



**DRB Multi Academy Trust  
Pupil Premium Strategy Statement  
The Bromley Pensnett Primary School**

**School Overview**

<b>Number of pupils in school</b>	<b>298(270 excluding Tf2s and Nursery)</b>
<b>Number of pupils eligible for pupil premium funding in school</b>	<b>146</b>
<b>Proportion of disadvantaged pupils in school</b>	<b>146 (48.7%)</b>
<b>Pupil premium allocation this academic year</b>	£116,633.20
<b>Academic year or years covered by statement</b>	<b>2020 -2023</b>
<b>Publish date</b>	<b>17 October 2020</b>
<b>Review date</b>	<b>15 July 2021</b>
<b>Statement authorised by</b>	<b>C. Simmons</b>
<b>Pupil premium lead</b>	<b>C. Simmons</b>
<b>Trustees lead</b>	<b>K. McCabe</b>

**Disadvantaged pupil progress scores for last academic year (2019)**

<b>Subject</b>	<b>Pupil Progress (school)</b>	<b>Pupil Progress (National Non Pupil Premium)</b>	<b>Pupil Progress (National Pupil Premium)</b>
<b>Reading</b>	-2.6	0.3	-0.6
<b>Writing</b>	-3	0.3	-0.5
<b>Mathematics</b>	-4.5	0.4	-0.7

**Disadvantaged pupil performance overview for last academic year**

Subject(s)	Performance (school)	Performance (National Non-PP)	Performance (National PP)
<b>Reading Expected Standard at KS2</b>	74%	78%	62%
<b>Reading Higher Standard at KS2</b>	17%	31%	17%
<b>Writing Expected Standard at KS2</b>	71%	83%	68%
<b>Writing Higher Standard at KS2</b>	10%	24%	11%
<b>Mathematics Expected Standard at KS2</b>	70%	84%	67%
<b>Mathematics Higher Standard at KS2</b>	7%	31%	16%
<b>RWM Combined Expected Standard at KS2</b>	59%	71%	51%
<b>RWM Combined Higher Standard at KS2</b>	11.3%	5%	13%
<b>Phonics Year 1</b>	67% (2019)/ 58%PP	83%	68%
<b>Phonics Year 2</b>	90% (2019)/26%PP	91%	
<b>EYFS</b>	55% (2019)	73%	55%

### Strategy aims for disadvantaged pupils

<p><b>Priority 1</b>  <b>All pupils achieve the highest standard of educational outcomes regardless of circumstance or background.</b></p> <ul style="list-style-type: none"> <li>- The gap between disadvantage and non-disadvantaged pupils diminishes in all core subjects. Percentages of pupils working at ARE in Reading, Writing and Maths is in line with National Outcomes. Disadvantaged pupils make at least good progress.</li> </ul>
<p><b>Priority 2</b>  <b>Progress of all groups in school is in-line with national including disadvantaged pupils with SEND.</b></p>

- Disadvantaged pupils make at least sufficient progress and where there are no additional social/emotional issues, pupils make good progress. Monitoring of interventions shows targeted support for this group of pupils, allowing gaps to diminish. Support staff and the inclusion team are deployed effectively, meeting the needs of all pupils and making daily adjustments where necessary.
- Pupils identified as working at exceeding ELG at the end of EYFS continue to work in greater depth and achieve GD at end of key stage assessments. Disadvantaged pupils working at GD make at least good progress. Pupils are provided with a range of open ended and reasoning style learning tasks, in order to demonstrate that they can apply their knowledge and skills. Pupils are supported to evaluate their own learning and, with support, identify next steps. Disadvantaged pupils working at a greater depth have access to a wider range of opportunities, which allow them to access learning in a broader and more detailed way. They are challenged and encouraged to consider their learning in the context of the wider world and to raise their expectations for their future outcomes.

