

# Brindishe Lee: Pupil Premium Strategy Statement 2024-2025

## *'Breaking the Cycle of Disadvantageness'*

*If we want them to succeed, we must walk a mile in their moccasins*

| Summary information   |                             |  |                     |   |                             |
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| School  | Brindishe Lee School        |  |                     |   |                             |
| Academic years covered by current pupil premium strategy plan | 2024/25                     |  |                     | Date of most recent PP Review                             | July 2024                   |
| Total number of pupils  | 201                         | Number of pupils eligible for PP                       | 33                  | Date of next internal review of this strategy             | July 2025                   |
| Statement authorised by                                       | Rachel Waite and John Myers |  | Pupil Premium Leads | Sian Bannister  | Governor Lead<br>John Myers |
| Funding Information   |                             |  |                     |   |                             |
| Pupil premium funding allocation this academic year           | £57,640                     | Recovery premium funding allocation this academic year | £0                  | Pupil premium funding carried forward from previous years | £0                          |
| Total budget for this academic year £57,640                   |                             |  |                     |   |                             |

| Statement of intent   |
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| <p>At Brindishe Lee Primary School our ultimate objective is to break the cycle of disadvantageness for our PP children using mainly relational rather than structural strategies. We have an unwavering commitment to the goal that being disadvantaged economically will be no disadvantage educationally. We aim to close attainment gaps by providing the highest quality education. We strive to close the attainment gap by breaking the cycle of poverty for our most vulnerable children. We know we cannot 'unteach poverty' but we can provide <b>equity</b>, with particular emphasis on white children from low-income backgrounds. Our strategy is to focus on early language to persistent literacy and numeracy difficulties before the age of 7, which could lead to progressive disengagement from learning. We are committed to giving children from low-income families a sense of belonging, agency and self-efficacy, as well as addressing low aspirations within families that negatively impact our children and supporting our parents/carers with 'real-life' issues such as housing, benefits, unemployment etc.</p> |

| 1. Current attainment (KS2 results 2024)           |   |  |
|--|---|--|
|  | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (national average)</i> |
| % achieving expected in reading, writing and maths | 39%   | 77%  |
| % achieving expected in reading                    | 67%   | 89%  |
| % achieving expected in writing                    | 50%   | 77%  |
| % achieving expected in maths                      | 57%   | 91%  |

| 2. Barriers to future attainment (for pupils eligible for PP, including high ability)                             |   |
|---|---|
| <b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )          |   |
| A.  | Poor oracy and spoken language skills   |
| B.  | Lack of agency, self-efficacy and sense of belonging  |
| C.  | Low aspirations and a cycle of disadvantage.  |
| D.  | Narrow the gap between Dis and Non-Dis children in RWM.                                       |
| <b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> ) |   |
| E.  | Restricted access to educational experiences, resources and opportunities outside of the home |

| 3. Desired outcomes |   |  |
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|                     | <i>Desired outcomes and how they will be measured</i>   | <i>Success criteria</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. | <ul style="list-style-type: none"> <li>- The attainment gap is closed by the age of 7 as evidenced in EYFS GLD, Phonics and KS1 data – Statutory Data</li> <li>- The % of children from disadvantaged backgrounds is increased at EXS in reading, writing and maths – Statutory KS2 Data</li> <li>- The word gap is closed by the age of 7 – children from disadvantaged backgrounds are able to articulate effectively, as seen in monitoring e.g. learning walks, pupil voice, lesson observations etc.</li> </ul> |

