</p> <p>Pastoral TA to liaise with PP parents to increase parental support.</p> <p>Curriculum enrichment activities to provide new experiences in order to raise aspirations of PP children.</p> <p>Trips and clubs to provide further new experiences.</p>	<p>Children are happy and keen to be in school. They are aware of whom they can turn to if needed and are comfortable to discuss their problems. Some parents have liaised well with the pastoral TA and trusting and good relationships have been formed.</p> <p>Curriculum enrichment, trips and clubs have given all pupils experiences that they may not have had. PP children have benefited from practical learning/activities. Showing success in areas that are not always academic. i.e art and design, sports etc. Raising self-confidence and esteem. Giving children higher aspirations</p>	<p>Pastoral TA is an essential resource with in the school however, further resources and training would improve this even further. Wellbeing needs of Pastoral TA must also be supported.</p> <p>Continue to support parents Continue to support trips and cost of enrichment activities. However, more individualised trips or programmes should be introduced.</p> <p>COVID-19 meant residential trip were cancelled in the summer term. However, activities for those in school were organised so children could have outdoor experience i.e camp and den building, scavenger hunts, art using natural elements etc</p>	<p>£35,000.00</p>
<p>Improve attendance for PP pupils</p>	<p>Weekly attendance cup in assembly.</p> <p>Meetings with parents that have low attendance.</p> <p>Daily follow up phone calls if absent.</p> <p>Class teachers and TA's follow up on any absence with pupil and parent</p> <p>Year 6 PP prefects with responsibilities</p> <p>Provide snack and milk daily</p> <p>Sensory toys for all classrooms</p>	<p>Whole school attendance 2019 - 96.85% PP attendance 2019 - 95.35% National attendance 2019 - 95.7%</p> <p>Whole school attendance 2020* - 94.63% PP attendance 2020* - 95.54%</p> <p>*September 2019 – 2020 due to COVID-19 lockdown</p>	<p>Close monitoring and quick responses to absence needs to continue.</p> <p>Continue to build Relationships with families and pupils ensuring the children are happy and want to come to school</p>	<p>£5,800.00</p>
Total Cost				<p>£102,580</p>