



Pupil Premium Strategy Statement – Brenzett CEP School

1. SUMMARY INFORMATION					
School: Brenzett Church of England Primary School					
Academic Year	2020/2021	Total PP Budget	£36,960 (23,155 2017/2018)	Date of most recent PP Review	February 2021
Total Number of Pupils	93	Number of pupils eligible for PP	33 (36%)	Date for next internal review of this strategy	September 2021

The Senior Leadership Team, Governors, Pupil Premium Champion and all members of the teaching staff, monitor the attainment and progress of children very carefully. ALL children's progress is discussed at termly pupil progress meetings and where additional support is deemed necessary; Pupil Premium funding is frequently used to increase the opportunities that we are able to offer.

Funding is predominantly targeted at the improvement in attainment in English and Maths, as well as pupil well-being, but Brenzett Primary School recognises the need to provide a varied and stimulating curriculum.

Our teachers are accountable for pupils' attainment, progress and outcomes. (Teacher Standards).

We have embedded a robust monitoring system based on termly tracking; classroom based monitoring and pupil progress meetings, to ensure that all pupils make expected progress. Pupils identified as not making expected progress are rapidly identified and strategies put in place to address under performance.

We have high expectations of our teachers and provide them with a good programme of professional development opportunities to constantly improve their practice.

Where it is identified that a class/group is achieving well then a percentage of children are identified as a focus group for expected progress, with an emphasis on Pupil Premium. The school has focused on developing teachers' skills in assessment and methods of teaching that effectively meet the needs of groups and individuals for next step of learning.

Index of Multiple Deprivation

The Index of Multiple Deprivation (IMD) combines a number of indicators, chosen to cover a range of economic, social and housing issues, into a single deprivation score for each small area in England. This allows each area to be ranked relative to one another according to their level of deprivation. The Local Authority can use pupils' postcodes to rank the 454 Kent primary schools in terms of IMD. Brenzett Primary School is ranked 80 out of 454 schools (March 2018) with 1 being the most deprived.

Our School Development Plan aims are:

- 1. Improve Attendance in line with National expectations (96%)**
- 2. Raise attainment in reading, writing and maths**
- 3. Robust systems for inclusion and safeguarding**
- 4. Greater engagement of pupils in their learning**
- 5. Develop outdoor learning in early years**

2. CURRENT ATTAINMENT			
Indicator	Pupils eligible for PP	Non Pupil Premium Pupils	Pupils not eligible for PP (National Comparison Data)
Year 6 Data 2019/2020			
% Achieving expected or above in Reading, Writing and Maths	20%	33%	64%
% Attainment for Reading	20%	50%	80%
% Attainment for Writing	40%	50%	83%
% Attainment for Maths	40%	50%	81%
Progress in Reading	-4.8	-2.27	
Progress in Writing	-2.85	-3.81	
Progress in Maths	-6.09	-4.73	

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 literacy skills)

A. Progress of pupil premium children, especially reading comprehension.

B. Mobility – High number of children, especially with SEN moving to the school.

C. SEND – High number of children with SEND receiving pupil premium

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

D. Attendance rates for pupil premium children are below targeted level of 96%

E. Poor parental engagement – High level of Early Help/Social Service referrals

4. Outcomes

Desired outcomes and how they will be measured		Success criteria
A.	<p>Improved progress for children receiving pupil premium funding</p> <p>Teacher assessment shows a measured increase in progress</p>	<p>Pupils eligible for PP will have similar attainment for Non-PP in reading, writing and maths. Therefore diminishing the difference by the end of KS2.</p> <p>Pupils eligible for PP with SEND make accelerated progress and close the gap in reading, writing and maths.</p> <p>Successful in school and cross-school moderation shows an increase in progress across reading, writing and maths.</p>
B.	<p>Mobility – To provide a successful and positive transition between schools to ensure that the learning environment and strategies aid a successful transition.</p>	<p>New families engage in initial meeting with FLO/SENDCo to ensure clear progression and transfer of information.</p> <p>Contact made with previous setting to ensure clear communication lines and progress can continue without lag.</p>
C.	<p>Improve progress for all children with SEND especially those in receipt of Pupil Premium</p>	<p>All children that are SEND and in receipt of PP to make rapid progress and a greater proportion of these children meet ARE.</p>
D.	<p>Pupils eligible for Pupil Premium will have a decreased rate of absenteeism in line with their peers.</p>	<p>Rates of absenteeism will be in line with school target of 96%</p> <p>Rates of persistent absenteeism will diminish to 3% or below.</p>
E.	<p>Improve parental engagement and as a result the amount of support pupils receive at home.</p> <p>Increased participation in school events and/or workshops.</p> <p>An increased level of aspiration as a result of engagement of parents in collaborative conversations.</p> <p>Strategies to support sustained learning when tackling challenges in school</p>	<p>Parents have an increased participation with their child's learning journey and there is increased support at home as a result, levels of progress will increase for those children in receipt of Pupil premium.</p> <p>Parents will be empowered to develop strategies to support their aspirations for learning to improve progress and attainment.</p> <p>100% of parents/Carers to attend collaborative conversations.</p>

