



Bearbrook Combined School

Pupil Premium Strategy Plan
2019-2022



Summary Information

Academic Year	2019-2020	Total PP Budget	£152 000 (YR-Y6) £2537 (Pre-School)
Total Number of Pupils	447 (YR-Y6) 47 (Pre-School)	Total Number of PP Pupils	111 (YR-Y6) 8 (Pre-School)
Date of latest PP Review	12/09/19	Date of next internal PP Review	06/07/19

Disadvantaged Pupil Performance Summary (Provisional Data September 2019 compared to National 2018)

	Bearbrook Disadvantaged Pupils (GLD)	National Other (GLD)
Reception	35.7%	N/A

	Bearbrook Disadv. Reading (Exp+)	National Other Reading (Exp+)	Bearbrook Disadv. Writing (Exp+)	National Other Writing (Exp+)	Bearbrook Disadv. Maths (Exp+)	National Other Maths (Exp+)
KS1	70.8%	79%	70.8%	74%	62.5%	80%

	Bearbrook Disadvantaged Pupils (Expected)	National Other (Expected)
Y1 Phonics	61.1%	85%

	Bearbrook Disadv. Reading (Exp+)	National Other Reading (Exp+)	Bearbrook Disadv. Writing (Exp+)	National Other Writing (Exp+)	Bearbrook Disadv. Maths (Exp+)	National Other Maths (Exp+)	Bearbrook Disadv. GLD/Rdg, Wri & Mth (Exp+)	National Other GLD/Rdg, Wri & Mth (Exp+)
KS2	57.1%	80%	42.9%	83%	64.3%	81%	28.6%	70%

Barriers to Future Attainment

A	Opportunities for Reading
B	Teacher Feedback
C	Communication & Language in the Early Years
D	Monitoring & Tracking of Interventions

Actions & Impact

Desired Outcomes	Success Criteria
A. To enable all children to be successful, critical and reflective readers through a creative and inspiring curriculum.	<p>EYFS – At least 80% of our disadvantaged pupils will achieve expected or above in their Reading (a minimum of a 15% attainment increase every year).</p> <p>Y1 - At least 80% of our disadvantaged pupils will achieve expected or above in their Phonics Assessment (a minimum of a 6% attainment increase every year).</p> <p>KS1 – At least 80% of our disadvantaged pupils will achieve expected or above in their Reading (a minimum of a 4% attainment increase every year). At least 26% of our disadvantaged pupils will achieve greater depth in their Reading (a minimum of a 9% attainment increase every year – 0/22 for 2018).</p> <p>KS2 - At least 75% of our disadvantaged pupils with achieve expected or above in their Reading (a minimum</p>

	of a 7% attainment increase every year). At least 28% of our disadvantaged pupils will achieve greater depth in their Reading (a minimum of a 4% attainment increase every year -2/13 for 2018).
B. To develop the use of assessment and feedback to enable teachers to effectively check pupils' understanding and move their learning on.	<p>PiXL assessment implemented and embedded throughout the school (Y1 to Y6).</p> <p>Up-to-date, relevant and effective Marking & Feedback policy followed by all adults working within the school.</p> <p>Triangulation of Teaching & Learning highlights at least good progress in lessons, books and data overtime.</p>
C. To enable all young children to access the curriculum through improvement in their Communication & Language skills.	<p>Pre-School Wellcomms post intervention results show rapid improvement with 80% of our disadvantaged children on track.</p> <p>Language Link assessment and intervention system implemented and embedded for all Reception and KS1 pupils with 80% of our disadvantaged children on track after intervention support.</p> <p>At least 80% of our disadvantaged children in Pre-School and Reception achieve expected or above in their Communication and Language results.</p>
D. To develop effective and timely monitoring and tracking systems to ensure interventions result in rapid pupil progress and improved social, emotional and mental health.	<p>Boxall Assessment system implemented and embedded for all pupils receiving social, emotional and mental health pastoral care.</p> <p>Speech Link assessment and intervention system implemented and embedded for all Reception and KS1 pupils.</p> <p>Academic support through interventions is carefully implemented, monitored and tracked by teachers, the SEN Team and SENCO through up-to-date action research & pedagogy.</p> <p>Termly intervention impact reports written by SENCO and fed back to staff and SEN Governor. Actions raised are rapidly responded to with the support of SLT.</p> <p>Regular pastoral team meetings in which our disadvantaged children are at the heart of discussions with raised concerns addressed quickly and effectively.</p>

