

Brindishe Lee: Pupil Premium Strategy Statement 2022-2023

Summary information					
School	Brindishe Lee School				
Academic years covered by current pupil premium strategy plan	2022			Date of most recent PP Review	November 2022
Total number of pupils	229	Number of pupils eligible for PP	30	Date of next internal review of this strategy	November 2023
Statement authorised by	Rachel Waite and Liz Murphy	Pupil premium lead	Maxine Sebire & Verity Ferrant	Governor lead	Liz Murphy
Funding Information					
Pupil premium funding allocation this academic year	£49,140	Recovery premium funding allocation this academic year	£3,680	Pupil premium funding carried forward from previous years	/
Total budget for this academic year				£52,820	

Statement of intent

Every child at Brindishe Lee has the right to an outstanding education. We have a clear vision for what all our pupils will achieve through high quality teaching, with an ethos that reinforces aspiration and attainment for all. Our Brindishe Lee Disadvantaged Offer outlines the ways in which we will use the pupil premium to ensure that all pupils, regardless of their background, achieve their potential.

The aims of our pupil premium strategy are to:

- **Narrow the attainment gap** between our disadvantaged and non-disadvantaged pupils through targeted group interventions, 1:1 interventions with the class teacher and class teacher conferencing
- **Provide a broad range of enrichment opportunities** to our disadvantaged pupils, including our Horizons programme, after-school activities and music lessons
- **Raise the aspirations** of our disadvantaged pupils through our Horizons programme
- **Ensure that no child at Brindishe Lee falls through the gap**, through our BL offer, the Horizons programme for disadvantaged pupils, plus our 'Picture of the Child' conferences with staff as well as our target setting.

1. Current attainment (KS2 results 2022)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected in reading, writing and maths	33%	65%
% making progress in reading	100%	N/A
% making progress in writing	100%	N/A
% making progress in maths	100%	N/a

2. 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.	Learning time lost due to the Covid-19 pandemic over the past 2 years
B.	Many of the PP children are also SEND, including Speech and Language, Dyslexia and Social, Emotional and Mental Health
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
C.	Restricted access to educational experiences, resources and opportunities outside of the home
D.	Low levels of resilience/challenging home / family circumstances including mental health and safeguarding concerns

3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	The impact of the Covid-19 pandemic on disadvantaged pupils' attainment is minimised	Disadvantaged children do not suffer a greater learning loss than their non-disadvantaged peers. Resources in school are used to target and intervene to ensure disadvantaged children make good progress
B.	Children's learning needs are identified as early as possible and we receive timely and relevant advice from external professionals on how to help children overcome cognitive, social, emotional or psychological barriers to their learning	Close monitoring of the progress of disadvantaged pupils who have/may have SEND ensures that they do not fall behind. Interventions across the school are based on professional advice and are targeted, timely and regularly evaluated.
C.	Disadvantaged pupils have equal access to educational experiences, enrichment opportunities and learning resources and facilities outside of the home	Picture of the Child conferences will inform teachers' knowledge of the disadvantaged pupils in their class and enable us to plan school-wide enrichment opportunities for disadvantaged pupils.
D.	Our Attendance, Safeguarding and Welfare lead supports and builds strong relationships with families and children to monitor, set targets, liaise with other professionals and sign-post families to reduce and, where possible, remove barriers which have a negative impact on attendance and engagement.	Parents and carers from hard-to-reach families attend parent/teacher meetings more readily, attend school for organised events such as workshops, communicate with their child's class teacher about learning and how to support their child at home, have improved relationships with classroom staff and other key staff around school.