5. PLANNED EXPENDITURE

Academic Year: 2018/19

Priority 1 - Quality of teaching and learning

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?
Improved communication and language skills and early literacy skills for PP pupils, leading to faster reading and writing progress in subsequent years, diminishing the difference at a faster rate.	<p>Additional 1:1 R.W.Inc.</p> <p>Additional 1:1 Reading</p> <p>Develop the use of additional tracking of next steps.</p> <p>Develop the outdoor area to promote language skills and writing opportunities.</p> <p>Training teachers in implementation of 'Power of Reading' – KS1/KS2.</p> <p>Busters Book Club</p> <p>Accelerated reader</p> <p>Star Assessment</p>	<p>The children start school with low literacy skills and we want to provide intense, individualised 1:1 phonic and reading sessions.</p> <p>Whole school Insets around growth mind-set and psychology around pedagogy.</p> <p>Research suggests that outdoor learning promotes language skills and writing.</p>	<p>Training schedule for teaching assistants and teachers.</p> <p>Monitoring schedule for monitoring (books scans, learning walks)</p> <p>Interim phonics screener/Phonics screener results.</p> <p>CPD schedule for all staff</p> <p>Linked to staff appraisal</p>	<p>SLT – Head of School/Assistant Head</p> <p>Literacy Lead</p> <p>EYFS Lead</p>	<p>Termly till Nov 2019</p>

	Achievement for All Package – structured conversation with parents and children.	All children are in attendance in Literacy/Phonics lessons and in receipt of quality first teaching.			
<p>The % of children that reach ARE in reading comprehension is in line with national average.</p> <p>100% of groups/pupils at risk of underachievement make at least expected progress and in increasing percentage above expected progress.</p>	<p>NFER gap analysis</p> <p>SATS analysis</p> <p>Moderation and cluster meetings.</p> <p>Develop the outdoor area to promote early literacy skills.</p> <p>Read, write Inc training from hub specialist.</p> <p>Monitoring of English lessons, through triangulation of books, teaching and data.</p>	<p>The children enter school with low Literacy skills. Using Read, Write, Inc in small, daily Phonics lessons take place targeting gaps. All children are in attendance of English lessons and are in receipt of quality first teaching.</p>	<p>Staff training</p> <p>Monitoring</p> <p>Cluster moderation</p> <p>Learning walks/Book monitoring/Data</p> <p>Pupil progress meetings</p> <p>CPD opportunities</p> <p>Linked appraisal targets</p> <p>NFER Scores/Interim SATS results.</p>	<p>SLT – Head of School/Assistant Head</p> <p>Literacy Lead</p> <p>EYFS Lead</p>	<p>Termly till July 2021</p>
				Total budgeted cost:	<p>£10,000 (Recourses)</p> <p>£5,000 (Training)</p>

Priority 2 - Targeted Support for Pupil Premium Pupils

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?
Improved attendance rates for pupils eligible for Pupil Premium.	Incentives to gain higher percentages of attendance. Certificates and rewards.	Children with high attendance will be rewarded for the efforts. Those with lower attendances will be given incentives to increase this.	Staff training - FLO Monitoring of attendance Celebration assembly rewards Pupil Progress focus on attendance	SLT – Head of School/Assistant Head FLO	Termly till Nov 2021
Improved parental support. Increasing the amount of support children receive at home and robust signposting to support with outside agencies for parents.	Parent workshops Open afternoons Achievement for All Collaborative Conversations	An increased level of events, widely publicised (social media, local paper) Increase % of attendance at Collaborative Conversations which leads to greater support by parents of children’s learning and engagement in school events	Parental Feedback Subject leader reports to Govs End of year AFA reports % increase in attendance at events and workshops	SLT – Head of School/Assistant Head FLO Curriculum Leads/teachers	Termly till Nov 2021
Pupils eligible for PP will have the same	Funding to be allocated to	There will be an increased attendance for PP children at clubs	Monitoring/ review of clubs including	SLT FLO	Termly till Nov 2019

