

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)	
In-school barriers (<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
External barriers (<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.

i. Quality of teaching for all

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"> Team leaders developing progression of vocabulary alongside progression of skills across all curriculum areas. P4C training for staff and implementation across the school. TAs in every classroom questioning, clarifying, remodelling and explaining language to target children during lessons 	<ul style="list-style-type: none"> A whole school approach to developing vocabulary supports children's use of vocabulary in context. P4C provides structures for children's speaking, listening and thinking skills. Speech bubble develops children's speaking listening and self-confidence. 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.
	<p>10 x TAs in class 3 hrs x 5 x £18.63 per hour x 39 = £108,985.50</p>	<p>Cost: Level 1 P4C training for 4 members of staff: £300 x 4= £1200 Cost Level 2 P4C training for 1 members of staff: £450 Total cost P4C-£1650 TAs in class every morning-£108,985.50</p>
All children make at least expected progress in reading, writing and maths.	<ul style="list-style-type: none"> Power of 2 1:1 approach implemented in upper KS2 for 6 pupils. Phonics intervention in year 1 to raise attainment in writing Targeted fine motor skills intervention for reception, year 1 and year 2 to improve writing. Parent workshops, reading cafes, maths café, phonics targeted parent support (Spanish/English). 	<ul style="list-style-type: none"> 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 maths required by the Mathematics Curriculum, and through its use enables pupils to access the full maths curriculum. Phonics supports children's reading and writing skills. Children who are at ARE for reading, writing and maths are more confident accessing the whole curriculum. 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. Feedback from parent workshops identifies that parents feel better able to support their children after parent workshops.
	<p>1 hr x £18.63 per hour x 39 =</p> <p>2 hrs a week x £18.63 per hour x 39 = 1,453.14</p>	<p>Cost (Power of 2)- 6 copies=£132 Cost (power of 2 intervention)=726.57 Total yearly cost for Power of 2 intervention = £858.57 Targeted fine motor skills intervention: £1,453.14</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"> • ELSA programme • 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. • Sports coach/mentor for sensory circuits/clubs 	<ul style="list-style-type: none"> • ELSA is an initiative developed and supported by educational psychologists. It recognises that children learn better and are happier in school 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. • Highly quality assemblies support children's knowledge. • 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.
	<p>ELSA-5 sessions x 1 hr x 39 x £18.63 per hour=£3632.85 Ongoing ELSA training and support: £100</p> <p>2.5hrs Sensory circuits/5 hrs clubs x £45 x39 w</p>	<p>Cost (Annual Learning Mentor Support) £72,096 Cost (ELSA support) £3632.85 Cost (Ongoing ELSA training and support): £100</p> <p>Cost (Sports coach support) £13,276.57</p>
<p>All children are challenged and more children achieve greater depth</p>	<ul style="list-style-type: none"> • More able and talented children identified across the curriculum. • Deputy head teacher plans with teachers to develop provision in all areas of learning. • Deputy Head and Executive head to review and develop provision for greater depth in years 2 and 6. 	<ul style="list-style-type: none"> • Teachers knowledge and skill development of teaching greater depth increases, review through pupil progress meeting and book looks.
<p>For all parents to feel confident in supporting their child's learning and development at home.</p>	<ul style="list-style-type: none"> • Parent workshops such as e-safety, phonics, reading café and times-tables. In school translation available for Spanish/Portuguese/Bengali families. • Topic webs and home learning projects sent home and available on the website. 	<ul style="list-style-type: none"> • 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. • Teachers available to meet with parents at the end of the school day • SLT visible in the playground and available to meet with parents at the beginning and end of the day.
<p>ii. Targeted support</p>		
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>What is the evidence and rationale for this choice?</p>
<p>All children develop their speaking and listening skills and broaden their vocabulary to access the curriculum.</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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.