4. Planned expenditure

Academic year

2022/23

i. 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) The impact of the Covid-19 pandemic on disadvantaged pupils' attainment is minimised	<ul style="list-style-type: none"> New Sonar data tracking tool ensures that staff have a clear picture of the current attainment of disadvantaged pupils in their class, and the impact that Covid has had upon their progress Small group support for disadvantaged in each year group Pearson reading scheme and phonics programme, including the Rapid Phonics catch-up programme for KS2 to ensure that any gaps in learning are corrected swiftly Close monitoring and tracking of disadvantaged children from their starting points and using end of Key Stage data to inform future focus Timely data analysis, monitoring the attainment and progress of groups, identifying needs and gaps Pupil Progress Meetings are data and key group focused Inclusion Learning Walks 'In the moment' planning with daily 'whole class feedback' sheets ensures that common misconceptions are addressed swiftly, allowing children to keep up rather than catch up Bespoke opportunities (science, outdoor learning, forest school, DT, cookery) for disadvantaged children to build vocabulary to articulate thinking 	<ul style="list-style-type: none"> Disadvantaged children in KS2 at risk of underachieving receive targeted and personalised support to raise attainment and progress Children enter KS2 with greater confidence, articulation and a positive attitude to learning End of year and end of key stage outcomes reflect closing the gap between disadvantaged and non disadvantaged attainment, in particular in KS1 	<ul style="list-style-type: none"> Teacher leaders' focus in action plans Coaching & Mentoring Assessment outcomes / PPP meetings New Sonar system Target setting for each child Pupil conferencing Monitoring and performance review Assessment outcomes / PPP meetings Provision mapping Focused year group learning support Regular review of impact of 'in the moment' feedback and assessment. 	<ul style="list-style-type: none"> SLT Teacher leaders Inclusion Leads and team 	<p>Half termly</p> <p>At assessment points</p> <p>At end of year/key stage</p>
Total budgeted cost					<p>Teachers, 1:1 & Booster, TAs</p> <p>Total:</p>

ii. Targeted support

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?
<p>B) SEND is not a barrier to good progress for our disadvantaged pupils: children's learning needs are clearly identified and we receive advice on how to help children overcome cognitive, social, emotional or psychological barriers to their learning</p>	<ul style="list-style-type: none"> • Inclusion log for clear communication between teaching staff and the Inclusion Lead where concerns arise about a child. Inclusion Lead time to undertake inclusion walks in order to identify any SEND needs in classes and highlight good practice • Early identification of pupils' needs in the EYFS through effective transition planning, building links with feeder nurseries, close monitoring of progress and effective baseline assessments in the Autumn term • Close working relationships with external professionals to facilitate timely referrals and assessments where a specific SEND need is suspected. Where appropriate, referrals and assessments for disadvantaged pupils are fast-tracked • Provision of external expertise through the school's SLAs with the Speech and Language Therapy Service, STEPS, the Specialist Teachers Service, Drumbeat and the Outreach Inclusion Service • Timely and relevant targeted interventions for pupils with SEND, including whole school interventions such as Rapid Phonics 	<ul style="list-style-type: none"> • Early identification is key in ensuring that pupils with SEND do not fall behind • Interventions take place across year groups and are highly responsive to changing need. • Childrens needs are primarily met through inclusive quality first teaching and only then through targeted and monitored interventions • Children with additional needs are identified quickly and parents signposted to relevant support (SLT drop in, OT drop in, Drumbeat training, etc). 	<ul style="list-style-type: none"> • Assessment outcomes / PPP meetings • Provision mapping • Focused year group learning support • Feedback from parents 	<p>Inclusion Lead and Team SLT</p>	<p>Ongoing and at least half termly</p>