participation rates as all pupils in school activities.	subsidise trips in the school year.	and extra-curricular activities that supports their learning and social communication	Breakfast and After School Clubs	Teachers	
To provide a positive and successful transition between schools to ensure that the learning environment and strategies used meet their needs immediately as they start.	SLT and office staff to formulate an entrance form for new starters in year.	All Staff are aware of new starters and quickly target them with effective support so that their learning is supported and does not dip.	Parental Feedback Collaborative conversations Parent meetings Monitoring of attainment and progress	SLT FLO Teachers	Termly till Nov 2019
				Total budgeted cost:	£18,000 (FLO) £1,500 (AFA) £2,000 (Trips & Clubs)

6. REVIEW OF EXPENDITURE

Previous Academic Year

20117/18

i. To improve pupil/parent engagement in the school and learning.

Desired Outcome	Chosen Action/Approach	Estimated Impact: <i>Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</i>	Lessons Learned <i>(and whether you will continue with this approach)</i>	Cost
<ul style="list-style-type: none"> Attendance is increased Parent Engagement is increased Levels of persistent absence are in decline 	<ul style="list-style-type: none"> Appointment of the FLO to a full time position Engagement of FLO with parents Collaborative Conversations introduced through Achievement For All Parent Questionnaires 	<p>The percentage of attendance has increased to 96.57% in the year 2017 to 2018.</p> <p>The percentage of pupils who have been persistently absent also decreased in term 1 from 15.94 to 12.12 in term 2 2018.</p> <p>Parents are engaged more with the school which is demonstrated through the percentage</p>	<p>There needs to be a continued focus on this as although attendance has increased for the majority of the school, this is still below our target and attendance for vulnerable pupils needs to increase so that it is in line with non-disadvantaged.</p> <p>The FLOs role has increased the communication between home and school but there continues to be a need for the FLOs engagement with the parents and support for pupils</p>	<p>£18,000</p> <p>Achievement For All costs covered by Aquila but have a fundamental effect on pupil/parent engagement.</p>

ii. To improve the progress of the children, from their starting points, through high quality teaching, to close the gaps for pupils in receipt of pupil premium.

Desired Outcome	Chosen Action/Approach	Estimated Impact: <i>Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</i>	Lessons Learned (and whether you will continue with this approach)	Cost
<ul style="list-style-type: none"> • Quality of teaching is improved • Progress indicators improve 	<ul style="list-style-type: none"> • Training for staff to focus on Literacy and Maths • Tracking and monitoring of learning through SIMs, moderation and monitoring. • Progress supported through targeted interventions 	<p>Teaching has improved from 25% good or above at the beginning of the year to 75%. Pupil progress meetings are focused on the progress of all pupils but with a targeted approach to PP. Children who are not making the required progress were supported to make progress.</p>	<p>The % of good teaching are improving, and learning is targeted to those who need to make progress through the introduction of new approaches to the curriculum. There needs to be a further focus on First Quality Teaching that is targeted to all pupils, but supports the progress of PP children to make accelerated progress and closes the gaps. Especially in Maths.</p>	£7,500
iii. Support for Social, Emotion and Mental Health issues amongst the pupils.				
Desired Outcome	Chosen Action/Approach	Estimated Impact: <i>Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</i>	Lessons Learned (and whether you will continue with this approach)	Cost
<ul style="list-style-type: none"> • To diminish the number of behavioural 	<ul style="list-style-type: none"> • Book appropriate Therapy sessions • Introduction of My Concern to record 	<p>Children who received intervention through therapy sessions saw a decrease in behavioural</p>	<p>With the introduction of 'Good To Be Green' behaviour across the school have decreased for</p>	£1040 (Therapy) £2,000 (My Concern)

<p>incidents across the school</p> <ul style="list-style-type: none"> To develop accurate recording of issues relating to SEMH issues and behaviour issues 	<p>Welfare and Behaviour concerns.</p>	<p>incidences. The introduction of My Concern has allowed the school to monitor and track behavioural incidences across the school. The school have then been able to work with pupils and their parents to engage and support behaviour for learning and support children to make progress.</p>	<p>all children. Those with more serious emotional and behavioural issues have received intensive therapy which has supported their SEMH. This approach will need to be continued as it has allowed the school to develop behaviour for learning.</p>	