	<p>Game, Comic Strip Conversations, EYFS talking tables, Colourful Semantics .</p> <ul style="list-style-type: none"> • Speech bubble drama sessions in EYFS, year 1 and year 2. • SALT assessments to identify needs and strengths in children. This enables targeted support programmes to be implemented. • Regular trips based on curriculum units that enhance learning and develop vocabulary. 	<ul style="list-style-type: none"> • Speech bubble develops children's speaking and listening skills and improves their self-confidence.
	<p>8 TAs X 1.5hrsx £18.63 per hour x39=£8718.84 2 LMs x 2hs per week x £23.10 x39=£3,603.60 £36,048</p>	<p>Cost (Yearly cost for 1 day a week Speech and Language Therapist): £13,500 Cost (SALT trained TA interventions)- £8718.84</p>
<p>All children make at least expected progress in reading, writing and maths.</p>	<ul style="list-style-type: none"> • Small phonics groups daily in year 1 (additional teacher), half termly assessments • Targeted support in year 2 (additional teacher) • Targeted support in year 6 (additional teacher) • Tuition offered 3x a week for year 6 (Year 5s after SATs) students 	<ul style="list-style-type: none"> • Phonics supports children's reading and writing skills. • Children who are at ARE for reading, writing and maths are more confident accessing the whole curriculum.
<p>£45x3x39=£5,265 £70x3.5 x 5 x39=£47,775</p> <p>£18.63 per hour x 5 x 39= £3632.85 x 2= £7,265.70</p>		<p>Cost (Teacher led tuition 3X weekly) £5,265 Cost (DH in year 6 daily-3.5 hrs day) £47,775</p> <p>Cost (TAs x 2 to run phonics support sessions): £7,265.70</p>
<p>All children have access to teaching that challenges and deepens their understanding in all curriculum areas.</p>	<ul style="list-style-type: none"> • DHT and teachers run intervention groups for Greater Depth children in years 2 and 6. 	<ul style="list-style-type: none"> • Small group support gives children the opportunity to make mistakes, reflect and develop their learning.
	<p>2 x 30mins x 2 years x £45 per hour x 39 weeks</p>	<p>Cost (teacher to run targeted sessions): £3,510</p>

All children to attend school at the nationally expected level of 97%.	<ul style="list-style-type: none"> Friday Fun group in place for children whose absence is below 90% Attendance meetings for children whose attendance drops below 95% Breakfast club offered to those with poor punctuality Learning Mentor support with resources e.g. getting dressed chart SLT on gate and checking in late children. 	<ul style="list-style-type: none"> Attending school regularly supports better outcomes for children.
	30mins x 2 LMs x 5 days x 39weeks=£11,700	Cost (Learning Mentor interventions): £11,700 Cost (Attendance meetings-2hrs every week):
All parents to feel confident with supporting their child's learning development at home.	<ul style="list-style-type: none"> 1:1 meeting with parents to support individual children's needs with Learning Mentors, SEN team and Leadership team. Parent workshops, reading cafes, maths café, phonics targeted parent support (Spanish/English). 	<ul style="list-style-type: none"> Individual meetings support parents to support their children's individual needs.
	1 hr x 5 workshops x £45 x 3 terms	Cost (teacher to run parent workshops 5 per term): £675
		Total budgeted cost
£223, 866.93		

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)
For all children to develop speaking and listening skills to broaden their vocabulary and to access the curriculum.	Speech and Language therapist in school weekly. Team leaders developing progression of vocabulary alongside progression of skills across all curriculum areas.	Achieved:SALT programme for children on caseload continued during lockdown. All staff were able to access SALT training remotely during lockdown.Salt provision-continuing during lockdown Achieved: Rich vocabulary focus- key vocab on unit posters and knowledge organisers. Overarching question on topic webs. Parents receive a copy of this to support their child's learning. Communicate in print used to support	Continue to develop and embed this approach. Ongoing range of face to face and virtual session CPD to support speech and language needs. Continue with this approach and to ensure parents have access to curriculum information and vocabulary through Google sites.