Planned Expenditure

Academic Year: 2019-2020		Desired Outcome: A	
Chosen Action/Approach	Evidence/Rationale	Implementation & Monitoring	Staff Lead
To enable all children to be successful, critical and reflective readers through a creative and inspiring curriculum.	<u>Systematic Reading Scheme</u> "The better managed and organised the scheme, and the more informed staff were about how it was organised, the better children's reading was. Typically, of those observed, inspectors found that children who followed a	<p>Audit current reading scheme books and whether it reflects a systematic approach to reading & phonics.</p> <p>Research & order new books (fiction, non-fiction, poetry and phonics) which follow a scheme, focusing on the early stages as a priority and ensuring every pupil has access to reading two books a week.</p>	<p>NG</p> <p>VB</p> <p>RG</p>

	<p>well-managed reading scheme(s), organised according to the growing complexity of the GPCs within them, read more books and made more progress.” (OFSTED: Bold Beginnings, 2017)</p>	<p>Sort current reading books across the school, keeping those that match the chosen scheme for EYFS & KS1 and ordering mixed sets initially for KS2.</p> <p>Provide a staff meeting on new reading scheme system and approach, ensuring strong connections with Letters & Sounds teaching.</p> <p>Implement and trial a consistent approach to recording, tracking and meeting expectations of this new scheme.</p> <p>Monitor current phonics interventions and feedback to staff on the overall effectiveness of these additional sessions.</p>	
	<p><u>Teaching Reading</u> “Reading stamina is not only essential for future academic success but it also opens up the world of literature to children...pupils are not only given the opportunity to read independently...but also they develop their prosody through reading aloud to an attentive audience.” (TES Supporting Literacy – a guide: Mix up your instruction to boost pupils’ reading stamina, 2019)</p>	<p>Train all staff on the expectations for teaching reading, unpicking various approaches and ensuring clear and consistent messages are focused on through a three week rolling programme based on Pie Corbett’s ‘Talk for Reading.’</p> <p>Trial a method for teaching Reading for at least a term, monitor and gain feedback on its impact.</p> <p>Create a year group ‘reading toolkit’ display for every classroom which promotes the various strategies for reading, reminding children of how to decode effectively.</p> <p>Develop a positive ethos which allows children to make mistakes, and read aloud in a non-judgemental manner.</p>	<p>VB RG</p>
	<p><u>Reading for Pleasure</u> “A growing number of studies show that promoting reading can have a major impact on children and adults in the future...Evidence suggests that reading for pleasure leads to increased attainment.” (DfE Reading: Reading for Pleasure, 2012)</p>	<p>Ensure specific reading for pleasure slots are timetabled consistently across the whole school (Guided Reading/Whole Class Reading, individual reading, story time, library, book talk & Friday talks).</p> <p>Build stronger links between our school and local library through at least one class trip per year.</p> <p>Visit other libraries and meet with local librarians to generate further ideas for promoting library usage.</p> <p>Develop engaging book areas in every classroom environment and pair children up with a mixed ability book buddy.</p> <p>Ensure reading is visible for all stakeholders throughout the school by displaying photographs, promoting exciting reading</p>	<p>VB RG MP EL MS</p>

