

Brindishe Lee: Pupil Premium 2024 - 2025 Impact Report

'Breaking the Cycle of Disadvantageness'

Review of expenditure				
Previous Academic Year		2024/2025		
i. Quality of teaching for all				
Desired outcomes	Adopted and met actions/approach	Impact: Was the success criteria met? Impact on pupils not eligible for PP	Lessons learned and next steps (Will the approach continue?)	Cost
<p><i>A) Disadvantaged children's oracy skills and spoken language skills are in-line with their peers. There is no gap between vocabulary by the age of 7. Children are able to confidently and effectively articulate information and ideas by the end of KS1.</i></p>	<p>Oracy CPD for EYFS staff – training in two-way conversations and 'back and forth' dialogue. Actions taken:</p> <ul style="list-style-type: none"> - <i>Restricting resources so children must request items they want</i> - <i>Items available that promote talk e.g. old mobile phones and telephones and story props and puppets.</i> - <i>Repeating back what the child has said (Yes, you drew a picture of a peacock)</i> - <i>Expanding on what the child has said, adding additional words they may not know. (Yes, you've drawn a really detailed and colourful peacock picture')</i> - <i>Commenting on what the child is doing (It looks like you might have seen a peacock maybe ... perhaps in a book, or when you went to the park?)</i> 	<ul style="list-style-type: none"> • Focus on oracy seen in lesson observations and SIP visits. PP children acquiring new vocab quicker and it is embedded further. • EYFS hotspots noted and changes made to encourage more interactions – children seen in observations and learning walks having high quality dialogue with peers and adults. • New opportunities especially for PP children developed – ECO Council, lunchtime clubs- Board Games, Knex and Chess. Further opportunities for oracy developed. 	<p>Oracy CPD for KS1 and 2 – training in two-way conversations and 'back and forth' dialogue. Example strategies will includes but not limited to:</p> <ul style="list-style-type: none"> - <i>Counting Conversations</i> - <i>Hand Rule – adults use a ratio of no more than one question to four alternatives:</i> <p>Isobel Beck's tiered vocabulary model to be used in the classroom – adults carefully select 'just right' words from Tier 1 and Tier 2.</p>	<p>Funding for cover for TAC and PPP meetings through the year £3000</p>

- *Explaining an idea or concept (Peacocks fan out their tail feathers to make the female peacocks notice them')*
- *Book-sharing – adults talking around a book and encouraging children to join in, rather than simply reading the story aloud.*
- *Repeating words and making links between words and schema e.g. Not always saying 'Get your coat' but swapping to 'Get your jacket/Get your parka/Get your mac'*

Develop more 'communication hotspots' in the learning environment - Audit, review and increase the number of conversation 'hot-spots' in the environment. Make change in 'cold spots' such as adding props to promote conversation.

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Explicit teaching of generically useful vocabulary from Reception to Year 6. E.g. modelling unfamiliar words in everyday classroom talk ('Oh bother I left the door ajar' ... instead of 'open')

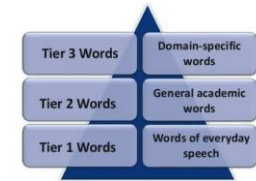
Scheduled whole-school story time increasing the number of read-aloud for disadvantaged children
Reading Ambassadors reading to younger children.

Repeated sharing of core books and spending longer on familiar texts rather than 'getting a new one.' Children echo and choral read the same text every day over a week.

Support staff training on early phonics and Rapid Phonics Intervention training to ensure high quality and consistent early reading intervention.

- Staff have chosen two PP children each half term to have as a focus in class, in planning and feedback. These pupils are discussed in briefings and CPD to assess impact of these interventions.
- EARLY TAC meetings have allowed us to identify barriers to learning for PP children quicker therefore raising attainment and progress.

Tier 3 words do not need to be taught to a mastery level. (Supported by Berkley Unified School District Grade Level Academic Vocabulary publication - [BUSD Grade Level Academic Vocabulary](#))



Explicit teaching of key vocabulary used in tests and exams (tick, underline, circle, match, complete, correct, copy, identify, explain, list, compare, examine, define etc – see full list pg. 66 'Reaching the Unseen Children')

Providing more opportunities for purposeful talk.