	<p>P4C training for staff and implementation across the school.</p> <p>TAs in every classroom questioning, clarifying, remodelling and explaining language to target children during lessons</p>	<p>children with SEND/EAL. Class working walls include key vocabulary-achieved.</p> <p>Achieved: P4C training took place during lockdown however teachers were unable to implement this due to lockdown.</p> <p>TA training focused on questioning (look at PP data March- +EYFS)</p> <p>Questioning prompts given.</p>	<p>P4C training was virtual and the feedback was that the sessions did not work as well remotely. Preferably book face to face training in the future if available.</p> <p>Difficult to monitor impact past March due to lockdown.</p> <p>All children were contacted by their teacher or another familiar adult to see how they were and to discuss home learning during lockdown.</p>
<p>All children make at least expected progress in reading, writing and maths.</p>	<p>Power of 2 1:1 approach implemented in upper KS2 for 6 pupils.</p> <p>Phonics intervention in year 1 to raise attainment in writing</p> <p>Targeted fine motor skills intervention for reception, year 1 and year 2 to improve writing.</p>	<p>See Head's report for data on disadvantaged groups.</p> <ul style="list-style-type: none"> ● Pupil Premium children in years 1,3,4 and 5 are performing broadly in line or better than non Pupil Premium children. ● Year 6-two of the Pupil Premium children had EHCPs and six are SEN support-these children received small group teaching 1:7 for English and Maths from an experienced teacher. 11/16 made expected or accelerated progress. ● Year 2: of the Pupil Premium children 1 has an EHCP and 5 are on SEN support. ● Interventions in place for Pupil Premium children. ● Introduced Pupil Premium tracking sheets in the 	<p>Teachers monitored online learning and contacted to discuss next steps with their learning.</p> <p>Teachers created google sites for their classes, work uploaded daily for families to access learning at home. Many parents have expressed how useful this site was for them and their children. Staff continue to ensure children are confident to log in and use this resource effectively. Staff to upload curriculum information and home projects.</p> <p>Twitter was used to supplement children's learning and develop a dialogue between the school and family.</p> <p>Paper copies of weekly learning activities were sent home to families unable to access online provision during.</p> <p>Google classroom Phone calls from office during lockdown Invited children's log All children have online logins for purple mash, mathletics and reading eggs Teacher messages on Twitter and google site Teachers monitored online activity and contacted families who were not regularly accessing online learning. (invited children's log)</p>

	<p>Parent workshops, reading cafes, maths café, phonics targeted parent support (Spanish/English).</p>	<p>Autumns term- teachers aware of pupil premium children in their classes and the provision in place for them.</p> <ul style="list-style-type: none"> • Workshops were offered up until March however the uptake was poor and the Spanish speaking teacher left at Christmas. 	<p>Consider other ways to engage parents in their home language if needed-translated letters/working alongside other parents for support.</p>
<p>All children develop their emotional wellbeing and resilience and can identify a trusted adult in school.</p>	<p>ELSA programme</p> <p>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.</p> <p>Sports coach/mentor for sensory circuits/clubs</p>	<p>2 members of staff are now trained in ELSA (Emotional Literacy Support)</p> <p>In school consistently in place until march 2020. Weekly text sent to parents to call school during lockdown if they or their children needed any additional support of if their situation had changed.</p> <p>Anna and Jo met with CWP to establish a new relationship and develop a new referral point for children/families with high anxiety/behaviour needs.</p>	<p>Extend ELSA programme to EYFS 2020-2021</p> <p>Invited children's log contains access to interventions happening remotely.</p> <p>Continue utilise this facility</p>
<p>All children are challenged and more children achieve greater depth</p>	<p>More able and talented children identified across the curriculum.</p> <p>Deputy head teacher plans with teachers to develop provision in all areas of learning.</p> <p>Deputy Head and Executive head to review and develop provision for greater depth in years 2 and 6.</p>	<p>In school interventions were consistently in place until March 2020.</p> <p>Teachers monitored online learning and contacted to discuss next steps with their learning.</p>	<p>To ensure that the children are effectively challenged in both in school and virtual learning environments.</p>