		<p>events, setting reading challenges and collecting data through staff/parent/child questionnaires.</p> <p>Provide training to ensure there is a key focus on vocabulary activities and exposure to a broad range of vocab. Monitor and evaluate the effectiveness of this training.</p> <p>Promote the importance of wordless books, reading for pleasure and oracy for parents of children joining Reception in Sept 2020.</p>	
Total Budget Cost:			£26,400
Academic Year: 2019-2020		Desired Outcome: B	
Chosen Action/Approach	Evidence/Rationale	Implementation & Monitoring	Staff Lead
To develop the use of assessment and feedback to enable teachers to effectively check pupils' understanding and move their learning on.	<p><u>PiXL as a KS1 & KS2 assessment system:</u> "Together we share best practice to raise standards and to give students a better future and brighter hope." (pixl.org.uk)</p>	<p>Appoint a KS1 and KS2 PiXL Raising Standards Leader and train leader to provide clear and responsive leadership.</p> <p>Create clear PiXL assessment guidance for staff and continue to enhance staff knowledge of PiXL potential.</p> <p>Use PiXL approach to forensically analyse gaps through Question Level Analysis and plan targeted 'PiXL therapy' interventions.</p> <p>Monitor PiXL approach through regular learning walks, book monitoring and observations.</p> <p>Provide fortnightly Y2 and Y6 PiXL meetings with actions raised fed back in SLT meetings.</p> <p>Raising Standards Leader and PP Leader to meet termly to discuss disadvantaged pupils and their progress and attainment data. Actions raised are addressed quickly through excellent communication with key staff.</p>	<p>MF EW SS RSL</p>
	<p><u>New Marking & Feedback policy:</u> "...the importance of ensuring that all day to day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good." (OFSTED: The Pupil Premium 2013)</p>	<p>Research up-to-date Marking and Feedback policies and how they enable effective interaction between teacher and pupil.</p> <p>Write an up-to-date, effective and manageable Marking & Feedback Policy and train all staff on its implementation.</p> <p>HT & C&S Partner (GLT) to devise a Book Monitoring and Working CPD document to enable staff to reflect on their strengths, areas for development and immediate actions.</p> <p>SLT to provide regular staff meetings which enable all teachers to reflect on their marking & feedback, how this is informing their next lesson and their key areas for development.</p>	<p>NG MF EW</p>

		<p>Staff to use key stage assembly times (KS2 – Tuesday/KS1 – Thursday) to run a tightly focused intervention across classes following on from marking and feedback year group meetings.</p> <p>SLT to plan and carry out frequent triangulation of data, books, teaching & learning to ensure progress is at least good.</p>	
	<p><u>New Presentation & Handwriting Expectations Guidance</u> “...[handwriting reinforces] the link between letters and sounds (phonics). The learning of the letters of the alphabet is done through a visual system in the brain which aids letter recognition, the most reliable predictor of future reading success...’ (Gentry & Graham, 2010)</p>	<p>Write a clear and informative Handwriting and Presentation booklet from Pre-School through to Year 6 train all staff on its implementation.</p> <p>HT & C&S Partner (GLT) to devise a Book Monitoring and Working CPD document to enable staff to reflect on their strengths, areas for development and immediate actions.</p> <p>SLT to provide regular staff meetings which enable all teachers to reflect on handwriting & presentation and next steps.</p> <p>SLT to evaluate impact after a term of implementation and decide on whether tram line English books would accelerate handwriting & presentation further. Books to be ordered for February 2020 if required.</p>	<p>MF EW NG RG VB</p>
Total Budget Cost:			£30,810
Academic Year: 2019-2020		Desired Outcome: C	
Chosen Action/Approach	Evidence/Rationale	Implementation & Monitoring	Staff Lead
To enable all young children to access the curriculum through improvement in their Communication & Language skills.	<p><u>Communication and Language:</u> “The importance of speech, language and communication in determining the life chances of children and young people, and the far reaching impact these skills can have on the rest of their lives.” (thecommunicationtrust.org)</p>	<p>Trial the NfER EYFS baseline assessments and feedback to SLT and Middle Leaders on key findings.</p> <p>Continue to use Wellcomms to assess C&L in Pre-School and for the Autumn term in YR. Monitor, track and report on the success of the intervention, follow up on any actions raised.</p> <p>Ensure all EYFS and Year 1 children are assessed on Language Link by 1st February 2020. Identify those children who need Language intervention and set up key groups. Monitor and track the progress of these groups through the Language Link assessment system.</p> <p>Recruit an EYFS/Y1 LSA to specialise in Communication & Language teaching across the EYFS.</p> <p>Work towards the ‘I-can’ accreditation award in Pre-School, disseminating training and sharing useful C&L resources with the EYFS</p>	<p>NG JM ST KA KK</p>

