

Pupil premium strategy statement (primary)

1. Summary information					
School	Robert Browning				
Academic Year	2020-21	Total PP budget	£124,465	Date of most recent PP Review	September 2020
Total number of pupils	206	Number of pupils eligible for PP	81	Date for next internal review of this strategy	September 2021

2. Current attainment

Spring 20	PP Reading	Non PP reading	PP Writing	Non PP writing	PP Maths	Non PP maths
Year 1 (8)	63%	57%	63%	52%	63%	62%
Year 2 (11)	55%	100%	18%	93%	73%	93%
Year 3 (14)	100%	73%	93%	73%	93%	60%
Year 4 (13)	62%	59%	54%	52%	62%	55%
Year 5 (11)	64%	68%	64%	56%	55%	76%
Year 6 (16)	50%	80%	44%	70%	44%	85%

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
E.	Catch up curriculum following Covid 19 lockdown (March-July 2020)

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
F.	Attendance-parent's understanding of Covid 19 restrictions and procedures
G.	Parents' knowledge of the national curriculum and how to access and support home learning
H.	Access to online learning and technology

4. Planned expenditure		
Academic year	2020-2021	
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. In school barriers		
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 and monitoring progression of vocabulary alongside progression of skills across all curriculum areas on unit posters and knowledge organisers. P4C to be embedded within the curriculum Communicate in print used to support vocabulary development. Class working walls include key vocabulary. 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. EYFS children baseline low in communication and language which impacts on attainment across the specific areas of learning. Speech and language therapist continues to train 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. P4C provides structures for children's speaking, listening and thinking skills. 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.
		Cost (Yearly cost for 1.5 day a week Speech and Language Therapist): £21,262.50 Cost (SALT trained TA interventions)- £4327.44
All children make at least expected progress in reading, writing and maths.	<ul style="list-style-type: none"> Quality first teaching, drop in schedule, pupil progress meetings, tracking meetings and book looks. Pupil premium children identified and highlighted in bold Power of 2 1:1 approach implemented in upper KS2 for 10 pupils. Targeted cognitive interventions from TAs running in every classroom from years 1-6. Phonics intervention in year 1 and 2 to raise attainment in reading/writing. Phonics half-termly assessments. Targeted support in year 1, year 2 and year 6-additional teacher. SLT delivering booster sessions in year 6. Targeted gross motor/fine motor skills intervention for reception, year 1 and year 2 to improve writing. 	<ul style="list-style-type: none"> SLT go-to approach and close monitoring supports teachers to identify their areas of improvement and improves the quality of teaching and teaching and learning. 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.
		Cost (Power of 2)- 7 new copies at £18.51 each=£129.57 Cost of intervention delivery= £1622.79 Total yearly cost for Power of 2 intervention =£1752.36

<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 ● Drawing and talking ● CAMHS practitioner one morning a week ● P4C timetabled ● PHCE ● Virtual NSPCC sessions ● Virtual safer internet sessions ● Prevent radicalisation virtual sessions/assemblies ● Learning mentor support-Candle project/siblings of children with additional needs/ teach/1:1 sessions/Gardening club/Life Skills/Sensory Circuits/Self-Confidence Group/ Siblings of Children with Additional Needs Group. ● Sports coach/mentor ● Daily Mile ● Access to the Wave Project 	<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 2 TAs trained in delivering ELSA who attends ELSA support sessions half-termly with the Educational Psychology team. ● 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. ● P4C provides structure to children's speaking, thinking and listening skills. ● Virtual sessions support children's knowledge skills and confidence ● Children are able to use the strategies provided by Camhs, ELSA and learning mentors ● Young carers are a vulnerable group and children are given special time to share their feelings ● Daily Mile increases confidence, allows a valuable movement break and increases fitness and wellbeing, children and adults run together. ● Wave project develops children's self-confidence and enjoyment of learning a new skill.
		<p>Cost (Annual Learning Mentor Support) £74,558 Cost (ELSA support) £2163.72 Cost (Ongoing ELSA training and support): £100 Cost-CAMHS practitioner £10,000 Cost (Sports coach support) £20,994</p>
<p>Targeted 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. ● SLT and curriculum team leaders support teachers to plan and resource to children children's knowledge. Book looks, pupil progress meetings, tuition and booster in year 2. ● White Rose maths provides opportunities for children to develop their reasoning and problem solving skills. Challenges embedded and available to all regardless of ability. 	<ul style="list-style-type: none"> ● Teachers knowledge and skill development of teaching greater depth increases, review through pupil progress meetings and book looks.
<p>Targeted children are supported through the catch up curriculum</p>	<ul style="list-style-type: none"> ● P4C sessions timetabled (supporting emotional wellbeing) ● Mind maps of previous learning (during lockdown home schooling) displayed on working walls ● Resources from autism support team/Speech and Language EP First picture news used with children to support return to school and emotional wellbeing, wellbeing inset for staff. ● Phonics baseline assessment (1,2,3) ● EYFS baseline ● KS2 testing week after children have settled to establish baseline and gaps. ● Teachers plan and target support to close gaps and make links to prior learning. 	<ul style="list-style-type: none"> ● Children need to confident and settled, emotionally secure and given opportunities to discuss lockdown experiences freely. ● Adults in school need to recognise and understand the differing lockdown experiences the children may have had. ● Accurate assessment informs the children's current levels and what gaps need addressing.

ii. External barriers		
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?
To ensure parents feel confident in returning their children to school.	<ul style="list-style-type: none"> • Newsletters develop parent's understanding of Covid 19 restrictions and procedures • SLT on the gate addressing parents' concerns/developing relationships with new families. • Office staff confident with covid regulations and updated advice • Support the Southwark back to school team when needed • EHCP home school communication books in place for children with limited communication • Photo transition books for children moving to new classes. 	<ul style="list-style-type: none"> • If parents feel confident in our procedures they are more likely to send their child to school. • Home school book develops positive relationship between home and school
To ensure parents' feel confident with supporting their children with learning at home	<ul style="list-style-type: none"> • Meet the teacher video on google class site and twitter • Topic web, knowledge organiser and half termly homework sheet on google class site • Home learning tab on the Bridges Federation website • Introduction to google classroom for years 3-6 children regularly logging on within the classroom to ensure they can access it. • Log ins for purple mash, reading eggs and mathletics sent home with all children • Teachers planning time for children to log in to platforms during the school day. • Weekly newsletter includes links to external agencies support eg the autism support team 	<ul style="list-style-type: none"> • Parents are informed and able to access/ask for support with home learning
To develop our understanding of the access to devices and internet that our families currently have.	<ul style="list-style-type: none"> • Survey sent out to families • Self-isolating log with details of devices and access recorded • Applications made for laptops for families without devices. • CGP and White Rose paper based resources ordered for maths and English for children who are unable to access home learning 	<ul style="list-style-type: none"> • If children have access to devices/paper copies they can continue learning at home • Knowledge of children's home learning devices enables staff to provide appropriate home learning.
		Cost-CPG and White Rose resources-£549.33

Total budgeted cost £ 138,541.57

5. Review of expenditure

Academic Year 2020-2021

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)

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)