### **Priority 3**

**Research from, for example, The Education Endowment Fund and the Sutton Trust will be used alongside drb schools Trust wide evaluation of the impact of the Pupil Premium fund to inform and develop our provision for disadvantaged pupils.**

#### **Barriers to learning these priorities address**

- Impact of COVID 19 school closure on academic achievement and pupils' mental health.
- Poor language and comprehension skills on entry to school, particularly in relation to vocabulary, impacting on pupil achievement in speaking, listening and reading.
- Complex family needs contributing to reduced behaviour for learning for many disadvantaged learners.
- Some parents find it hard to provide support for their child's learning at home.
- Some parents do not wish to engage with school.
- There is a need for a robust CPD offer to improve the teaching offer across the school.

## Targeted outcomes

Aim	Target	Target Date
<b>Attainment and Progress in Reading</b>	Attainment at least in line with national outcomes. Progress in line national average outcomes in KS2	July 2021
<b>Attainment and Progress in Writing</b>	Attainment at least in line with national outcomes. Progress in line national average outcomes in KS2	July 2021
<b>Attainment and Progress in Mathematics</b>	Attainment at least in line with national outcomes. Progress in line national average outcomes in KS2	July 2021
<b>Phonics</b>	Attainment at least in line with national outcomes.	July 2021
<b>Other</b>	In EYFS, disadvantaged pupils achieve in line with all pupils nationally.	July 2021

## Teaching

Measure	Actions
<b>Providing Quality First Teaching</b>	<ul style="list-style-type: none"> <li>Leaders to focus on improving teaching and learning through support, coaching, team teaching and robust monitoring procedures to ensure that all teachers have a clear understanding of the expectations of high-quality teaching and learning needed to improve outcomes for all. Leaders to support staff or provide training to develop teaching and learning across school. A structured monitoring cycle will ensure that areas for development are identified and support or training are put in place.</li> </ul>

	<ul style="list-style-type: none"> <li>• To continually improve the quality of teaching and learning so that pupils develop skills and knowledge they need to succeed in life, with a focus on disadvantaged.</li> <li>• Further develop use of formative and summative assessment, ensuring it has maximum impact on individual pupil achievement across the curriculum.</li> <li>• Progress and attainment is monitored in pupil progress meetings.</li> <li>• SLT to ensure class teachers receive termly updates on PP pupils' progress. In addition, they will be supported to provide QLA of assessments to support next steps in learning.</li> <li>• Ensure staff have in depth subject knowledge across the curriculum so that learning is effectively adapted to meet individual needs and so build their skills and understanding, enabling rapid progress of disadvantaged.</li> <li>• Ensure that secure effective pedagogy meets individual pupil needs.</li> <li>• Senior Leaders monitor standards and give regular, specific feedback to ensure the impact of all teaching.</li> <li>• All stakeholders prioritise the importance of reading, as the element underpinning all learning. They engage in the reading for pleasure project. There is consistent monitoring of accelerated reader and new books for the library are purchased. All leaders monitor reading sessions (reading comprehension strategies +6 months, EFF)</li> <li>• All pupils benefit from meaningful oral and written feedback on their learning. Feedback is consistently responded to by pupils, misconceptions are identified and future lessons adapted. There is evidence of regular self-assessment and pupil voice (+8 months, EFF)</li> <li>• Early Reading Leader ensures QFT of phonics for all pupils in need throughout the school (+4 months, EEF)</li> </ul>
<p><b>Rapidly address low attainment in communication on entry to school in EYFS.</b></p>	<ul style="list-style-type: none"> <li>• An EYFS curriculum with a securely embedded intent and implementation is developed through coaching and mentoring by senior leaders and EYFS Lead. Staff to attend specific EYFS training through the Trust Early Years Network</li> </ul>

	to ensure current and up-to-date practices and strategies for teaching are embedded.
<b>Barriers to learning these priorities address</b>	<ul style="list-style-type: none"> <li>• Ensuring quality first teaching across the curriculum to improve outcomes for all pupils through addressing the identified areas for development in school and the leaders provide support for their phases and subjects.</li> <li>• Encouraging wider reading across the curriculum and at home as part of the Reading for Pleasure project so that pupil's reading outcomes improve.</li> <li>• Robust curriculum offer in English and mathematics.</li> </ul>
<b>Projected Spending</b>	SI Practitioners; SI Lead (GS); CPD & Curriculum Director (DD);