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|           |  | <ul style="list-style-type: none"> <li>- All staff (including support staff) are effective in creating meaningful conversations developing dialogue and promoting language acquisition, as seen in monitoring e.g. learning walks, pupil voice, lessons observations etc.</li> </ul>   |
| <b>B.</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.   | <ul style="list-style-type: none"> <li>- Children have a growth mindset, and they believe they are the dictators of their lives rather than the spectator.</li> <li>- In monitoring, children show resilience and are praised for effort rather than success. They respond by persevering and showing determination to succeed. Pupil voice and pupil surveys provide evidence that children know what they are good at, how to get better and can identify who can help them.</li> </ul>  |
| <b>C.</b> | Disadvantaged pupils have <b>more</b> 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.                   | <ul style="list-style-type: none"> <li>- The take-up of clubs for disadvantaged children is high. Money is not a barrier.</li> <li>- Educational Visits are carefully considered and children from disadvantaged backgrounds are afforded more enrichment opportunities e.g. Turning of The Year, Gospel, Girls Football.</li> </ul>   |
| <b>D.</b> | Identify and close specific gaps in children's learning using robust analysis techniques and deploying carefully selected strategies and interventions rooted in strong evidence   | <ul style="list-style-type: none"> <li>- Reducing the difference between the amount of disadvantaged and other achieving expected or higher standard in Phonics, Reading, Maths and Writing.</li> <li>- Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, moderations and ongoing formative assessment.</li> <li>- Assessments and observations indicate significantly improved mathematical understanding and an increased confidence, reducing anxiety (focus on FSM girls)</li> </ul>                   |
| <b>E.</b> | Children from disadvantaged backgrounds have aspirations similar to that of their peers. They desire and aim for further educational experiences past statutory secondary school age and possibly higher education, leading to well-paid employment, breaking a cycle of disadvantage. | <ul style="list-style-type: none"> <li>- Attendance and punctuation will improve for targeted children will improve in line with all pupils.</li> <li>- Parents and carers from disadvantaged 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.</li> <li>- Families are well supported and connected with appropriate services, including support such as employment, claiming benefits, housing etc.</li> </ul> |

**4. Planned expenditure**

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|----------------------|------------------|
| <b>Academic year</b> | <b>2024-2025</b> |
|----------------------|------------------|

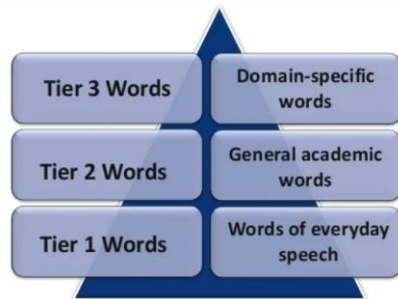
**i. Quality of teaching for all**

| <b>Desired outcome</b>   | <b>Chosen action / approach</b>  | <b>What is the evidence and rationale for this choice?</b>  | <b>How will you ensure it is implemented well?</b>  | <b>Staff leads</b>   | <b>When will you review implementation?</b>                                    |
|--|--|---|---|--|--|
| <p><b>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.</b></p> | <p>Oracy CPD – 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"> <li>- <i>Counting Conversations</i></li> <li>- <i>Restricting resources so children must request items they want</i></li> <li>- <i>Items available that promote talk e.g. old mobile phones and telephones and story props and puppets.</i></li> <li>- <i>Hand Rule – adults use a ratio of no more than one question to four alternatives:</i></li> <li>- <i>Repeating back what the child has said (Yes, you drew a picture of a peacock)</i></li> <li>- <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></li> <li>- <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></li> <li>- <i>Explaining an idea or concept (Peacocks fan out their tail feathers to make the female peacocks notice them’)</i></li> <li>- <i>Book-sharing – adults talking around a book and encouraging children to join in, rather than simply reading the story aloud.</i></li> <li>- <i>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’</i></li> </ul> <p>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.</p> | <p>‘Reaching the Unseen Children’ – Jean Gross</p> <p>‘Equity in Education’ – Lee Elliot Major &amp; INSET day CPD</p> <p>National data and research – <b><i>In the UK there is a gap of 16 months between the vocabulary of children brought up in poverty and the vocabulary of ‘better off’ children.</i></b></p> <p>National data and research – <b><i>At age 11, children with poor language at the age of 5 are six-times less likely to achieve the expected standard in English and 11 times less likely to achieve the expected standard in maths (Save the Children, 2015)</i></b></p> <p>Education Endowment Fund</p> <p>School assessment data and reports – Super School Profile 2024)</p> | <p>SDP driven – Core Driver shared with all staff during September INSET</p> <p>Termly CPD focus – regular staff training and ‘pop-ups’ focusing on oracy, language development, effective conversations etc.</p> <p>Teacher leaders’ focus in action plans</p> <p>Assessment outcomes / PPP meetings</p> <p>Monitoring and performance review by SLT and Phase Leaders</p> <p>Provision mapping</p> <p>Focused year group learning support</p> | <ul style="list-style-type: none"> <li>• SLT</li> <li>• Curriculum leaders</li> <li>• Inclusion Lead/DHT</li> <li>• Oracy Lead (JB-J)</li> <li>• Vulnerable Groups Lead (SB)</li> <li>• EYFS Team</li> </ul> | <p>Half termly</p> <p>At assessment points</p> <p>At end of year/key stage</p> |

