

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

July 2021	PP Reading	Non PP reading	PP Writing	Non PP writing	PP Maths	Non PP maths
Year 1 (15)	10/15 67%	8/14 57%	6/15 40%	6/14 43%	11/15 73%	6/14 43%
Year 2 (10)	5/10 50%	10/17 59%	2/10 20%	5/17 29%	5/10 50%	10/17 59%
Year 3 (14)	6/14 43%	9/10 90%	8/14 57%	9/10 90%	8/14 57%	9/10 90%
Year 4 (13)	11/13 85%	10/14 71%	11/13 85%	9/14 64%	11/13 85%	8/14 57%
Year 5 (12)	6/12 50%	13/16 81%	5/12 42%	9/16 56%	7/12 58%	11/16 69%
Year 6 (14)	10/14 71%	14/20 70%	10/14 71%	12/20 60%	10/14 71%	14/20 70%

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?	Impact/Lessons learned
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. 	<p>In September 2020 our baseline on entry to reception for Communication and Language was 11% at the end of the year 82% of children had made at least expected progress in this area with 71% on track for Communication and Language.</p> <p>School/bubble closures due to covid impacted on the delivery of face to face SALT sessions.</p> <p>"Green pen writing / yellow highlighting - children's voice" identified as a strength during whole school book look in EYFS</p> <p>Individual and whole school book looks showed that vocabulary is included on unit posters and resources such as communicate in print are used to support children to learn new vocabulary.</p> <p>In November 2020, Staff were provided with training to support their understanding and use of Blanks Levels of Questioning through Virtual CPD.</p> <p>X2 Reception TA's – March 2021 - x1 hour training on the theory and practical application of Attention Autism. x3 sessions modelled by SaLT as follow up. Planning, resources and ongoing advice provided.</p>

			<p>X2 Reception TA's – April 2021 x1 hour training on the theory and practical application Language Enrichment Strategies (including use of colourful semantics tasks, receptive language activities, vocabulary development activities and social skills activities). x2 sessions modelled by SaLT as follow up. Planning, resources and ongoing advice provided.</p> <p>X1 Reception TA – June 2021 x1 hour follow up to previous training on the theory and practical application Language Enrichment Strategies (including use of colourful semantics tasks, receptive language activities, vocabulary development activities and social skills activities). x1 sessions modelled by SaLT as follow up. Planning, resources and ongoing advice provided.</p>
		<p>Cost (Yearly cost for 1.5 day a week Speech and Language Therapist): £21,262.50 Cost (SALT trained TA interventions)- £4327.44 £25,589.94 divided by 47% (percentage of PP children)Total cost £12,027.27</p>	
<p>All children make at least expected progress in reading, writing and maths.</p>	<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. 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 	<p>94% of pupil premium children (Year 1 to Year 6) made the expected progress in reading</p> <p>94% of pupil premium children (Year 1 to Year 6) made the expected progress in reading</p> <p>97% of pupil premium children (Year 1 to Year 6) made the expected progress in maths</p> <p>6/9 pupil premium children passed the phonics check (Year 2 children Dec 2020) however 2 children within</p>

		<p>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.</p>	<p>the class who did not pass also have an EHCP.</p> <p><i>Next steps/lessons learned: Use class tracker to calculate progress of PP children to add to SEF/SIP</i></p>
		<p>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>	
<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>Children/Parent surveys were conducted in July 2021. 92% children said they 'Enjoy coming to school' whilst 98% parents reported that their child enjoys coming to school.</p> <p>NSPCC sessions were attended by all children across the school. The format was adapted so that these could be delivered in bubbles and resources were virtual.</p> <p>In our P.E questionnaire 2021 it was asked why the children thought they did the Daily Mile. 100% of respondents cited health or fitness and 29% mentioned the link to mental health.</p> <p>Access to the Wave project did not happen this year.</p>
		<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>Pupil premium children identified to be targeted for greater depth during termly progress meetings: End of year data showed that:</p> <p>4% of pupil premium children achieved greater depth in reading and writing (Year 1-6) 6% of pupil premium children achieved greater depth in maths (Year 1-6)</p> <p>Whole school book look showed evidence of White Rose maths to support children with developing reasoning skills. Challenges and problem solving were also evident. Next steps/lessons learned; School time missed due to Covid 19 impacted the number of children who reached greater depth. This will be a focus for 21-22.</p>
<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. 	<p>Mind maps were completed and displayed on working walls in classrooms.</p> <p>Whole school book look showed that the range and coverage of subjects covered was good. This enabled pupils to begin to close the gaps in learning.</p> <p>Staff attended virtual training from EP, CAMHS and school inset on how to support children’s mental health and well being on the return to school. One staff member commented on the training: “One of the most useful courses I have been on and one which will be so relevant in supporting our children.”</p> <p>See also pupil premium data table for children’s attainment and progress data above.</p>

			<p><i>Next steps/lessons learned: Subsequent lockdowns and school and bubble closures in 20-21 meant that providing a catch up curriculum and closing the gap for targeted children remains a priority.</i></p> <p>See pupil premium data..</p>
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 	<p>Whole school attendance for Autumn term 2020 was 95.7%</p> <p>This is in line with previous years.</p> <p>Attendance for PP children in the Autumn term was 95.4%</p> <p>Attendance for non PP children in the Autumn term was 96.4%</p> <p>Whole school attendance for the Summer term 2021 was 95.8%</p> <p>Attendance for PP children in the Summer term was 94.1%</p> <p>Attendance for non PP children in the Autumn term was 94.5%</p> <p>Half termly Team around the School meetings were held with family early help and advice given from the Education Inclusion Team. This will continue in 21-22.</p> <p>Next steps: <i>We are focused on improving overall attendance for pupil premium children and closing the attendance gap. We are also focused on reducing persistent absenteeism for pupil premium children. In addition to working closely with vulnerable families and keeping in regular communication with them, we are also consulting with the</i></p>

			<i>Education Inclusion team, holding half termly Team Around the School meetings and making referrals as advised.</i>
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 	<p>Parents and children were called at a minimum once a week during lockdown and supported with learning at home.</p> <p>'Thank you to all the teachers and support staff that are helping me and everyone through lockdown.'</p> <p>'I appreciated being able to have conversations with school staff'</p> <p>'Thank you to all the members of staff that have and will continue to support my daughter in terms of her learning and development I appreciate your dedication and hard work'</p> <p>92% of parents responded that "the school helps me to support my child's learning"</p> <p>At the start of lockdown 36% of children were accessing learning at home. By the end of lockdown 67% of children were able to access through loaned devices and support from school staff.</p> <p>In the summer term we trialled a virtual parent workshop using Google Meet to inform and support parents of Reception children about the transition to Year 1.</p>

<p>To develop our understanding of the access to devices and internet that our families currently have.</p>	<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. 	<p>All families completed a survey of what devices and connectivity they had access to at home.</p> <p>Devices were then loaned out accordingly.</p> <p>86% of pupil premium children accessed learning at home. 29% used their own device 51% were loaned a school device.</p> <p>At the start of lockdown 36% of all children were accessing learning at home. By the end of lockdown 76% of children were able to access through loaned devices and support from school staff.</p> <p>A total of 51 devices were loaned out to families.</p>
		<p>Cost-CPG and White Rose resources-£549.33</p>	
<p>Total budgeted cost</p>			<p>£ 124,978.90</p>

Number of PP children attending school during January lockdown	Number of devices loaned to PP children who are not in school	Number of PP children accessing using their own devices	Number of Pupil Premium children with an EHCP attending school
20/85 24%	44/65	18/65	4/7