- *Scrapping 'hands-up' questioning and asking every child to discuss an answer with a peer partner.*
- *Open ended questions*
- *'Bouncing' children's answers to others for*

	<p>Timely data analysis, monitoring the attainment and progress of groups, identifying needs and gaps (Recommendation 1 EEF 2017b and 2017 c). Data analysis to include statutory and internal data, especially looking at EYFS and lower KS1.</p> <p>Behaviour and vulnerability tracker introduced to closely monitor pupil premium children, including those with EAL.</p> <p>Pupil Progress Meetings are data and key group focused (Recommendation 1 EEF 2017 b and 2017 c)</p> <ul style="list-style-type: none"> - <i>TAC meetings within first 3 weeks of Autumn Term to pre-empt barriers to learning.</i> - <i>Pupil Progress meetings attended by SLT, English and Maths Leads and class teachers to ensure best advice and planned actions</i> - <i>Reception PPP meetings in the first 6 weeks of term to establish early intervention</i> - <i>Behaviour and Vulnerability tracker to identify children who require support</i> <p>CPD on TA language in the classroom avoiding 'task completion' questions, rather than developmental.</p>		<p><i>comment: 'Thank you for making that point, Jo. Andrew, what do you think about what Jo just said?'</i></p> <ul style="list-style-type: none"> - <i>Asking 'What questions do you have?' rather than 'Does anyone have any questions?'</i> <p>Opportunities for debating within lessons.</p> <p>Further opportunities for children to deliver TED talks, interviews, making podcasts, museum or tour guides.</p> <p>Engage with 'Philosophy for Children (P4C)' as recommended by EEF - Homepage - p4c.com</p> <p>Further role-play and props in every classroom from Reception to Year 6 linked to topics e.g. WWII shelters in a Year 6 classroom, Viking Museum, booking office on the Titanic etc.</p> <p>Develop sentence stems for each curriculum area e.g. in</p>	
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			<p>history 'This artefact shows that ...' 'This source shows that ...' 'This source is biased because ...'.</p> <p>Targeted language intervention (Both 1:1 and small group) in year groups with a focus on developing vocabulary and language structures to feed into end of year data. (Super School Profile 2024, EEF 2017 a).</p>	
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ii) Targeted support

Desired outcomes	Adopted and met actions/approach	Impact: Was the success criteria met? Impact on pupils not eligible for PP	Lessons learned (Will the approach continue?)	Cost
<p><i>A) Disadvantaged children's oracy skills and spoken language skills are in-line with their peers. There is no gap between vocabulary by the age of 7. Children are able to confidently and effectively articulate information and ideas by the end of KS1.</i></p> <p><i>D) Identify and close specific gaps in</i></p>	<p>Gather key information prior to pupil admission into Reception. Ascertain tactfully whether there is a family history of reading and/or spelling difficulties in p/c & teacher meetings and/or on admission forms. <i>'Scientists have found that reading problems can be inherited and we try to give extra help to any child who might need it, as early as we can. Did anyone in your family struggle with reading or spelling when they were at school?'</i></p> <p>Parent/carer literacy and numeracy workshops to enable less-confident p/c support with home learning. Early screening and identification of struggling readers of any age for language disorders.</p>	<ul style="list-style-type: none"> Home Visits ensured that staff had a better understanding of need BEFORE children arrived which allowed us to put in interventions quicker. 'Help Your Child at Home with Maths' p/c workshop planned alongside National Numeracy Strategy. Faster progress in early reading skills (seen in data) Increased confidence as readers. Access to books matched to their reading level. Catch-up 	<p>Repeat in 2026 for September intake – no change to process</p> <p>Repeat annually providing feedback is positive</p> <p>Ongoing and continuous</p> <p>Nuffield Early Language Intervention (NELI) for</p>	<p>Cost of supply cover for staff to go on home visits- 4 days £1000</p> <p>Cover for staff to prepare and deliver Maths workshops and cost of</p>

