

Pupil premium strategy statement for 2020-2021 (Planned Spending)

1. Summary information					
School	Braunstone Community Primary School				
Academic Year	2020/2021	Total PP budget	£292,623	Date of most recent external PP Review	10.5.18
Total number of pupils	413	Number of pupils eligible for PP	227 55%	Date for next internal review of this strategy	TBC

2. Barriers to future attainment (for pupils eligible for PP, including high ability). These have been identified using EEF toolkit, staff, pupil and parent consultation and internal databases.		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Low levels of literacy, especially reading and phonics	
B.	Poor oral language skills	
C.	Lack of personal experiences outside of school affecting access to the curriculum in school	
D.	Low aspirations affecting future life choices and chances	
E.	Social, emotional, mental health and learning needs affecting access to learning	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
F.	Families subject to CP/CIN/EH/Section 17/47/In school monitoring due to home circumstances, affecting access to learning	
G.	Lack of digital devices for learning in school and home learning	
H.	Historic poor school attendance which needs to be maintained or improved	
I.	Basic needs not being met in terms of clothing and equipment	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Accelerated progress for all children in reading in terms of PMB levels and/or reading data Accelerated progress for all pupils in phonics in terms of phonics assessments and Year 1/2 phonics screen data	PP children will be more confident in reading and use it across the curriculum to access learning PP children will be more confident in phonics and apply this to their reading and writing
B.	Children receiving SALT support in school with show improved levels of oral language through targeted intervention delivered by SALT, SALT practitioner and school staff and measured by entry and exit criteria linked to SALT plans, intervention reviews, EYFS development matter progress, PIVATS (where used) and in class assessments	PP children with SALT support will make measurable progress against their SALT targets. Children will show improved levels of oral language in whole class, small groups and individually
C.	Children will have been exposed to rich learning experiences thread into the curriculum that supports in levelling the playing field and improving outcomes. PP data used to measure this.	Children will be at the same level as their peers when it comes to talking about experiences and apply this to written outcomes

D.	Aspirations will be raised and children will have a better awareness of future life choices that they can make. Measure by pupil interviews.	Aspirations will be raised and children will have a greater awareness of future opportunities available and careers that are accessible to them.
E.	Children with social, emotional and mental health needs will show improved behaviour and focus in class. Children with learning needs will be identified and Educational Psychology advice will be sought. The right support for them will be in place and as a result, educational outcomes will improve. PP data/behaviour data used to measure this.	Children with SEMH needs will be well supported and have the right provision in place, with a key focus on early identification. Educational Psychology advice will be sought for pupils that need it.
F.	Children under social care and part of our in-school monitoring will not be affected by barriers from their home situation. This will be measured by the amount of time on caseload and a reduction in the numbers of children needing this support.	Children under social care and in school monitoring will receive the right support from school staff and outside agencies, with a key focus on early intervention.
G.	Children will show developed skills in terms of their blended online learning and will be more confident using digital devices in school and at home. Engagement levels will be measured for home learning.	PP children will be more confident in their blended online learning tasks and have access to digital devices from home.
H.	Children will maintain or improve attendance levels. Measured using attendance data.	Children will attend school regularly and on time which will improve academic levels and ensure gaps in learning are closed.
I.	All children will have the right equipment for school to support their learning.	Children will come to school with the right equipment and be ready to learn

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.