		<p>team.</p> <p>Set up monthly EYFS staff training opportunities which focus on the effective teaching of C&L.</p>	
	<p><u>Oracy and language development:</u> “Without a focus on Oracy, schools risk not adequately equipping young people with the communication, presentation and interpersonal skills needed to thrive in the 21st century workplace.” (Amy Guant & Alice Scott: Transform Teaching and Learning through Talk, 2019)</p>	<p>Train all EYFS (Pre-School and Reception) and Year 1 staff on Helicopter Stories. Set clear expectations for how this is taught across the year groups and monitor/track its impact.</p> <p>Trial ‘Pens Down Wednesday’ (13th November 2019) and the promotion of oracy across the school. Gain feedback from staff, implement and set expectations through further training and set new dates for the Spring and Summer terms.</p> <p>Train all staff on the use of ‘Picture Talk (KS1)/Pobble 365 (KS2)’, monitor and gain feedback on its impact.</p> <p>Review the content of the school’s parent packs for new starters and ensure they promote C&L and effectively engage with EAL parents.</p>	<p>KA SH</p>
	<p><u>Meet the needs of our EAL pupils</u> “Young people learning EAL are at equal, though at no greater risk of speech, language and communication needs (SLCN) as children with English as a first language.” (thecommunicationtrust.org)</p>	<p>Recruit an EAL lead LSA to work across the school, communicating closely with the Pre-School, EYFS, SENCO and SALT LSA lead.</p> <p>Research in to an EAL assessment tool that can be used from EYFS through to Y6.</p> <p>Provide training on EAL for key staff and disseminate across the school.</p> <p>Ensure school is ready to implement a clear and effective process for identifying and supporting EAL children who are displaying communication and interaction difficulties by September 2020.</p>	<p>MF NG HM</p>
Total Budget Cost:			£61,548
Academic Year: 2019-2020		Desired Outcome: D	
Chosen Action/Approach	Evidence/Rationale	Implementation & Monitoring	Staff Lead
To develop effective and timely monitoring and tracking systems to ensure interventions result in rapid pupil progress and improved social, emotional and mental health.	<p><u>Better Targeted Social, Emotional & Mental Health</u> “The Boxall Profile is one of the assessment tools recently recommended by the Department for Education to assess SEMH and wellbeing.” (DfE 2018)</p>	<p>Organise free Nurture UK Consultation Training for Dec 2019.</p> <p>Review current interventions and numbers, PSHE Curriculum and Pupil Voice Tracking for SEMH.</p> <p>Book Boxall Profile Training for Jan 2020.</p> <p>Trial Boxall Profile assessments for SEMH lego therapy intervention and one Reception class.</p> <p>Support changes in PSHE for Reception trial</p>	<p>NG NK KA HM/LC</p>