<p><i>children's learning using robust analysis techniques and deploying carefully selected strategies and interventions rooted in strong evidence</i></p>	<p>Phonics – multi-sensory strategies for disadvantaged children e.g. masking cards to draw the child's eye across the words from left to right or using chunks the child already knows to reduce the load on short-term memory when blending.</p> <p>Highly personalised extra phonics intervention in Reception for disadvantaged children.</p> <p>Prepare children (particularly those from disadvantaged backgrounds) in advance for new vocabulary and ensure they have background knowledge about the topic they are learning e.g. more class trips, classroom visitors, online searches that builds knowledge. (Subsidised by Lee Hatcliffe Charity).</p> <p>Targeted Bug Club texts provided for poorer readers in KS2</p> <p>Further use of educational trips and visitors to create memorable experiences as a focus for writing. Cost subsidised by Lee Hatcliffe Charity.</p> <p>Reading and Writing Interventions for targeted support e.g. Rapid Phonics. Consider 'Reading Recovery' for targeted interventions for KS1 or a similar recovery programme.</p> <p>Increased use of 'talk-based' maths activities. Further opportunities in maths for children to work together effectively in groups.</p> <p>Adults develop maths through language strategies such as:</p>	<p>support that prevents them falling further behind</p> <ul style="list-style-type: none"> • Better outcomes in phonics screening and reading assessments – see Statutory Data • Trips and Visits given equal access to clubs, trips, and enrichment activities for PP children. Experiences that broaden their horizons and aspirations and opportunities to develop new skills and interests. All PP children have participation in activities their families might not otherwise afford. • Needs are identified early reducing the barriers to learning, reducing the gap between PP children and peers. • Provision is fluid and reviewed regularly to ensure the intervention has impact and continues to be effective. • Children feel capable and successful from the start and reading becomes something they can do, not something they dread • PP children seen supportive as normal and not evidence they're "failing" 	<p>targeted support for disadvantaged children in EYFS</p> <p>Engage with 'Philosophy for Children (P4C)' as recommended by EEF - Homepage - p4c.com</p> <p>Further CPD on Recall and Retrieval Strategies, especially for spelling for children from disadvantaged backgrounds. Targeted small group or 1:1 intervention e.g. tracing over words, learning a mnemonic etc. Revisit spellings previously learned, at progressively longer intervals (a week later, a month, end of term, end of the year).</p> <p>Continue to offer equity to PP children through trips and clubs.</p>	<p>materials to give the parents £1100</p> <p>Trips, clubs, and music lessons for PPG children £6000</p> <p>Staffing for PPG homework club £3000</p> <p>Bug Club texts for KS2 and reading record books £1500</p> <p>Reading interventions £10000</p>
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	<ul style="list-style-type: none"> - Providing a running commentary on a child's activities: 'Looks like he has fewer than you,' 'Looks like your putting numbers in order...' - Reflecting back what children have said in correct, expanded language (Child: 'My shape's got three pointy bits.' Adult: 'Yes, it has three corners.'). - Choosing 'just right' words from Tier 1 and 2 and explicitly teaching them, with regular recap – NCETM list of words for KS1 and KS2 – (see NCETM website) <p>CPD –Maths Hub- for teachers in Reception, Year 1 and Year 2</p>	<ul style="list-style-type: none"> • Boosters plug gaps in learning in basic maths, reading and writing skills (including spelling). These gaps are closed by end of KS2 ready for secondary transfer. 	<p>Ongoing and Continuous</p>	<p>Phonics interventions £10000</p> <p>Booster groups £3000</p> <p>Cover for staff attending the Maths</p>
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				Hub training £3000
Other approaches including whole school strategies				
Desired outcomes	Adopted and met actions/approach	Impact: Was the success criteria met? Impact on pupils not eligible for PP	Lessons learned (Will the approach continue?)	Cost
<p><i>B) Children from disadvantaged backgrounds have self-efficacy. They believe that 'things can get better' and they can do something about it.' They have a sense of agency and a sense of belonging to their school.</i></p>	<p><i>Self-efficacy is the belief that you can make a difference to your own life and that of others – the belief that 'things can get better, and I can do something about it' (Gilbert, 2018) It is the inner sense of self, of being a director rather than a spectator of your own life. Also described as having a sense of agency. There is a direct relationship between self-efficacy and responses to learning tasks.</i></p> <p><u>Adults praise for effort and strategies rather than success</u> <i>Carol Dweck research</i></p> <ul style="list-style-type: none"> - Avoid praising children for ability and success but focus on effort and strategies. - Children from disadvantaged backgrounds are highly praised for their attempts and adults avoid words such as 'Lovely, well done.' 'Brilliant' and 'Clever you'. replaced with 'You've put a lot of effort into your spellings this week – you must have practised every day at home' or 'You have put a lot of hard work into your maths this week – and it is paying off.' - Praising successful strategies are common practice in school e.g. 'Well done for having a go at writing that word by yourself – you listened carefully to the sounds.' 'Yesterday you didn't let yourself get distracted for the first half of the lesson – what was it you did to 	<ul style="list-style-type: none"> • Pupil voice shows that PPG children feel supported and have a trusted adult in school. • They feel their interests and strengths are being developed through the clubs and trips they are given. • They feel comfortable to make mistakes and feel that they are the opportunity for growth. 	<p>Picture of the Child surveys informed the type of clubs, enrichment and trips that have been offered through the year.</p>	<p>Growth mindset books £250</p> <p>Mindfulness training for staff and resources £1000</p> <p>Relational Safety training for all staff £1500</p> <p>Cover for teacher to lead on RRS £1000</p> <p>ELSA intervention £4000</p>