Improving the quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improved reading outcomes KS2 pupils	Accelerated Reader for KS2 pupils- books and quizzes	Evidence and research show that this is an effective tool to improve reading comprehension	Training for staff as needed Rolled out to KS2 by reading lead Monitored regularly M&E cycle	SW	Termly Final review July 2021
A. Improved reading outcomes EYFS/KS1 pupils	Rocket Phonics- home reading books online	Evidence and research show that this is an effective tool to improve reading comprehension	Training for staff as needed Rolled out to KS1 by reading lead Logins given to parents Monitored regularly M&E cycle	SW	Termly Final review July 2021
A. Improved phonics outcomes KS2 pupils	RWI phonics resources for intervention groups KS2	Evidence and research show that this is an effective scheme for teaching phonics and improving reading/phonics outcomes	Training for staff as needed Rolled out to EYFS by phonics leads Monitored regularly M&E cycle	LD/MJ	Termly Final review July 2021
A. Improved phonics outcomes EYFS pupils	RWI phonics resources for FS1	Evidence and research show that this is an effective scheme for teaching phonics and improving reading/phonics outcomes	Training for staff. Rolled out to EYFS by phonics leads Monitored regularly as part of M&E cycle	LD/MJ	Termly Final review July 2021
B. Improved oral language/vocabulary	High quality dictionaries for Year 6 pupils	Evidence and research show that higher order oral language and vocabulary	Ensure that the dictionaries are being used regularly in classes for lessons across the curriculum	SW	Final review July 2021

		enhances academic outcomes and improves life chances			
C. Exposed to rich learning experiences	Ukelele lessons for pupils in Years 3,4,5	Evidence and research show that children benefit from learning a musical instrument and are exposed to quality first teaching of this instrument	Quality assured through M & E schedule	MW/LW	Termly Final review July 2021
C. Exposed to rich learning experiences	Virtual reality headsets- visual, sensory experiences class set	Evidence and research show that children need rich real-life experiences so that they can access the curriculum at the same level as their peers	Quality assured through M & E schedule Curriculum reviews	HD/DS/LW	Termly Final review July 2021
C. Exposed to rich learning experiences	Wireless headsets- sound and drama experiences- Now Press Play- class set	Evidence and research show that children need rich real-life experiences so that they can access the curriculum at the same level as their peers	Quality assured through M & E schedule Curriculum reviews	HD/DS/LW	Termly Final review July 2021
C. Exposed to rich learning experiences	Lyfta- Years 4,5,6 Immersive learning platform- human based stories from around the world	Evidence and research show that children need rich real-life experiences so that they can access the curriculum at the same level as their peers	Quality assured through M & E schedule Curriculum reviews	HD/DS/LW	Termly Final review July 2021
G. Improved QFT for EYFS pupils	Surface books for EYFS so that they can use advanced approaches to teaching within the EYFS setting	Evidence and research show that access to technology is essential to improve learning experiences and educational outcomes	Training for staff by ICT technician 10-minute coaching observations	SLT	Ongoing coaching observations Final review July 2021

Total budgeted cost **£27,069**

Targeted support for all pupil premium pupils

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improved reading outcomes FS2-Year 6 pupils	Interventions every afternoon for the whole academic year-1 member of staff per year group FS2 to Year 6	Evidence and research show that targeted intervention for reading can improve outcomes	Quality assured through M & E schedule 10-minute coaching observations	SW/SR	Termly Final review July 2020
A. Improved reading outcomes EYFS/KS1 pupils	Lexia reading intervention- laptop/ipad for KS2 pupils	Evidence and research show that this is an effective tool to improve reading and GAPs	Quality assured through M & E schedule Regular monitoring reports	SW	Termly Final review July 2020

