

# Pupil premium strategy statement (primary)

1. Summary information					
School	Robert Browning				
Academic Year	2019-20	Total PP budget	£187,440	Date of most recent PP Review	July 2019
Total number of pupils	275	Number of pupils eligible for PP	142	Date for next internal review of this strategy	July 2020

## 2. Current attainment

Year Group	PP Reading	Non PP reading	PP Writing	Non PP writing	PP Maths	Non PP maths
Year 1 (12)	50%	87%	33%	93%	50%	100%
Year 2 (15)	94%	67%	94%	80%	100%	87%
Year 3 (15)	56%	72%	44%	68%	56%	76%
Year 4 (12)	67%	63%	42%	52%	67%	67%
Year 5 (16)	56%	78%	50%	78%	56%	83%
Year 6 (30)	47%	59%	47%	64%	50%	55%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Low speaking and listening skills
B.	Low attainment in reading, writing and maths
C.	Emotional wellbeing and resilience
D.	Achieving greater depth
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
E.	Parents' knowledge of the national curriculum and EAL

4. Planned expenditure		
Academic year	2019-2020	
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.		
<b>i. Quality of teaching for all</b>		
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?
For all children to develop speaking and listening skills to broaden their vocabulary and to access the curriculum.	<ul style="list-style-type: none"> <li>Team leaders developing progression of vocabulary alongside progression of skills across all curriculum areas.</li> <li>P4C training for staff and implementation across the school.</li> <li>TAs in every classroom questioning, clarifying, remodelling and explaining language to target children during lessons</li> </ul>	<ul style="list-style-type: none"> <li>A whole school approach to developing vocabulary supports children's use of vocabulary in context.</li> <li>P4C provides structures for children's speaking, listening and thinking skills.</li> <li>Speech bubble develops children's speaking listening and self-confidence.</li> <li>TAs enable children to develop their vocabulary and access the learning through small group support during whole class teaching. This enables children to develop their language skills preventing a paucity of language becoming a barrier.</li> </ul>
		<p align="right"><b>Cost Level 1 P4C training for 4 members of staff: £300 x 4 £1200</b>  <b>Cost Level 2 P4C training for 1 members of staff £450</b>  <b>Total cost P4C £1650</b>  <b>TAs in class every morning £108,985.50</b></p>
All children make at least expected progress in reading, writing and maths.	<ul style="list-style-type: none"> <li>Power of 2 1:1 approach implemented in upper KS2 for 6 pupils.</li> <li>Phonics intervention in year 1 to raise attainment in writing</li> <li>Targeted fine motor skills intervention for reception, year 1 and year 2 to improve writing.</li> <li>Parent workshops, reading cafes, maths café, phonics targeted parent support (Spanish/English).</li> </ul>	<ul style="list-style-type: none"> <li>The Power of 2 intervention provides a highly structured one to one maths coaching system that is particularly suited to students who require extra support in order to bond the basic maths facts into their long term memory. This intervention teaches all the mental <b>maths</b> required by the Mathematics Curriculum, and through its use enables pupils to access the full <b>maths</b> curriculum.</li> <li>Phonics supports children's reading and writing skills.</li> <li>Children who are at ARE for reading, writing and maths are more confident accessing the whole curriculum.</li> <li>Fundamental motor skill development may influence a child's participation in physical activity, games, and sports as well as the development of social, and psychological skills later in life (Brown 2010; Draper et al. 2012; Kirk and Rhodes 2011; Wang 2004 ). It should also be noted that acquiring these fundamental motor skills is not something that develops naturally with age and time, but rather involves instruction, practice, motivation, and encouragement (Bardid et al. 2013; Wang 2004). The development of fine motor skills enables children to not only form letters for writing effectively but also to perform basic day-to-day tasks as well as increasing their confidence in other areas.</li> <li>Feedback from parent workshops identifies that parents feel better able to support their children after parent workshops.</li> </ul>
		<p align="right"><b>Cost (Power of 2 - 6 copies) £132</b>  <b>Cost (Power of 2 intervention) 726.57</b>  <b>Total yearly cost for Power of 2 intervention £858.57</b>  <b>Targeted fine motor skills intervention £1,453.14</b></p>

