

# Pupil Premium at Berrywood Primary School

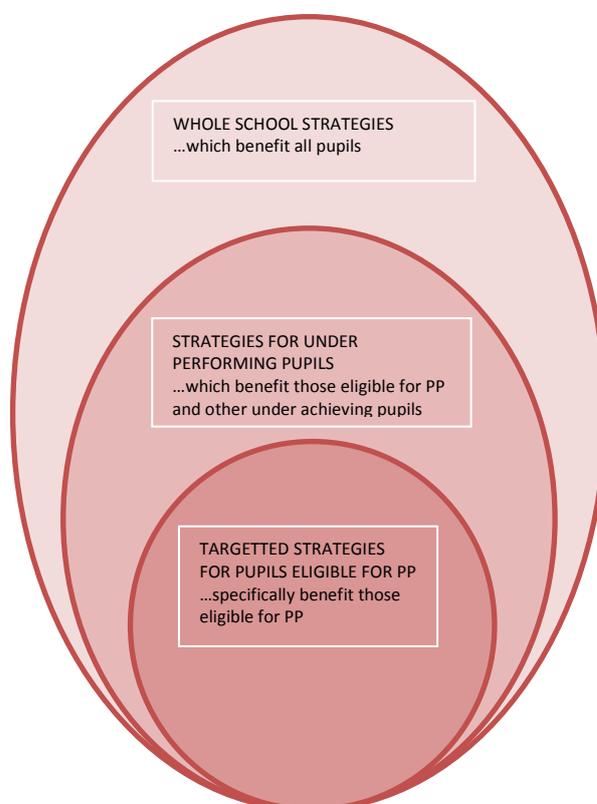
## Pupil Premium Context Information

Our current Pupil Premium group profile is as follows (July 2019)

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Whole school numbers and %
TOTAL	3	6	11	7	4	7	12	50 (8%)
GIRLS	1	2	4	4	3	4	8	26 (4%)
BOYS	2	4	7	3	1	3	4	24 (4%)
FSM	3	6	5	4	3	2	9	32 (5%)
EVER 6	0	0	2	2	1	2	3	10 (2%)
SERVICE	0	0	2	0	0	0	0	2 (0.3%)
LAC	0	0	0	0	0	0	0	0 (0%)
POST LAC	0	0	1	1	0	3	0	5 (1%)
SEN	0	2	0	1	0	1	1	5 (1%)

## Pupil Premium Provision and Interventions

It is imperative to understand that every child is different; different needs and different strengths and our Pupil Premium category is no different. The way in which we have spent the grant reflects this to utilise it in the best possible way. There are direct approaches to 'diminish the differences' and more creative approaches to support and enhance the social and emotional well-being which has an impact on their self-belief and self-esteem. Although the Pupil Premium Grant has been used to directly impact on individuals, it has also had an effect on whole school as all children have been and are benefitting from whole school changes that have taken place to improve learning for all. The interventions that have been put in place are on an individual needs led basis which directly matches their needs. Although this money is ring fenced, we are committed to providing bespoke provision for all children to ensure all have the opportunity of making the best possible progress. We have also continued developing relationships and communication with parents regarding the barriers to learning for their child and are working together for the benefit of the child. We have also continued with the discretionary spend for areas to support the families in reducing barriers to learning, as you will see in the spending and outcomes table.