<p>C) Disadvantaged pupils enjoy a rich, relevant and diverse range of enrichment opportunities, educational experiences and resources outside of the home</p>	<ul style="list-style-type: none"> • Picture of the Child interviews with every disadvantaged pupil in the Autumn term • Whole school enrichment opportunities for disadvantaged pupils, as outlined in our Disadvantaged Offer, including the Horizon programme, subsidised access to instrument lessons, subsidised places in our after-school clubs and our Aspirations programme • Signposting to clubs and activities outside of school • Regular communication with the families of disadvantaged pupils in order to support their involvement in community activities such as scouts, guides, local sporting opportunities etc • Ensuring disadvantaged pupils have equal access to trips and visits, regardless of their family's social-economic situation (voluntary trip contributions, discounted school journey places etc) 	<ul style="list-style-type: none"> • Our aim is to support and develop the whole child, ensuring that every disadvantaged pupil has a broad and balanced school experience which will prepare them for modern life • Improving access to rich extra-curricular opportunities will equip the child for success in future educational settings/ for life 	<ul style="list-style-type: none"> • Picture of the Child follow-up interviews • Feedback from parents 	<p>Class staff</p>	<p>Ongoing and at least half termly</p>
Total budgeted cost					Total:
iii. Other approaches including whole school strategies					
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?
<p>D) Vulnerable children and families are well supported so that children who are experiencing social/emotional difficulties develop resilience and strategies to deal with difficult situations</p>	<ul style="list-style-type: none"> • A tiered mental health and wellbeing system introduced across the school – please see our Mental Health Offer • ELSA working with pupils across the school to support mental and emotional health and wellbeing • New counselling service introduced to offer tier 3 mental health support • Trainee play therapist offering therapy for 3 children • New self referral service introduced to offer tier 2 wellbeing support to children across the school 	<ul style="list-style-type: none"> • Children and families feel supported and signposted in regard to accessing help for mental health / emotional difficulties • Access to outside agencies for support is timely and a priority • Parents and carers from harder-to-reach families have increased involvement and investment in school life and in particular with their child's learning 	<ul style="list-style-type: none"> • Whole school focus • Termly review • Focus for whole school INSET and CPD • Included in everyday curriculum in class / assemblies / workshops 	<p>MHFA (mental health and wellbeing lead)</p> <p>Inclusion Lead</p> <p>AWSO</p> <p>SLT</p> <p>Classroom teams</p>	<p>Ongoing</p> <p>Termly review of events and opportunities</p>

	<ul style="list-style-type: none"> • AWSO works closely with harder to reach families to build positive relationships between school and home • Weekly newsletter emailed to all families • Text reminders for key events (eg parent meetings), curriculum workshops, reminding about payment due, planning and organisation for eg school journey • Child led projects where the children can share, learn alongside and teach their adults in school • Increased child-led events such as assemblies and workshops aim to involve children from harder to reach families to promote engagement and build relationships with the school • Disadvantaged children given a priority in accessing enrichment groups (cooking, sewing, gardening, etc) 			Physical Health and Wellbeing team	
Total budgeted cost					TAs, Counselling, S/L Edu Psych, AWO, Safeguarding Total:

Review of expenditure				
Previous Academic Year		2022-23		
i. Quality of teaching for all				
Desired outcomes	Chosen actions/approach	Estimated impact: Was the success criteria met? Impact on pupils not eligible for PP	Lessons learned (will the approach continue?)	Cost

