



Pupil premium strategy statement: Berwick Hills Primary School

1. Summary information					
School	Berwick Hills Primary School				
Academic Year	2019 / 20	Total PP budget	£256,938	Date of most recent PP Review	25.11.2020
Total number of pupils	299 (Exc. Nurs)	Number of pupils eligible for PP	190	Date for next internal review of this strategy	April 2021

2. Outcomes 2018 - 19							
	2017	2018	2019		2017	2018	2019
Progress in Reading - School	-0.27	-2.6	-1.7	% of PP pupils achieving expected standard in Reading KS2	64%	60%	55%
				% of PP pupils achieving high standard in Reading KS2	7%	20%	15%
Progress in Reading - National	0.33	0.1	0	NATIONAL (all) % of pupils achieving expected standard in Reading KS2	71%	75%	75%
				% of pupils achieving high standard in Reading KS2	24%	26%	25%
Progress in Writing - School	1.8	2.9	0.8	% of PP pupils achieving expected standard in Writing KS2	75%	63%	55%
				% of PP pupils achieving high standard in Writing KS2	10.7%	20%	0%
Progress in Writing - National	0.18	0.1	0	NATIONAL (all) % of pupils achieving expected standard in Writing KS2	76%	70%	79%
				% of pupils achieving high standard in Writing KS2	18%	16%	20%
Progress in Maths - School	-0.2	-0.4	-1.0	% of PP pupils achieving expected standard in Maths KS2	64%	64%	80%

				% of PP pupils achieving Mastery in Maths KS2	10.7%	20%	20%
Progress in Maths - National	0.28	0.1	0	NATIONAL (all) % of pupils achieving expected standard in Maths KS2	75%	76%	76%
				% of pupils achieving high standard in Maths KS2	23%	23%	17%
				% PP of pupils achieving expected standard in combined KS2	57%	53%	50%
				% of PP pupils achieving high standard in combined KS2	3.5%	17%	0%
				NATIONAL (all) % of pupils achieving ARE in combined KS2	61%	65%	65%
				% of pupils achieving high standard in combined KS2	9%	10%	11%

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

Data sources that can help you identify barriers to attainment include: RAISEonline; the EEF Families of Schools database; FFT Aspire; staff and pupil consultation; attendance records; recent school Ofsted reports; and Ofsted guidance.

In-school barriers (issues to be addressed in school, such as poor oral language skills) Identify barriers that need to be addressed in-school, as well as external issues such as poor home learning environments and low attendance)

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| A. | A significant proportion of children are falling marginally behind their peers in reading and therefore a gap is highlighted. |
| B. | Poor language skills, including limited range of vocabulary, linked with limited life experiences and availability of quality texts in the home (Reading) |
| C. | Due to financial constraints, pupils are unable to engage in residential and school trips in order to participate fully in academic work that proceeds and follows. |

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

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| D. | Low attendance rates – Absence and persistent absence. Higher for PP children. |
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3. Outcomes (It is not essential to identify four desired outcomes; focusing on fewer aims in more depth is encouraged.)

	Desired outcomes and how they will be measured	Success criteria
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A.	Disadvantaged pupils, who start the year with low attainment to achieve at an accelerated rate of progress in order to reach at least expected standard.	<ul style="list-style-type: none"> • Pupil premium children attain at least as highly as non-pupil children nationally • Pupil premium children make at least as much progress as non-pupil premium
B.	Provision of social & emotional support/interventions to improve attendance and behaviour	<ul style="list-style-type: none"> • Attendance at year end be broadly in line with national average of 96% +
C.	To provide targeted support to vulnerable children and families (incl FSM, LAC, Child protection).	<p>Deployment of pastoral staff to support families</p> <ul style="list-style-type: none"> • Increased engagement from parents in their child's learning • Fewer Vulnerable Children recorded • Increased the proportion of parents and carers engaging with support services • Parents willing to engage with school staff and have positive attitudes towards accepting support

3. Planned expenditure *Best practice is to combine professional knowledge with robust evidence about approaches which are known to be effective. You can consult external evidence sources such as: the Teaching and Learning Toolkit, the NFER report on supporting the attainment of disadvantaged pupils, Ofsted's 2013 report on the pupil premium and Ofsted's 2014 report on pupil premium progress.*

Academic year		2020/21				
Desired outcome		Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Costs
A	Additional Teacher	<ul style="list-style-type: none"> Pupil premium children attain at least as highly as non-pupil children nationally Pupil premium children make at least as much progress as non-pupil premium 	Additional Teacher to support Key pupils.	<ul style="list-style-type: none"> Target key marginal, Pupil Premium children in Y2, Y6 to work with additional teacher to achieve ARE 	RA KS1 Lead UKS2 Lead	£41,140
A	Additional Teaching Assistant	<ul style="list-style-type: none"> Higher ratio adult support in KS1 classes to ensure Pupil Premium children make accelerated progress 		<ul style="list-style-type: none"> Pupil premium children attain at least as highly as non-pupil children nationally Pupil premium children make at least as much progress as non-pupil premium Pupil progress data reviewed half termly 	KS1 Lead	£18,175