B. Improved oral language/vocabulary	Speech therapy advice sought from EPIC SALT service to support specific pupils. Targeted intervention put in place 50% of caseload	Evidence and research show that children with SALT needs benefit from bespoke advice and support to meet their needs and remove barriers to learning	SENCo to co-ordinate and liaise with EPIC SALT colleagues to arrange pupil visits, put intervention in place and share reports with relevant school staff	LM	Ongoing reviews in school Final review July 2020
E. Children with SEMH needs receive right support	Behaviour team- inclusion champion/behaviour mentors x 2 putting support in place for vulnerable pupils	Evidence and research show that early intervention is key when supporting vulnerable pupils as part of the graduated response	Regular monitoring reports Behaviour data	LM/NB KL/KD/SS	Bi- weekly DSL/behaviour meetings Final review July 2020
E. Children with SEMH needs receive right support	ELSA support (emotional literacy support assistant) 100% of caseload	Evidence and research show that children with SEMH needs benefit from emotional support in school to remove barriers to learning	Quality assured through M & E schedule 10-minute coaching observations	LM/NB/LC	Bi- weekly DSL/behaviour meetings Final review July 2020
E. Children with SEMH needs receive the right support	SEMH specialist advice bought in from the Local Authority to support vulnerable pupils 80% of caseload	Evidence and research show that children with SEMH needs benefit from bespoke advice and support to meet their needs and remove barriers to learning	SENCo to co-ordinate and liaise with SEMH link teacher to arrange pupil visits and share reports with relevant school staff	LM	Ongoing reviews in school Joint Planning Meeting twice yearly Final review July 2020
E. Children with SEMH/ learning needs receive the right support	Educational Psychology advice sought from EPIC EP service to support specific pupils 50% of caseload	Evidence and research show that children with SEMH/learning needs benefit from bespoke advice and support to meet their needs and remove barriers to learning	SENCo to co-ordinate and liaise with EPIC EP link teacher to arrange pupil visits and share reports with relevant school staff	LM	Ongoing reviews in school Joint Planning Meeting twice yearly Final review July 2020
F. Children under social care/in school monitoring receive right support	Family Support Worker to support vulnerable families 50% of caseload	Evidence and research show that early intervention is key when supporting vulnerable families	Regular monitoring reports Social care statistics	SR/NB	Bi- weekly DSL/behaviour meetings Final review July 2020
G. Access to digital devices in school/home and improved computing skills	Laptops for Year 5	Evidence and research show that disadvantaged children are less likely to have access to digital devices at home. Also shown in school survey to parents.	Quality assured through M & E schedule 10-minute coaching observations	SR/RH SLT	Termly Final review July 2020
G. Access to digital devices in school/home and improved computing skills	Laptops for Year 4	Evidence and research show that disadvantaged children are less likely to have access to digital devices at home. Also shown in school survey to parents.	Quality assured through M & E schedule 10-minute coaching observations	SR/RH SLT	Termly Final review July 2020
G. Access to digital devices in school/home and improved computing skills	Laptop bags/in class storage for Year 3	Evidence and research show that disadvantaged children are less likely to have access to digital devices at home. Also shown in school survey to parents.	ICT technician to monitor	SR/RH SLT	Termly Final review July 2020

H Maintain and improve attendance	Rewards based approach on an individual basis to maintain/improve attendance	Evidence and research show that children who regularly attend school have greater academic success	Monthly attendance data meetings with deputy head and attendance officer.	SR/HW	Monthly attendance data meetings Final review July 2020
H Maintain and improve attendance	Support from EWO to offer advice and support escalation of cases where needed 50% of caseload	Evidence and research show that children who regularly attend school have greater academic success	Bi-weekly meetings with attendance office and EWO. DHT updated with outcomes.	HW/EWO	Bi- weekly meetings with EWO Final review July 2020
I Children have the right equipment for school	All PP children get two new jumpers so that they feel they belong and we care	Evidence and research show that children must have their basic needs met, so that they are ready to learn	Office staff to organise and record on checklist	HJ/HW	To be completed by end of the Autumn Term Final review July 2020
I Children have the right equipment for school	All PP children get a new book bag so that they feel they belong and we care	Evidence and research show that children must have their basic needs met, so that they are ready to learn	Office staff to organise and record on checklist	HJ/HW	To be completed by end of the Autumn Term Final review July 2020
Total budgeted cost					£201,063
Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improved reading outcomes for pupils	Books into homes for PP children x 20 each	Evidence and research show that disadvantaged children do not always have access to good quality books in the home	Office staff to organise and record on checklist	HJ/HW	To be completed by end of Spring 1 Final review July 2020
A. Improved reading outcomes for FS1 pupils	Books into homes for FS1 children x 10 each	Evidence and research show that disadvantaged children do not always have access to good quality books in the home	Office staff to organise and record on checklist	HJ/HW	To be completed by end of Spring 1 Final review July 2020
A. Improved reading outcomes for pupils	Books into homes for new starters in other year groups x 5 each	Evidence and research show that disadvantaged children do not always have access to good quality books in the home	Office staff to organise and record on checklist	HJ/HW	To be completed by end of Spring 1 Final review July 2020
A. Improved reading outcomes for pupils	Author visits to school for every year group	Evidence and research show that children need to be exposed to a range of genres and authors so that they are inspired to read good quality texts	Authors link carefully to the reading curriculum- reading lead to organise	SW	To be completed by end of Spring 2 Final review July 2020
C. Children exposed to rich learning experiences to level the playing field	Visitors and experiences are invited into school to enhance the curriculum	Evidence and research show that disadvantaged children are not always exposed to experiences outside of school that they can apply to their learning.	Half termly curriculum reviews by staff and curriculum lead to oversee	LW	Half termly curriculum reviews Final review July 2020