<p>A) The impact of the Covid-19 pandemic on disadvantaged pupils' attainment is minimised</p>	<ul style="list-style-type: none"> • Small group support for disadvantaged in each year group • Pearson reading scheme and phonics programme, including the Rapid Phonics catch-up programme for KS2 to ensure that any gaps in learning are corrected swiftly • Close monitoring and tracking of disadvantaged children from their starting points and using end of Key Stage data to inform future focus • Timely data analysis, monitoring the attainment and progress of groups, identifying needs and gaps • Pupil Progress Meetings are data and key group focused • Inclusion Learning Walks • 'In the moment' planning with daily 'whole class feedback' sheets ensures that common misconceptions are addressed swiftly, allowing children to keep up rather than catch up • Bespoke opportunities (science, outdoor 	<ul style="list-style-type: none"> • End of Key Stage data indicates positive impact for all pupils including PP. (e.g. in Y6, 71% of PP chn were working at the expected standard in writing and maths) as they progress through the school. • Book monitoring and learning walks in core subjects evidence that progress and challenge for all has improved across the year. Class teachers are targeting gaps in learning following COVID-19 lockdowns. 	<ul style="list-style-type: none"> • Small group interventions to continue within each year group with a focus on children who are at risk of not making good or better progress (from data tracking tool). • Whole school interventions to continue and be extended • SLT and core subject leads to continue to monitor evidence of challenge, high ceilings and support for vulnerable learners through regular book looks and learning walks. 	<p>Total: £</p>
<p>B) SEND is not a barrier to good progress for our disadvantaged pupils: children's learning needs are clearly identified and we receive advice on how to help children overcome cognitive, social, emotional or psychological barriers to their learning</p>	<ul style="list-style-type: none"> • Inclusion log for clear communication between teaching staff and the Inclusion Lead where concerns arise about a child. Inclusion Lead time to undertake inclusion walks in order to identify any SEND needs in classes and highlight good practice • Early identification of pupils' needs in the EYFS through effective transition planning, building links with feeder nurseries, close monitoring of progress and effective baseline assessments in the Autumn term • Close working relationships with external professionals to facilitate timely referrals and assessments where a specific SEND need is suspected. Where appropriate, referrals and assessments for disadvantaged pupils are fast-tracked 	<ul style="list-style-type: none"> • Increased therapeutic offer has enabled us to target pupils who are PP and SEND (social and emotional needs) • Fast-tracked referrals and assessments with outside agencies for some PP/SEND pupils to lessen impact of learning barriers on progress 	<ul style="list-style-type: none"> • Continue focus on PP/SEND pupils during PPP meetings • Continue whole-school targeted interventions • • 	
<p>ii. Targeted support</p>				
<p>Desired outcomes</p>	<p>Chosen actions/approach</p>	<p>Estimated impact: Was the success criteria met? Impact on pupils not eligible for PP</p>	<p>Lessons learned (will the approach continue?)</p>	<p>Cost</p>

<p>C) Disadvantaged pupils enjoy a rich, relevant and diverse range of enrichment opportunities, educational experiences and resources outside of the home</p>	<ul style="list-style-type: none"> Picture of the Child interviews have given us a clearer picture of Disadvantaged children's home experiences and access to enrichment opportunities Broadening experiences through subsidised music, visits and school journey New Brindishe Curriculum supports cultural diversity – learning opportunities and enrichment wide 	<ul style="list-style-type: none"> Horizons project has been more focused on the actual needs of our disadvantaged pupils Clubs have started again – enabling us to provide opportunities for disadvantaged pupils Links re-forged with Trinity Laban, local football clubs, Lewisham music school following the pandemic 	<ul style="list-style-type: none"> BL Disadvantage Offer to continue to broaden the scope of our provision for pupils who are disadvantaged, including the new Aspirations programme and our Horizons programme Continue to plan enrichment opportunities based on our knowledge of the disadvantage cohort, responding flexibly to new needs as they arise 	<p>Total: £</p>
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iii. Other approaches including whole school strategies

Desired outcomes	Chosen actions/approach	Estimated impact: Was the success criteria met? Impact on pupils not eligible for PP	Lessons learned (will the approach continue?)	Cost
<ul style="list-style-type: none"> D) Vulnerable children and families are well supported so that children who are experiencing social/emotional difficulties develop resilience and strategies to deal with difficult situations 	<ul style="list-style-type: none"> Trained ELSA Counselling - Granville Space2Talk boxes Trainee play therapist enabling us to offer additional therapeutic support AWO working with specific families Big Life Journals in every class Mental Health & Wellbeing working party set up at BL Wellbeing Learning Walks (SLT) & raising awareness days (e.g. World Mental Health Day) Regular communication to parents/carers 	<ul style="list-style-type: none"> Space2Talk boxes have given staff a greater insight into the experiences of our children. Staff INSET has increased staff awareness of the mental health and well-being of all children. Quality PSHME sessions seek to improve mental health and well-being of all children. 	<ul style="list-style-type: none"> Trained ELSA to continue to target specific children. Space2Talk boxes to continue to be promoted to children and monitored by SLT, teachers and Tas. Continue with regular communication to parents/carers offering support/guidance Continue to develop the Mental Health & Wellbeing working party set up at BL 	<p>Total: £</p>

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year

Programme	Provider	Impact

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