A	PIXL	<ul style="list-style-type: none"> Gaps in achievement between groups rapidly narrow year on year 	<p>Team Leaders and class teachers prioritise intervention, extra catch up and focussed Pixl style 'therapy' sessions based on specific individual needs. This will include use of an additional UP3 teacher to release staff.</p> <p>Improve outcomes for disadvantaged children in KS1/2</p>	<ul style="list-style-type: none"> Half termly pupil monitoring of progress and attainment shows gaps are rapidly narrowing 	DHT SLT	£42,517
A	Language and Learning Support	<ul style="list-style-type: none"> Individual assessments and subsequent support for identified children with SEN 	Support and access arrangements identified and provided for Y2 and Y6 for statutory tests		SENCO	£8000
A	Beanstalk	<ul style="list-style-type: none"> Provide additional opportunities for 1:1 reading support 	Y5 cohort targeted with a particular focus on Pupil Premium children	English Lead to liaise with Beanstalk and Y5 staff	English Lead	£760
B	Gold Star rewards and attendance rewards	<ul style="list-style-type: none"> Attendance at year end be broadly in line with national average of 96% + Children are motivated to improve attendance at the beginning of each new term 	To incentivise attendance and behaviour	Identified staff lead to coordinate	SJ PD	£9300

B	Weekly 'well-done' postcards for reception and Nursery children,	<ul style="list-style-type: none"> Attendance for reception is improving but not yet line with other year groups in school 	Postcards posted home in order to engage parents and improve attendance of pupils	FSL to liaise with admin team	FSL/PSA EYFS Lead	£1264
B	Breakfast Provision	<ul style="list-style-type: none"> Pupils arrive on time, access breakfast and are settled and ready for learning 	To provide breakfast and a settled start to the morning to ensure pupils are ready for learning	All children have a settled start to the morning and are ready to learn School open from 8.30 with toast provided for those who would like it	HT	£3750
C	To provide targeted support to vulnerable children and families (including FSM, LAC, Child protection).	<ul style="list-style-type: none"> Increased engagement from parents in their child's learning Fewer Vulnerable Children recorded Increased the proportion of parents and carers engaging with support services Parents willing to engage with school staff and have positive attitudes towards accepting support 	To provide targeted support to vulnerable children and families (including FSM, LAC, Child protection) through Family Services Lead and PSA	Regular Care Team Meetings	FSL DSL	£40,297

C	Uniform and bags/ book bags	<ul style="list-style-type: none"> Pupils have the correct uniform and resources to allow them to fully access all opportunities 	To ensure all pupils have access to the correct uniform and resources	FSL/PSA liaise with teaching staff	FSL/PSA	£1200
C	Emotional and behavioural Support	<ul style="list-style-type: none"> Identified pupils access appropriate support 	To provide emotional support to pupils at risk and in times of need	Care Team feedback at SLT	DHT SLT	£11,495
C	CATS	<ul style="list-style-type: none"> Identified pupils access appropriate support 	To provide a counselling service to provide emotional support to pupils at risk and in times of need.	Care Team feedback at SLT	DHT	£9520
C	Positive Engagement	<ul style="list-style-type: none"> Positive playtimes and lunchtimes Fewer recorded incidents Introduce OPAL 	Providing activities and engagement at break and lunchtime ensuring all pupils have a positive experience	CPD for staff and parent/carers on OPAL	SLT SJ	£3500
C	Residential Trip	<ul style="list-style-type: none"> Pupils have accessed a range of opportunities which support personal development 	To ensure that all Y5 pupils have access to an experience that can develop social, emotional and cultural awareness	Funding allocated in budget	HT	£9080

C	Extended schools provision	<ul style="list-style-type: none"> Pupils have accessed a range of opportunities 	To offer a range of after school clubs, summer clubs to provide opportunities Which enable all FSM pupils to attend at no cost.	Funding allocated in budget	HT	£6250
C	Educational visits	<ul style="list-style-type: none"> Pupils have accessed a range of opportunities including: visitors, real-life experiences, trips and curriculum enrichment 	To ensure that all FSM pupils are supported in funding to access all visits.	Funding allocated in budget	HT	£8750
C	Educational Psychologist	<ul style="list-style-type: none"> Identified pupils with emotional health difficulties have accessed appropriate support 	Sessions to support identified pupils with emotional health difficulties	Care Team feedback at SLT, progress reviews, regular meetings	DHT	£7446

4. Review of expenditure			
Previous Academic Year	Unable to provide attainment evidence due to suspension of statutory testing due to Coronavirus pandemic.		
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)
Disadvantaged pupils, who start the year with low attainment to achieve at an accelerated rate of progress in order to reach at least expected standard.	<ul style="list-style-type: none"> • Provision to raise literacy and numeracy levels • Provision of PIXL resource to enhance quality of focused formative assessment and teaching of targeted pupils • Provision of a weekly Homework Clubs for KS1, Y3/4, Y5/6 • Development and training – with a particular focus on Reading, Writing and Maths • Language and Learning Support • Personalised learning, e.g. use of external providers 	Partially met due to impact of Corina virus	PIXL approach and resources to be extended to Y1, Y3, Y4 and Y5
Provision of social & emotional support/interventions to improve attendance and behaviour	<ul style="list-style-type: none"> • Attendance rewards • Gold Star trips • Educational Welfare Support Service 	Partially met due to impact of Corina virus	Continue however via FSL and PSA, not continue Educational Welfare Support Service

To actively involve parents in supporting their children's learning at school	<ul style="list-style-type: none">• Access to a Family Services Lead and Parent Support Advisor• Enhanced/improved cultural capital – trips, activities, extra-curricular activities and support for families	Partially met due to impact of Corina virus	Continue
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