## Allocated funds for 2018-19

Record of Pupil Spending and Outcomes		
Project/Interventions/Leads	Investment	Outcomes
Invest in Pupil Premium Champion Leader	£13,000	Led staff in supporting PP children, raising awareness and importance. Carried out pupil progress meetings. Analysed data and identified weaker areas which fed into provision maps. Regular meetings with children, parents, staff and Governors to keep importance and pp profile high. Met with all Year Teams and monitored process for tackling underachievement with Additional Needs team. Role changed towards end of year to be supporting vulnerable families and pupil welfare 3.5 days a week and not class based. Part of a year long 'Evidence Partners' research group around effective research to use to support effective spending and interventions in schools.
Staff training for all core subjects to raise quality first teaching and county support for English and Maths. Anxiety Training for whole staff.	£4122	Governor visit observations and meetings show positive outcomes. Regular staff training in Mastery Maths and English curriculum/Let's Think English approach, by school leads developed staff knowledge. Support put in place for those who required support. Whole school anxiety training and parent community which was extremely well attended.
Develop PE/sports club opportunities to support peer relationships and team games Staff training in PE and team teaching to upskill Accurate PE assessment and continue to raise profile of sport	£4,000	Reduction in role due to upskilling and role change. Still driving every child to represent in sport during their time at Berrywood and to take part in a variety of clubs which has been successful. Continued staff training in this area and use of team teaching model where necessary. Continued developing PE website and method of assessment
Additional individualised and group intervention for; reading, phonics, spelling, maths, handwriting/fine motor skills plus specific SEN programmes	£30,310	This will always be a key area for personalising and tailoring the support to embed basic skills and plug the gaps in learning, either working 1:1 or small group work with T, LSA, HLTA or SNA. Example; Personalised spellings, fine motor programme, Catch Up Maths programme, extra small group phonics, extra reading sessions and focussed feedback support. Provision maps identify this clearly across the school. Y6 tutoring programme which proved successful in impacting on confidence as well as outcomes for SATs. 100% of those PP children tutored achieved ARE combined.
Individualised and group intervention to support social, emotional and behavioural needs including ELSA and Nurture	£10,000	New CBT resource and training for new staff in ELSA. Worked with SNAs or LSAs to support emotional and social wellbeing in order for children to be in the mindset ready to access and benefit from quality first teaching. 1:1 ELSA supported children with emotional needs and developed their well being in order for them to be ready to learn. As well as LEGO time and art time for those who need extra emotional support. Sessions spent in Nurture to develop and overcome personal hurdles. Social Circle groups in KS1.
Outdoor Learning Garden Arts/Forest Schools with AY to develop self-esteem, social skills and motivation as well as core subject support	£5,000	New appointment this year. Working with groups of PP chn every week to develop social skills (team work, leadership and listening to others as well as confidence) through outdoor activities (gardening, animal care and growing produce). Supporting AY with any training needed.
Partly funded extended schools provision including wrap around care, trips and clubs	£2,000	Funded educational visits/residential. All children able to attend trips. Opportunities for all to take part in clubs. Supported PGL payments to make trip accessible to all. Support with wrap around care to improve attendance and punctuality.

Music opportunities (inc. clubs, choir) by music teacher.	£2,000	Profile of music has been raised and teachers have been upskilled by HMS specialist teacher previously. Role change for our own music teacher to take on singing assemblies and choir and lead events such as Spring concerts and county/national music events to increase opportunities in music.
discretionary spend	£538	Resources bought to support with home learning through discussions with families. For example; uniform, theatre group, alarm clock and this year we also funded a taxi whilst a car was off the road which had significant impact on punctuality.

The total Pupil Premium fund allocated for the academic year 2018 to 2019 was £70,970 and the actual budget spent was £70,970. The allocated spend matches the allocated pupil premium funds for 2018 to 2019. The school ethos is to identify areas in need of provision or enhancing and provide the best outcomes for all our children; pupil premium and non-pupil premium. The calculated figures show the money spent directly on pupil premium; additional funding is used from the school budget to support many of these interventions for all our pupils.

Our interventions are regularly reviewed for evidence of impact and value for money. We have also been guided by national research on what has the most impact on a child's learning. The pupil premium lead was also part of an 'Evidence Partners' group looking at using effective research in practice.

## Impact

### July 2019 End of Year data using the Berrywood Assessment Model

Year R	Pupil Premium (4) (%expected or greater)	Cohort (86) (%expected or greater)	Gap
Reading	100%	92%	+8%
Writing	100%	91%	+9%
Number	75%	95%	-20%
Year 1 Secure +	Pupil Premium (6)	Non-Pupil Premium (84)	Gap
Reading	83%	85%	-2%
Writing	33%	82%	-49%
Maths	50%	85%	-35%
Year 2 Secure +	Pupil Premium (11)	Non-Pupil Premium (79)	Gap
Reading	82%	78%	+4%
Writing	73%	67%	+6%
Maths	73%	82%	-9%
Year 3 Secure +	Pupil Premium (7)	Non-Pupil Premium (88)	Gap
Reading	86%	81%	+5%
Writing	86%	60%	+26%
Maths	71%	78%	-7%
Year 4 Secure +	Pupil Premium (4)	Non-Pupil Premium (85)	Gap
Reading	50%	80%	-30%
Writing	50%	66%	-16%
Maths	38%	69%	-31%
Year 5 Secure +	Pupil Premium (7)	Non-Pupil Premium (87)	Gap
Reading	57%	77%	-20%
Writing	57%	61%	-4%
Maths	66%	78%	-12%
Year 6 Secure +	Pupil Premium (12)	Non-Pupil Premium	Gap