help you focus?’ or ‘You’ve done really well to get yourself to school every day lately – How did you do that?’

Using growth mindset language

- Growth Mindset texts (examples below) and workshops in class as part of PSHME
- Assemblies focussed on key skills which build and positively reinforce emotional resilience.
- Detailed PSHME Curriculum with mental health focus led by experienced staff.
- Play therapist (half a day a week) and ELSA (every afternoon) for children identified as needing emotional and social support.



Have key PPG children as a focus on the SLT agenda. Book looks and pupil voice to be collected every four weeks.

Play
Therapy
£6000

- Adults challenge fixed mindset beliefs in the classroom

<i>I can't do it</i>	<i>Ok, so you haven't mastered it yet. Let's see which bits I didn't explain well enough</i>
<i>That was easy</i>	<i>What was it you did that helped you do it so well?</i>
<i>I'll never be any good at ...</i>	<i>You can definitely get better at it. What can I do to help?</i>
<i>This is too hard</i>	<i>Its making your brain work hard. How can I help?</i>
<i>I give up</i>	<i>Maybe try a different way?</i>
<i>I'm stuck</i>	<i>What helped you last time you got stuck?</i>

Adult and children value mistakes

- Adults feedback on elements that children 'get right'.
- Explicitly labelling activities across the curriculum, from writing to maths to drawing to science as 'rough-draft thinking'

Feedback and Assessment

- Further opportunities in the classroom for self-assessment
- Introduction of 'I can' statements in EYFS and KS1
- Adults use specific praise rather than generic
- Adults set tasks of varying difficulty and children choose those that 'are not too easy, not too hard, but just right' – they take ownership of their learning

Checking teacher expectations

Continue to embed message in briefings, assemblies and newsletters.