		<p>class and monitor selection, implementation & tracking of Lego Therapy.</p> <p>Agree Boxall success criteria and how overall effectiveness is reported. Present findings and if successful roll out Boxall Training to all staff by July 2020.</p>	
	<p><u>Interventions run effectively:</u> “TAs delivering strategically targeted, well planned and monitored strategies and interventions can have a positive effect on children’s learning.” (Marc Rowland, Learning without Labels: Improving outcomes for vulnerable pupils, 2017).</p>	<p>Create SEND Support Plan template and model how to write an effective plan for each pupil with SEND.</p> <p>Train staff by January 2020 on the writing of SEND Support Plans with clear and accurate SMART targets and a definitive measure of success.</p> <p>Establish and disseminate a clear timetable for the cycle of writing, checking, signing and reviewing of SEND Provision Maps with SLT holding those to account who do not meet deadlines.</p> <p>Observe and report on the key research based interventions offered through the SEND intervention team.</p> <p>Decide on the key research based interventions for each broad area of need and plan SEND team timetables according to these.</p> <p>Monitor, track and report on each intervention and the progress pupils with SEND make through an agreed format. Ensure teachers are given feedback to support the writing of new SEND Support Plans and SLT receive reports on these.</p> <p>Introduce Speech Link as the new Communication & Language assessment tool and train key staff.</p> <p>Assess identified children with difficulties in this Communication and Interaction and create intervention groups from findings.</p> <p>Monitor and track the children’s progress with this new targeted intervention.</p>	<p>NG KA KK HM/LC</p>
	<p><u>Early and effective intervention through shared staff communication</u> “In recent years local authorities have shifted their spending on children and young people away from early intervention as they attempt to use constrained</p>	<p>Create a Social, Emotional and Mental Health Referral procedure and disseminate to all staff.</p> <p>Schedule weekly protected meetings to start from January 2020 and ensure each has confidentially minutes with disadvantaged children highlighted.</p>	<p>EW HM/LC SR</p>

	budgets to meet their statutory duties to those most at risk..." (The Good Child Report, 2019)	<p>Review the children currently being supported and identify next steps as a team.</p> <p>Introduce the new record of concern forms, where they are kept, who to hand them in to and ensure teachers are confident in completing these.</p> <p>Share completed R.O.C forms in weekly meetings and agree as a team on course of action through SEMH referral procedure.</p> <p>Review success of weekly meetings and feedback to SLT.</p>	
Total Budget Cost:			£18,450

Review of Expenditure

Previous Academic Year: 2019-2020		Desired Outcome: A	
Chosen Action/Approach	Impact	Lessons Learned	
To enable all children to be successful, critical and reflective readers through a creative and inspiring curriculum.			
Cost:			£
Academic Year: 2019-2020		Desired Outcome: B	
Chosen Action/Approach	Impact	Lessons Learned	
To develop the use of assessment and feedback to enable teachers to effectively check pupils' understanding and move their learning on.			
Cost:			£
Academic Year: 2019-2020		Desired Outcome: C	
Chosen Action/Approach	Impact	Lessons Learned	
To enable all young children to access the curriculum through improvement in their Communication & Language skills.			
Cost:			£
Academic Year: 2019-2020		Desired Outcome: D	
Chosen Action/Approach	Impact	Lessons Learned	
To develop effective and timely monitoring and tracking systems to ensure interventions result in rapid pupil progress and improved social, emotional and mental health.			
Cost:			£

Finance Breakdown 2019 –2020 (Specifics & General):

Barrier A Opportunities for Reading	Barrier B Teacher Feedback	Barrier C Communication & Language in the Early Years	Barrier D Monitoring & Tracking of Interventions
Research Day	Research Day	Research Day	Research Day
Early Stage Reading Scheme Books (EYFS – Y2 expectations)	PiXL	C&L EYFS/Y1 LSA (FT)	Boxall Profile
Reading for Pleasure group/CLPE	RSL Leader (1 day per week)	Wellcomms	Speech Link
CPD	Marking & Feedback ring binded books	Language Link	CPD
Fortnightly Leadership	CPD	Parent Packs	Fortnightly Leadership Time
	Fortnightly Leadership Time	EAL Lead LSA (PT)	
		CPD	
		Fortnightly Leadership Time	
£26,450	£30,810	£61,548	£18,450
Leadership & Learning Consultant appointed for Pupil Premium (1 day a week)			
Total: £152,000 (Whole School PP Budget YR-Y6)			