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 e.g. Term 1 whole school reading with adults positioned around school, Term 2 older children reading to younger children, term 3 in-class paired reading with more able readers reading aloud. Repeated sharing of core books and spend longer on familiar texts rather than 'getting a new one.' Children echo and choral read the same text every day over a week.

Isobel Beck's tiered vocabulary model to be used in the classroom – adults carefully select 'just right' words from Tier 1 and Tier 2. 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*

Internal whole school data (Summer and Autumn Term 2024)

Regular review of impact of 'in the moment' feedback and assessments

Monitoring Cycle including learning walks, books looks, pupil voice etc.

- *'Bouncing' children's answers to others for comment: 'Thank you for making that point, Jo. Andrew, what do you think about what Jo just said?'*
- *Asking 'What questions do you have?' rather than 'Does anyone have any questions?'*

Opportunities for debating within lessons.

Further opportunities for children to deliver TED talks, interviews, making podcasts, museum or tour guides.

Engage with 'Philosophy for Children (P4C)' as recommended by EEF - [Homepage - p4c.com](http://p4c.com)

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.

Develop sentence stems for each curriculum area e.g. in history 'This artefact shows that ...' 'This source shows that ...' 'This source is biased because ...'.

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).

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

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.

Behaviour and vulnerability tracker introduced to closely monitor pupil premium children, including those with EAL.