### Targeted academic support for current academic year

<b>Measure</b>	<b>Actions</b>
<b>High quality interventions informed by research evidence.</b>	<ul style="list-style-type: none"> <li>• Use structured interventions from additional staff to provide additional support to all pupils to ensure they make at least expected progress from their different starting points. Monitoring and evaluating assessment information, holding pupil progress meetings and regularly evaluating interventions will ensure that those children, including HA pupil premium children, meet their expected targets.</li> <li>• Extra staffing for small group focused teaching provisions in identified cohorts to improve outcomes in attainment and progress to be more in line with national averages.</li> <li>• Additional 1-1 reading interventions for PP pupils in Reception (EY interventions +5 months, EEF)</li> <li>• Additional teacher in KS1 &amp; Year 6, pupils to be taught in small class groups (reduced ratio of adults to pupils +3 months, EEF), personalised learning for</li> </ul>

	<p>12 pupils with additional needs. Pupils will benefit from personalised learning conversations, impacting on their attainment and progress (+8 months EEF)</p>
<p><b>Rapidly address Speech and Language and communication on entry to school in EYFS.</b></p>	<ul style="list-style-type: none"> <li>• Speech &amp; language therapists to support staff in delivering the WELLCOMM programme to all Nursery and Reception children, an intervention for improving communication, speech and language that will impact on the outcomes for all children by the end of EYFS, particularly those eligible for pupil premium. (Oral language and communication development +5 months, EEF)</li> <li>• Additional TA time in Nursery and Reception to target PP pupils through S&amp;L and reading interventions (EY interventions +5 months, EEF)</li> </ul>
<p><b>Ensure all children make at least good progress in their learning</b></p>	<ul style="list-style-type: none"> <li>• Inclusion Manager monitors data, interventions and resources, in order to improve the outcomes for pupils on the SEN register.</li> <li>• Inclusion Manager to provide appropriate training for staff and to be a professional 'sounding board' for everyday adjustments to the curriculum and environment, to allow all children to achieve.</li> <li>• Inclusion Manager to liaise with external agencies and professional bodies to secure support for the most vulnerable pupils and families.</li> <li>• Inclusion Manager to monitor QFT provision and impact of ITP targets.</li> <li>• TAs to deliver structured intervention programme, with clear entry and exit testing, which shows rapid progress.</li> <li>• Monitoring of accelerated reader with regard to GD/PP pupils to ensure board and balanced reading provision – interventions are made to encourage children to read and less familiar authors and genres. Ensure a range of fiction, non-fiction and poetry.</li> </ul>

<b>Barriers to learning these priorities address</b>	<ul style="list-style-type: none"> <li>• Ensuring interventions are targeted to focus on closing the attainment gap between disadvantaged and non-disadvantaged pupils and all pupils make at least expected progress from their starting points.</li> <li>• Encouraging wider reading across the curriculum and at home as part of the Reading for Pleasure project so that pupil's reading outcomes improve.</li> <li>• Robust curriculum offer in English and mathematics.</li> <li>• Reducing low oral language skills on entry to school</li> </ul>
<b>Projected Spending</b>	2 TAs to lead interventions across school

### Wider strategies for current academic year

<b>Measure</b>	<b>Actions</b>
<b>In light of COVID, improve attendance to ensure that children are regularly accessing the educational offer in school.</b>	<ul style="list-style-type: none"> <li>• Attendance Lead to monitor attendance daily, make first day absence calls, liaise with external agencies to identify additional support required, work with Lead DSL to share concerns and provide additional pastoral support.</li> <li>• Attendance Lead to raise awareness of the impact of low attendance and poor punctuality.</li> <li>• Attendance Lead to put in place rewards and incentives.</li> <li>• Development of a before and after school club</li> </ul>
<b>Offer the children a range of 'life skill' opportunities, to develop independence, collaboration, communication, confidence and resilience. Pupils are motivated to attend school to experience these opportunities.</b>	<p>A range of opportunities will help support language develop and enrich pupil's vocabulary. Activities will offer pupils opportunities to draw on their wider learning and apply skills from across the curriculum.</p> <ul style="list-style-type: none"> <li>• Inclusion Manager &amp; Pastoral Lead to provide targeted support to allow all pupils to learn. Via strategic planning and monitoring, pupils in need of additional support to begin intervention groups. Pupils to follow a 6-weekly cycle of monitoring via behaviour charts and reporting to parents. Outside agencies consulted as appropriate (+4 months, EFF)</li> </ul>