<p>All children develop their emotional wellbeing and resilience and can identify a trusted adult in school.</p>	<ul style="list-style-type: none"> <li>• ELSA programme</li> <li>• Learning mentor support-Candle project/siblings of children with additional needs/ teach/1:1 sessions/Parent and Child cooking club/Gardening club/Life Skills/Sensory Circuits/Self-Confidence Group/Positive/Body Image Group/Siblings of Children with Additional Needs Group.</li> <li>• Sports coach/mentor for sensory circuits/clubs</li> </ul>	<ul style="list-style-type: none"> <li>• <b>ELSA</b> is an initiative developed and supported by educational psychologists. It recognises that children learn better and are happier in <b>school</b> if their emotional needs are also addressed. Our ELSA support targets individual children. We have 1 TA trained in delivering ELSA who attends ELSA support sessions half-termly with the Educational Psychology team.</li> <li>• Highly quality assemblies support children's knowledge.</li> <li>• A learning mentor trained in delivering support to bereaved children runs our candle project. This enables children to process difficult emotions in a supportive environment.</li> </ul>
		<p style="text-align: right;"><b>Cost (Annual Learning Mentor Support) £72,096</b>  <b>Cost (ELSA support) £3632.85</b>  <b>Cost (Ongoing ELSA training and support) £100</b>  <b>Cost (Sports coach support) £13,276.57</b></p>
<p>All children are challenged and more children achieve greater depth</p>	<ul style="list-style-type: none"> <li>• More able and talented children identified across the curriculum.</li> <li>• Deputy head teacher plans with teachers to develop provision in all areas of learning.</li> <li>• Deputy Head and Executive head to review and develop provision for greater depth in years 2 and 6.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers knowledge and skill development of teaching greater depth increases, review through pupil progress meeting and book looks.</li> </ul>
<p>For all parents to feel confident in supporting their child's learning and development at home.</p>	<ul style="list-style-type: none"> <li>• Parent workshops such as e-safety, phonics, reading café and times-tables. In school translation available for Spanish/Portuguese/Bengali families.</li> <li>• Topic webs and home learning projects sent home and available on the website.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from parent workshops identifies that parents feel better able to support their children after parent workshops. Ongoing research shows that family engagement in school improves student achievement, reduces absenteeism, and restores parents' confidence in their children's education.</li> <li>• Teachers available to meet with parents at the end of the school day</li> <li>• SLT visible in the playground and available to meet with parents at the beginning and end of the day.</li> </ul>
<b>ii. Targeted support</b>		
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>
<p>All children develop their speaking and listening skills and broaden their vocabulary to access the curriculum.</p>	<ul style="list-style-type: none"> <li>• Speech and language therapist in school weekly, TAs run targeted salt groups x2 weekly, SaLT reviews half termly. Interventions: Language for Thinking, vocabulary group, special time, Life Skills, Lego therapy, Bucket Game, Comic Strip Conversations, EYFS talking tables, Colourful Semantics .</li> <li>• Speech bubble drama sessions in EYFS, year 1 and year 2.</li> <li>• SALT assessments to identify needs and strengths in children. This enables targeted support programmes to be implemented.</li> <li>• Regular trips based on curriculum units that enhance learning and develop vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Speech and language therapist trains staff to run intervention groups, staff increase their knowledge and skills to identify, and develop children's speech and language skills; children achieve SALT targets and increase access to the curriculum.</li> <li>• Speech bubble develops children's speaking and listening skills and improves their self-confidence.</li> </ul>

		<p><b>Cost (Yearly cost for 1 day a week Speech and Language Therapist) £13,500</b>  <b>Cost (SALT trained TA interventions) £8718.84</b></p>
All children make at least expected progress in reading, writing and maths.	<ul style="list-style-type: none"> <li>• Small phonics groups daily in year 1 (additional teacher), half termly assessments</li> <li>• Targeted support in year 2 (additional teacher)</li> <li>• Targeted support in year 6 (additional teacher)</li> <li>• Tuition offered 3x a week for year 6 (Year 5s after SATs) students</li> </ul>	<ul style="list-style-type: none"> <li>• Phonics supports children's reading and writing skills.</li> <li>• Children who are at ARE for reading, writing and maths are more confident accessing the whole curriculum.</li> </ul>
		<p><b>Cost (Teacher led tuition) £5,265</b>  <b>Cost (DH led tuition) £47,775</b>  <b>Cost (TAs x 2 to run phonics support sessions) £7,265.70</b></p>
All children have access to teaching that challenges and deepens their understanding in all curriculum areas.	<ul style="list-style-type: none"> <li>• DHT and teachers run intervention groups for Greater Depth children in years 2 and 6.</li> </ul>	<ul style="list-style-type: none"> <li>• Small group support gives children the opportunity to make mistakes, reflect and develop their learning.</li> </ul>
		<p><b>Cost (teacher to run targeted sessions) £3,510</b></p>
All children to attend school at the nationally expected level of 97%.	<ul style="list-style-type: none"> <li>• Friday Fun group in place for children whose absence is below 90%</li> <li>• Attendance meetings for children whose attendance drops below 95%</li> <li>• Breakfast club offered to those with poor punctuality</li> <li>• Learning Mentor support with resources e.g. getting dressed chart</li> <li>• SLT on gate and checking in late children.</li> </ul>	<ul style="list-style-type: none"> <li>• Attending school regularly supports better outcomes for children.</li> </ul>
		<p><b>Cost (Learning Mentor interventions) £11,700</b>  <b>Cost (Attendance meetings-2hrs every week)</b></p>
All parents to feel confident with supporting their child's learning development at home.	<ul style="list-style-type: none"> <li>• 1:1 meeting with parents to support individual children's needs with Learning Mentors, SEN team and Leadership team.</li> <li>• Parent workshops, reading cafes, maths café, phonics targeted parent support (Spanish/English).</li> </ul>	<ul style="list-style-type: none"> <li>• Individual meetings support parents to support their children's individual needs.</li> </ul>
		<p><b>Cost (teacher to run parent workshops 5 per term) £675</b></p>
		<p><b>Total budgeted cost    £223, 866.93</b></p>

**5. Review of expenditure**

<b>Academic Year</b>	<b>2019-2020</b>		
<b>i. Quality of teaching for all</b>			
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)
<b>ii. Targeted support</b>			
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)