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|  | <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"> <li>- <i>TAC meetings within first 3 weeks of Autumn Term to pre-empt barriers to learning.</i></li> <li>- <i>Pupil Progress meetings attended by SLT, English and Maths Leads and class teachers to ensure best advice and planned actions</i></li> <li>- <i>Reception PPP meetings in the first 6 weeks of term to establish early intervention</i></li> <li>- <i>Behaviour and Vulnerability tracker to identify children who require support</i></li> </ul> <p>Establish Young Interpreters in older year groups to support children new to English in EYFS and Year 1.</p> <p>CPD on TA language in the classroom avoiding ‘task completion’ questions, rather than developmental.</p> |  |  |  |  |
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| <b>Total budgeted cost</b> |  |  |  |  |  |
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| <b>ii. Targeted support</b> |  |  |  |  |  |
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| <b>Desired outcome</b> | <b>Chosen action/approach</b> | <b>What is the evidence and rationale for this choice?</b> | <b>How will you ensure it is implemented well?</b> | <b>Staff leads</b> | <b>When will you review implementation?</b> |
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| <p><b>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.</b></p> <p><b>D) Identify and close specific gaps in children's learning using robust analysis techniques and deploying carefully selected strategies and interventions rooted in strong evidence</b></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 &amp; 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.</p> <p>Nuffield Early Language Intervention (NELI) for targeted support for disadvantaged children in EYFS</p> <p>Engage with 'Philosophy for Children (P4C)' as recommended by EEF - <a href="http://Homepage-p4c.com">Homepage - p4c.com</a></p> <p>Early screening and identification of struggling readers of any age for language disorders.</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>'Reading for Pleasure' – provide digital and online resources for children from disadvantaged backgrounds (with a focus on white boys) such as texts about football, breakdancing and beatboxing – National Literacy Trust's Virtual School Library - <a href="http://National Literacy Trust Virtual School Library   Words for Life">National Literacy Trust Virtual School Library   Words for Life</a></p> | <p>'Reaching the Unseen Children' – Jean Gross</p> <p>'Equity in Education' – Lee Elliot Major &amp; INSET day CPD</p> <p>Research – 30% of children eligible for FSM in England failed to meet the expected standard in the phonics screening test at the age of six, compared to 16% of all other children.</p> <p>Reading difficulties are familial; studies how high incidence in children whose parents themselves found it hard to learn to read (Snowling and Melby-Levag, 2016)</p> <p>42% of boys (of all ethnicities) eligible for FSM fail to meet the EXS standard in maths at end of KS2, compared to 12% of boys who do not live in poverty.</p> <p>Difficulties in basic numeracy are associated with higher risks of unemployment, mental health difficulties and involvement in crime (Gross and Members of KPMG Education Advisory Team, 2009)</p> | <p>SDP driven – Core Driver shared with all staff during September INSET</p> <p>Termly CPD focus – regular staff training and 'pop-ups' focusing on maths language development and reducing anxiety.</p> <p>Teacher leaders' focus in action plans</p> <p>Assessment outcomes / PPP meetings</p> <p>Monitoring and performance review by SLT and Phase Leaders</p> <p>Provision mapping</p> <p>Focused year group learning support</p> <p>Regular review of impact of 'in the moment' feedback and assessments</p> <p>Monitoring Cycle including learning walks, books looks, pupil voice etc.</p> | <ul style="list-style-type: none"> <li>• SLT</li> <li>• Curriculum leaders</li> <li>• Inclusion Lead/DHT</li> <li>• Oracy Lead (CS)</li> <li>• Vulnerable Groups Lead (JW)</li> <li>• Maths (CH) and English Leads (EF)</li> <li>• EYFS Team</li> <li>• Phase Leaders</li> </ul> | <p>Ongoing and at least half termly</p> |
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|  | <p>Targeted Bug Club texts provided for poorer readers in KS2</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>Children are given opportunities to dictate a piece of writing (to an adult or peer) and have frequent access to laptops for writing. KS2 writers to use recording devices to record a sentence at a time, play it back to transcribe it.</p> <p>CPD for all staff - Colourful Semantics and Widgets to create planning structures, word banks and sentence stems.</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> <ul style="list-style-type: none"> <li>- Providing a running commentary on a child's activities: 'Looks like he has fewer than you,' 'Looks like your putting numbers in order...'</li> <li>- Reflecting back what children have said in correct, expanded language (Child: 'My shape's got three pointy bits.' Adult: 'Yes, it has three corners.').</li> <li>- 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)</li> </ul> <p>CPD – 'Creating Mathematical Talk in the Classroom' - <a href="#">Four ways to create better mathematical talk in your classroom   NCETM</a></p> | <p>Teaching Assistant Interventions T&amp;L Toolkit Summary EEF</p> <p>Special Educational Needs in Mainstream Schools Guidance Report EEF 2020</p> <p>Voice 21 Study (EEF 2014)</p> <p>Oral Language Interventions T&amp;L Toolkit EEF</p> <p>Communication and Languages T&amp;L Toolkit Summary EEF</p> | <p>Behaviour and Vulnerability tracker</p> <p>Cultural Entitlement Grid</p> <p>Monitoring of uptake of clubs by PP, EAL, SEND and EHCP children</p> |  |  |