D. Raised aspirations will affect future life choices/ chances	Aspirations week (or intermittent days) to be held- visitors from a range of careers to attend.	Evidence and research show that disadvantaged children need to be exposed to a range of careers and opportunities so that they can make the right life choices	Deputy head to oversee	SR to direct a team of staff	Pupil interviews Autumn 2 Pupil interviews Summer 2 Final review July 2020
D. Raised aspirations will affect future life choices/ chances	Projector for the main library & speakers- aspirational people and world changers	Evidence and research show that disadvantaged children need to be exposed to a range of aspirational people and world changers so that they can make the right life choices	Curriculum lead to work with year groups to identify aspirational people and world changers linked to the curriculum	LW ICT tech to support	Half termly curriculum reviews Final review July 2020
D. Raised aspirations will affect future life choices/ chances	Rewards for children taking on extra homework- going above and beyond to become the best versions of themselves.	Evidence and research show that disadvantaged children do not always have the role models to inspire them to go above and beyond and that if they do it will lead to greater success	SLT to drive this as part of the BCPS vision- Being the best version of yourself	SLT	Ongoing Final review July 2020
D. Raised aspirations will affect future life choices/ chances	Rewards for children completing basic skills tests- bronze, silver, gold to inspire learning and success	Evidence and research show that disadvantaged children do not always have the right levels of perseverance needed to succeed. Aim is that this will inspire them and they will be rewarded	SLT to drive this as part of the BCPS vision- Persevere, Succeed	SLT	Ongoing Final review July 2020
I Children have the right equipment for school	All FS1 children get two new jumpers when they start so that they feel they belong and we care	Evidence and research show that children must have their basic needs met, so that they are ready to learn	Office staff to organise and record on checklist	HJ/HW	To be completed by end of the Autumn Term Final review July 2020
I Children have the right equipment for school	All FS1 children get a new book bag when they start so that they feel they belong and we care	Evidence and research show that children must have their basic needs met, so that they are ready to learn	Office staff to organise and record on checklist	HJ/HW	To be completed by end of the Autumn Term Final review July 2020
I Children have the right equipment for school	All new starters in other year groups get two new jumpers so that they feel they belong and we care	Evidence and research show that children must have their basic needs met, so that they are ready to learn	Office staff to organise and record on checklist	HJ/HW	Ongoing throughout year Final review July 2020
I Children have the right equipment for school	All new starters in other year groups get a new book bag so that they feel they belong and we care	Evidence and research show that children must have their basic needs met, so that they are ready to learn	Office staff to organise and record on checklist	HJ/HW	Ongoing throughout year Final review July 2020
Total budgeted cost					£52,600