<p>For all parents to feel confident in supporting their child's learning and development at home.</p>	<p>Parent workshops such as e-safety, phonics, reading café and times-tables. In school translation available for Spanish/Portuguese/Bengali families. Topic webs and home learning projects sent home and available on the website.</p>	<p>Parents were invited in for workshops during the autumn term and during spring 1. In response to covid we adapted our approach:</p> <ul style="list-style-type: none"> ● Google classroom ● Phone calls from office during lockdown ● Invited children's log ● All children have online logins for purple mash, mathletics and reading eggs ● Teacher messages on Twitter and google site ● Teachers monitored online activity and contacted families who were not regularly accessing online learning. (invited children's log) ● Paper copies of weekly learning activities were sent home to families unable to access online provision during. ● Weekly support text to all families. 	<p>The invited children's log monitored vulnerable children and proved to be an incredibly useful way to share information. Going forward we have decided to continue to use this approach and have developed a 'self-isolation log' to monitor children's learning when self isolating at home. This log also contains information about who has internet access and devices at home. This will enable us to target families for laptops where needed in the future.</p> <p>Teachers created google sites for their classes with work uploaded daily for families to access the learning at home. Many parents have expressed how useful this site was for them and their children. Staff continue to ensure children are confident to log in and use this resource effectively in the event of another lockdown. Staff to upload curriculum information and home projects.</p>
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ii. Targeted support

<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>
<p>For all children to develop speaking and listening skills to broaden their vocabulary and to access the curriculum.</p>	<p>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</p>	<p>Our in school provision was consistently in place until March 2020. We adapted this through lockdown with Emma Jones continuing to work with families on her caseload remotely. This was well received by families.</p> <p>All staff were able to access online SALT training during lockdown and</p>	<p>Continue with this adapted approach as and when needed.</p> <p>Online training enabled more staff to access this CPD as this could be done at a time suited to them and did not require cover for classes.</p>

	<p>talking tables, Colourful Semantics . Speech bubble drama sessions in EYFS, year 1 and year 2. SALT assessments to identify needs and strengths in children. This enables targeted support programmes to be implemented. Regular trips based on curriculum units that enhance learning and develop vocabulary.</p>	<p>prior to this Emma ran TA support sessions for SALT.</p>	
<p>All children make at least expected progress in reading, writing and maths.</p>	<p>Small phonics groups daily in year 1 (additional teacher), half termly assessments Targeted support in year 2 (additional teacher) Targeted support in year 6 (additional teacher) Tuition offered 3x a week for year 6 (Year 5s after SATs) students</p>	<p>In school provision was consistently in place until march 2020. Consistent approach across the federation for phonics embedded and staff support.</p>	<p>To ensure that the children are effectively challenged in both in school and virtual learning environments.</p>
<p>All children have access to teaching that challenges and deepens their understanding in all curriculum areas.</p>	<p>DHT and teachers run intervention groups for Greater Depth children in years 2 and 6.</p>	<p>In school interventions consistently in place until March 2020</p>	<p>All children contacted by their teacher/ familiar adult to see how they were/ talk about home learning during lock down, discussed next steps with their learning.</p>
<p>All children to attend school at the nationally expected level of 97%.</p>	<p>Friday Fun Attendance meetings for children whose attendance drops below 95% Breakfast club offered to those with poor punctuality Learning Mentor support with resources e.g. getting dressed chart SLT on gate and checking in late children</p>	<p>Attendance pre-lockdown was 96.08% across the school (sept-march)</p>	<p>Ensure that attendance for non-statutory school age children (nursery and reception) is addressed early in order for families to develop good attendance habits. More frequent incentives for children to attend school every day in addition to the wristbands (pencils)</p>

	Wristbands for 100% attendance		
For all parents to feel confident in supporting their child's learning and development at home.	<p>Parent workshops: e-safety, phonics, reading café and times-tables. Topic webs and home learning projects sent home and available on the website.</p> <p>Due to covid home learning was paramount with parents engaging with teachers on Twitter, through Google Classroom and by email.</p>	<p>Parents have commented that they feel more confident accessing learning. Uptake using online platforms has been good and some parents have been using Twitter to engage with the teacher/school about their child's learning.</p>	<p>Uptake for maths cafes was poor particularly in kS2</p> <p>Parents seemed more confident to join in with the practical flag making workshop for International Evening</p>