		(82)	
Reading	58%	67%	-9%
Writing	67%	65%	+2%
Maths	92%	74%	+18%

### Diminishing the Difference

Overall, the results show a positive picture for many of those in receipt of pupil premium. Some have slightly outperformed non pupil premium children across reading, writing and maths and the differences in the gaps are mostly small percentages if you consider the number of children this correlates to. In school, our teams work with the 'progress from starting points' data which naturally has an impact on attainment but allows us to track the children and quickly identify those who aren't making the appropriate progress and therefore support them as best we can.

It is very difficult to make a direct comparison year on year as the cohorts change and the numbers of children also significantly change each year and within the year. Having said that, our 'close to' data is strong and we focus now on secure plus data and how to reduce differences and gaps here. To do this we look at each cohort and analyse the data with the Year Team Leaders. From here the Year Team Leaders work with their teams to create a Provision Map each term, identifying and tracking children who need extra intervention for particular gaps in their learning academically as well as socially and emotionally. Each cohort will have slightly different priorities and needs but have the support from the Inclusion Team (inclusive of Pupil Premium Lead), Core Subject Leads, SEN Team and Curriculum Leads. They then meet with PP Lead for pupil progress meetings where Provision Maps are analysed for their impact and ideas for best practice are shared.

The 'Catch Up and Progress' documents are now embedded for those children who are not at Age Related Expectations (ARE) and the Inclusion Team work closely with class teachers with catch up interventions. We also rolled out a new system to identify and respond to early concerns around a child's academic ability as well as emotional health.

### Priorities for 2019-2020 (academic year)

The values and culture of *The Berrywood Way* is a whole school priority for the forthcoming school year and very much at the heart of this is the support of those in receipt of Pupil Premium and those more vulnerable for a variety of reasons. This is why there has been some significant role changes to reflect this in order to fulfil our values and culture. Our commitment to the whole child shines through when embedding the core essentials from every subject or wider curriculum as we continue to focus on quality first teaching across the school.

Hugely important to us is the well-being and mental health of our children and we will continue to use the Case Studies of each child to guide us in how we can help them and their families. We will also continue to invest in PSHE as this is a vital area promoting positive mental health and well being.

The Pupil Premium Leader will work closely with SLT to ensure provision for these pupils are embedded through regular staff training/meetings and whole school Improvement. As well as using the focus areas from above table of data and the 'Progress from Starting Points' data, we will be ensuring Provision Maps are used to effectively record all interventions taking place and the direct impact these are having each term. The tracking of data for reading, writing and maths will be continued and comparisons and patterns will be drawn as we have embedded the HAM model and adapted it for Berrywood, (BAM).

As usual, we will work closely with our Special Needs Team as there are many children with additional needs; be it emotional, behavioural or academic. We will also continue to develop sporting opportunities with Nick Hutton, which has been a real success, with the underlying goal for every child to represent Berrywood at a sporting event

whilst they are with us. Not forgetting, liaising with new parents in Year R and meet with their children and teachers to see how the funding can support them personally.

### **Allocation of funds 2019-2020**

New allocation for **Financial** Year 2019/20 £65,800 (figures for annual statement published in March)

Our funds for 2019/20 will continue to be spent in effective ways using what the children need in order to progress, be this support academically, emotionally or practically with specific resources.

Some ways in which we will be spending the money are;

- \* staff training and support from the Inclusion Team
- \* Continuing to support the roll out of PSHE SCARF programme
- \* Staff training in 'mental health'
- \* continue to develop PE/sports club opportunities to enable all to represent the school at some point in their time at Berrywood
- \* additional individualised and group intervention for phonics, spelling, maths, handwriting/fine motor skills
- \* Individualised and group intervention to support social, emotional and behavioural needs including ELSA and Nurture
- \* Outdoor Learning/Forest Schools with new lead to develop self-esteem, social skills, motivation as well as core subject support (English, Maths and Science)
- \* partly funded extended schools provision including wrap around care, trips and clubs
- \* music opportunities (inc. clubs, choir)
- \* £150 discretionary spend