<b>Parents are engaged in school life</b>	<ul style="list-style-type: none"> <li>Parents and carers are provided with the resources, skills and confidence to support learning at home via online workshops, PowerPoint presentation and videos online, knowledge organisers and curriculum maps on our website, communication with class teachers via ClassDojo, parent/teacher conferences (parental engagement +3 months, EEF)</li> </ul>
<b>Barriers to learning these priorities address</b>	<ul style="list-style-type: none"> <li>Poor language and comprehension skills, particularly in relation to vocabulary when speaking and listening and reading.</li> <li>There is a higher rate of persistent absence and late arrivals amongst disadvantaged children.</li> <li>Low levels of parental engagement in learning and school life</li> </ul>
<b>Projected Spending</b>	£

## Monitoring and implementation

<b>Area</b>	<b>Challenge</b>	<b>Mitigating Action</b>
<b>Teaching</b>	<ul style="list-style-type: none"> <li>Ensuring that teachers receive their coaching entitlement and coaches have the time to carry out coaching alongside their other responsibilities.</li> <li>Disruption caused by COVID related absence</li> </ul>	<ul style="list-style-type: none"> <li>Rigorous monitoring and evaluation timetable to ensure that subject leaders and SLT support teaching and learning across school to ensure it is at least good.</li> <li>Leadership capacity in school and the Trust School Improvement Team will support coaching (including lesson study) and PPA support to provide appropriate training to meet the targets set out in the SDP and</li> </ul>

		<p>individual professional development opportunities.</p> <ul style="list-style-type: none"> <li>• Programme of CPD for all members of staff, included in performance management discussions</li> </ul>
<b>Targeted support</b>	<ul style="list-style-type: none"> <li>• Timetabling, so that interventions happen consistently, but do not have a detrimental impact on wider learning.</li> <li>• Staff absence due to COVID-19</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor timetables rigorously to ensure that planned interventions are taking place.</li> <li>• Precise use of catch-up funding to deploy academic mentors to lead interventions.</li> <li>• Monitoring of standards in delivery – check offer is consistent across the school and additional staff have access to appropriate training.</li> </ul>
<b>Wider strategies</b>	<ul style="list-style-type: none"> <li>• Engaging and supporting parents to be involved in their children’s education and address wider issues that impact on their learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance Lead to support parents with improving pupil attendance and punctuality.</li> <li>• Directly target families experiencing the most difficulties by establishing effective relationships via the pastoral team.</li> <li>• Directly target the most disadvantaged families to engage in activities in EYFS to support with communication skills and early reading.</li> <li>• Appropriate signposting to organisations and supporting bodies</li> </ul>



## **Review: last year's aims and outcomes**

**Last year's aims and outcomes were disrupted as a result of Covid-19 and school closure for the majority of pupils from 20<sup>th</sup> March 2020. On-site school education began for the children of key workers and those identified by school as vulnerable. Alongside this, remote learning was provided for all other pupils so their education could continue at home. During this period Pupil Premium funding was redirected as deemed necessary by the Senior Leadership Team, in order to support our disadvantaged pupils during these unprecedented times.**

**As a result of this closure we are not able to evaluate the impact of the 2019/2020 Pupil Premium spend.**

**We will monitor and evaluate the impact Covid-19 has had on disadvantaged pupils and our reopening strategy will identify support to ensure they catch up with their peers as quickly as possible.**