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|  | <p>CPD - Applying abstract and real-life experiences to maths problem solving. E.g. money amounts instead of numbers, posters showing what children know about a given number. Applying a real-world concept BEFORE concrete and pictorial.</p> <p>CPD - Applying reading comprehension support to answer mathematical word problems and applying steps to aid understanding, such as:</p> <ul style="list-style-type: none"><li>- <i>What do I think this problem is about?</i></li><li>- <i>Does it remind me of anything else I've read or covered?</i></li><li>- <i>What type of operation might be involved?</i></li><li>- <i>What clues in the text can I find to help me?</i></li><li>- <i>What part of the text is confusing?</i></li><li>- <i>Do I need to go back and re-read?</i></li></ul> <p>Strategies to build confidence in maths and reduce anxiety for disadvantaged children (especially FSM white girls), such as:</p> <ul style="list-style-type: none"><li>- <i>Putting a question to a struggling child after other children have given examples of what is required.</i></li><li>- <i>Giving longer thinking time or time to talk to a partner</i></li><li>- <i>Scaffolding new learning – I do, we do, you do sequence</i></li></ul> <p>Targeted pre-teaching of new concepts to disadvantaged children.</p> <p>Targeted deployment of additional specialist TA support across Reception (TA T&amp;L Toolkit EEF)</p> <p>Outside Agency support (Drumbeat, SLT, EP, etc) will be effectively coordinated to ensure that children who need support are prioritised. (Recommendation 2 EEF 2020)</p> <p>Children with additional needs are identified quickly and parents signposted to relevant support (SLT drop in, OT drop in, Drumbeat training, etc) (Recommendation 2 EEF 2020)</p> <p>Children with complex and significant needs are referred to relevant professionals so that school and parents can put recommendations in place (Recommendation 2 EEF 2020)</p> |  |  |  |  |
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|  | <p>Teachers update provision maps every half term to ensure daily interventions are purposeful and children making progress.</p> <p>Termly summative assessments (tests) in Phonics, Reading and Maths. Writing assessed using children's learning in books.</p> <p>Children peer and self-assess learning in class in order to see if they need further support or can be extended in their learning.</p> <p>Year 6 Maths and English Booster sessions interventions are planned and delivered by teachers and TAs, either to enhance the learning taking place in the classroom or as a discreet skills/knowledge session</p> |  |  |  |  |
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| <b>Total budgeted cost</b>  |  |  |  |   | <b>Total: £80, 000</b>                      |
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| <b>iii. Other approaches including whole school strategies</b>  |  |  |  |   |   |
| <b>Desired outcome</b>  | <b>Chosen action/approach</b>  | <b>What is the evidence and rationale for this choice?</b>   | <b>How will you ensure it is implemented well?</b>   | <b>Staff leads</b>  | <b>When will you review implementation?</b> |
| <p><b>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.</b></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><b><u>Adults praise for effort and strategies rather than success</u></b><br/><i>Carol Dweck research</i></p> <ul style="list-style-type: none"> <li>- Avoid praising children for ability and success but focus on effort and strategies.</li> <li>- 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.’</li> <li>- 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 help you focus?’ or ‘You’ve done really well to get yourself to school every day lately – How did you do that?’</li> </ul> | <p>TAC and PPP discussions</p> <p>Disadvantaged children are more at risk of low self-efficacy than their more advantaged peers (Jean Gross, 2022)</p> <p>Behaviour Logs on Horizons indicating a lack of self-efficacy.</p> <p>Attainment and progress data of vulnerable groups (Super School profile, 2024)</p> <p>Internal school data</p> | <p>SDP driven – Core Driver shared with all staff during September INSET</p> <p>Termly CPD focus – regular staff training and ‘pop-ups’ focusing on self-efficacy and agency.</p> <p>Pupil Voice and children’s surveys.</p> <p>Lesson Observations and Learning Walks</p> <p>Book Scrutiny focusing on ‘effort’ focused feedback and peer assessment opportunities.</p> | <ul style="list-style-type: none"> <li>• SLT</li> <li>• Curriculum leaders</li> <li>• Inclusion Lead/DHT</li> <li>• Oracy Lead (JB-J)</li> <li>• Vulnerable Groups Lead (SB)</li> <li>• Maths (SS) and English Leads (EB)</li> <li>• EYFS Team</li> <li>• All class teachers and all support staff</li> </ul> | <p>Ongoing</p>                              |