	<p><i>Teacher's expectations tend to be lower of disadvantaged learners (Rubie-Davies et al, 2006)</i></p> <ul style="list-style-type: none"> - Challenging Unconscious bias in the classroom CPD - Peer observations – do all children get the same opportunities to respond in class? - Reflect on groupings creating further mixed grouping - High expectations evident in feedback (written and verbal) - <u>Why is teacher assessment biased?</u> <p><u>Adults give less help in the classroom</u></p> <p><i>When a TA is nearby, children are more likely to seek help and less likely to listen and work independently (Sharples et al., 2019)</i></p> <ul style="list-style-type: none"> - Review the deployment of support staff in school. - Classroom environments are full of resources that children can use to scaffold their learning – laptops, vocab lists, sentence starters, working walls and writing frames. - Disadvantaged children are provided with the PowerPoint slides before starting a task after teacher input to review. - TAs use a 'model and retreat' strategy then return to check understanding. - TAs jot down key points on post-it notes to review when teacher input is complete. - Support Staff CPD – Scaffolding learning, developing questioning techniques and adult feedback. 		<p>Continue with TA training programme, including 'supervision' sessions for TAs once a term where they can come to SLT with thoughts/ ideas/ feedback and support regarding the PPG children they are working with.</p>	
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	<p>Cross-age learning partners – older children from disadvantaged backgrounds tutoring/mentoring younger children.</p> <p>Children from disadvantaged backgrounds are given more opportunities to lead and represent their school e.g. Open Days, sporting events, visits to community events etc. Increased child-led events such as assemblies and workshops aim to involve children from harder to reach families to promote engagement and build.</p> <p>Children are given opportunities to challenge authority – writing tasks could include writing to the local MP about a local issue, challenge the HT or DHT in school etc.</p> <p>Children’s teams established to ensure children know they have a voice and are listened to in school.</p> <p><u>Creating a Sense of Belonging</u></p> <p><i>Children who feel confident that they belong in their school and class, and are valued by their teachers and peers, have fewer behavioural problems. They also learn better (Romero, 2018)</i></p> <p>All adults and SLT greet pupils at the door ensuring all children are given a personal welcome into school each day. Adults avoid questions such as ‘Why are you late?’ but instead use ‘Hi Jessica, how are you?’</p>		<p>Rights Respecting ‘Change Maker’ project . Children have regular opportunity to raise funds for charitable events.</p>	
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Increased use of praise cards during the school week (not limited to praise assembly), praise cards sent home and calls and texts home from class teachers, support staff or SLT. *'Parents don't solely exist as the receptacles of bad news about their children's problem behaviour or poor attainment' (Reva Klein, 2000).*

Classroom Charters (encouraging a sense of community) are developed by each class at the start of each year.

Buddy Bench in the school playground.

Adults acknowledge and praise children who kindness to others.

'Picture of the Child' implemented at the start of each academic year for all disadvantaged children.

Children from disadvantaged backgrounds plan for p/c meetings. Example below

My Plan

What's important to me and my family	What's working and ne stay the same
My Goals	What's not working an to change
Who is going to do what to help me achieve my goals?	
By whom?	By when?
What people like and admire about me	

	Things I am good at	Things I find hard			
	What teachers can do to help	Resources I need			
	What my parents/carers can do to help?				
<p><i>C) Disadvantaged pupils have more access to educational experiences, enrichment opportunities and learning resources and facilities outside of the home than their peers. Their cultural and social capital is built and the gap between their peers is bridged.</i></p>	<ul style="list-style-type: none"> • Shine project in collaboration with Blackheath High for Year 5 DIS children, Year 4 girls football sessions, more clubs established by staff such as Choir, performing art etc. These opportunities are part-funded by Lee Hatcliffe Charity Money in addition to PP funding. • Disadvantaged children are prioritised for all clubs • Educational Visits are not a barrier for disadvantaged children and are subsidised (Lee Hatcliffe Charity) • Behaviour and Vulnerability tracker used to identify pupils who need support in positive behaviours for learning. • 	<ul style="list-style-type: none"> • PP children given further opportunities to engage with enrichment outside of school and STEM projects. • Equity for PP children 	<p>Approach to continue – SLT and AWSO to look for opportunities for further funding and grants to acquire funds for our PP children.</p> <p>PP will continue to be prioritised for clubs and free places (funded) where necessary and needed.</p>	<p>Staffing for SHINE £750</p> <p>Breakfast and Sportacus clubs £1540</p>	