**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) for children identified as needing emotional and social support.



- Adults challenge fixed mindset beliefs in the classroom

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| <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>                                      |

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| <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> |

- Setting and grouping by 'ability' is limited to upper Key Stage 2

**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**

*Teacher's expectations tend to be lower of disadvantaged learners (Rubie-Davies et al, 2006)*

- 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)
- [Why is teacher assessment biased?](#)

**Adults give less help in the classroom**

*When a TA is nearby, children are more likely to seek help and less likely to listen and work independently (Sharples et al., 2019)*

- 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.

Rights Respecting ‘Change Maker’ project and other fund-raising projects for every year group annually. Children have regular opportunity to raise funds for charitable events.

Cross-age learning partners – older children from disadvantaged backgrounds tutoring/mentoring younger children.

Young Interpreters – children with English as an additional language support children new to English in their language in EYFS and KS1.

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.

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.

Adult ‘Pupil Premium Champions’ are established within the staff team. Adults who regularly ‘check-in’ and mentor children. Each PP child has at least one and enduring relationship with an adult in school who takes a personal interest in them and their lives outside of school.

Children’s teams established to ensure children know they have a voice and are listened to in school.

### Creating a Sense of Belonging

*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)*

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?'

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 needs to stay the same

My Goals

What's not working and needs to change

|   |   |  |  |   |  |                                      |  |                     |                    |                              |                  |  |  |  |  |  |  |
|---|---|--|--|---|--|--------------------------------------|--|---------------------|--------------------|------------------------------|------------------|--|--|--|--|--|--|
|   | <table border="1"> <tr> <td colspan="2">Who is going to do what to help me achieve my goals?</td> </tr> <tr> <td>By whom?</td> <td>By when?</td> </tr> <tr> <td colspan="2">What people like and admire about me</td> </tr> <tr> <td>Things I am good at</td> <td>Things I find hard</td> </tr> <tr> <td>What teachers can do to help</td> <td>Resources I need</td> </tr> <tr> <td colspan="2">What my parents/carers can do to help?</td> </tr> </table>  | 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? |  |  |  |  |  |
| 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><b><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></b></p> | <p>Shine project in collaboration with Blackheath High for Year 5 DIS children, 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.</p> <p>Cultural Entitlement Grid ensures that all children in all year groups experience a wide range of opportunities (visit a church, perform on stage, visit a museum etc) over their time at Brindishe Lee School.</p> <p>Disadvantaged children are prioritised for all clubs</p> <p>Educational Visits are not a barrier for disadvantaged children and are subsidised (Lee Hatcliffe Charity)</p> <p>Behaviour and Vulnerability tracker used to identify pupils who need support in positive behaviours for learning.</p> <p>Sports Funding Premium focuses on prioritising disadvantaged children for inter and intra school sports tournaments.</p> <p>Laptops and additional electronic devices provided to ensure disadvantaged children can access home-learning.</p> | <p>'Reaching the Unseen Children' Jean Gross, 2022</p> <p>'Equity in Education' – Lee Elliot Major &amp; INSET day CPD</p> | <p>Termly review</p> <p>Cultural Entitlement Grid</p> <p>Behaviour and Vulnerability tracker</p> <p>Audit of extra-curricular 'take-up' of clubs</p> | <ul style="list-style-type: none"> <li>• SLT</li> <li>• Attendance, Welfare and Safeguarding Officer (CD)</li> <li>• Class teachers and support staff</li> <li>• Phase Leaders</li> </ul> | <p>Ongoing Termly review of events and opportunities</p> |                                      |  |                     |                    |                              |                  |  |  |  |  |  |  |

|  |   |  |  |   |   |
|--|---|--|--|---|---|
| <p><b>E) Children from disadvantaged backgrounds have aspirations similar to that of their peers. They desire and aim for further educational experiences past statutory secondary school age and possibly higher education, leading to well-paid employment, breaking a cycle of disadvantage</b></p> | <p><i>'Never judge a man until you have walked a mile in his moccasins'</i></p> <p>SLT to work alongside Federation Attendance and Welfare Officer. Data analysis used to improve attendance through intervention and escalation (DFE 2021) for example, first day calling, careful coding and authorisation of absences, broken week analysis, home visits, CME procedures, attendance letters and clinics AWSO works closely with harder to reach families to build positive relationships between school and home (Relationships and Communication)</p> <p>Attendance and home/school partnerships tracked and monitored by Behaviour and Vulnerability tracker, allows easier identification of families/children in need of support.</p> <p>Inclusion lead to support families of children with SEN. Workshops for parents and carers and regular SEN surgeries used for 1:1 targeted discussion and conversation.</p> <p>A wider range of parent workshops (online and in person) for parents to engage and aid them in supporting their children's learning to improve home school relationships.</p> <p>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. <i>'Parents don't solely exist as the receptacles of bad news about their children's problem behaviour or poor attainment'</i> (Reva Klein, 2000).</p> <p>Increase number of in school events for parents to attend – performances, parent meetings, assemblies, fair, Open Classroom, meet the teacher. Consider class assemblies and special recognition assemblies to emphasise and raise the value of education. Children write to their parents to invite them and use their pester power.</p> <p>Career fairs or events to raise aspirations. Parents/carers invited into school to talk about their educational experiences and career journeys.</p> | <p>Parent/carer meetings attended is not 100%</p> <p>The Link Between Absence and Attainment DFE (2016)</p> <p>Improving School Attendance Support for Schools and Local Authorities DFE (2021)</p> <p>'Reaching the Unseen Children' Jean Gross, 2022</p> <p>'Equity in Education' – Lee Elliot Major &amp; INSET day CPD</p> | <p>Behaviour and Vulnerability tracker</p> <p>Attendance Tracker</p> <p>Lateness Tracker</p> <p>SDP Driven – Core Drivers</p> <p>Attendance at p/c workshops and SEN surgeries</p> | <ul style="list-style-type: none"> <li>• SLT</li> <li>• Attendance, Welfare and Safeguarding Officer (CD)</li> <li>• Class teachers and support staff</li> <li>• Phase Leaders</li> </ul> | <p>Ongoing Weekly meetings between HT/AWSO to discuss progress around removing barriers</p> |
|--|---|--|--|---|---|

|                            |  |  |  |  |                        |
|----------------------------|--|--|--|--|------------------------|
|                            | <p>Translation services made available for letters, newsletters, website information etc, Relationships and Communication Recommendation 4 DFE 2021)</p> <p>Consider online p/c meetings for families who are reluctant to physically come into school.</p> <p>AWO to supports p/c on low-income with claiming for legally entitled to benefits and Universal Credit or FSM status. Parent/carer workshops supporting skills such as writing a good CV, personal statement, filling in application form etc.</p> <p>CPD – ‘Engaging Parents/Carers’</p> <p>Subsidised WAC where needed on an ad hoc basis</p> <p>‘Stay and Play’ sessions in Reception. More ‘Stay and Play’ sessions in Year 1 and/or ‘Stay and Learn’ sessions.</p> <p>Family Hub Room is a designated space for p/c to access support from our Family Support Lead or DSL. Food parcels are readily available for p/c in need.</p> <p>Targeted events for dads or other male relatives – camping events, BBQs, Football matches, Father Sports Events on Saturdays.</p> |  |  |  |                        |
| <b>Total budgeted cost</b> |  |  |  |  | <b>Total: £49, 173</b> |