



## Evidence based approaches to improving outcomes for Pupil Premium Pupils at Brookburn Primary School

2018 – 19

Focus	Punctuality / Attendance	SEMH	Resilience	SEND – cognition and learning barriers
<b>Barriers to learning</b>	<p><b>2017-18 average PP attendance 94.5%</b> Late school arrival amounting to significant proportion of lost learning time in early morning consolidation tasks <b>(1.8% of all absence lates 2017-18)</b> Absence due to illness impacting on lost learning <b>(3.1% of all absence illness 2017-18)</b></p>	<p>Increased presentation of anxiety Early life trauma impacting on behaviour</p>	<p>Inability to cope with challenges, set-backs and problems</p>	<p>Specific difficulties in cognition and learning, retention and application of new learning slowing rates of progress for some pupils.</p>
<b>Desired outcomes</b>	<p>Significant narrowing of the gap in attendance/ late marks Average attendance of group to increase to be in line with school target 97%</p>	<p>Reduction in anxiety within school. Improved attitudes towards learning.</p>	<p>Improved ability to cope with challenges, set-backs and problems</p>	<p>New learning to be consolidated and applied by pupils.</p>
<b>Success Criteria</b>	<p>Increased attendance and punctuality of PP pupils</p>	<p>Reduction in number of incidents where anxiety / behaviour impacts on learning time. Pupil voice demonstrates that rates of anxiety and worry have reduced</p>	<p>PP feel more able to deal with everyday challenges and issues PP feel happier about school life</p>	<p>Pupils with specific SEND difficulties to make rates of progress in line with peers from starting points.</p>
<b>Attainment gap narrowed, progress higher than that of non PP pupils</b>				
<b>Strategy</b>	<ul style="list-style-type: none"> <li>• Weekly monitoring of all PP pupils attendance</li> <li>• Fortnightly meeting between DHT / SENCo / Office team</li> <li>• Phone calls, letters, meetings where there is an issue</li> </ul>	<ul style="list-style-type: none"> <li>• Termly workshops for parents of adopted pupils</li> <li>• Training focus with staff – mental health and well-being / attachment</li> <li>• Play therapist appointed by school (1 day per week)</li> <li>• Good to be me / self-esteem groups run</li> <li>• 1:1 support for individuals at unstructured times of day</li> <li>• Introduction of daily mile across school</li> </ul>	<ul style="list-style-type: none"> <li>• 1:1, small group support with Learning Mentor</li> <li>• Nurture groups</li> <li>• Lunchtime groups with play therapist</li> <li>• Individual overview for each PP child listing strengths and barriers</li> <li>• Introduction of Rights Respecting ethos in school.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading recovery teacher delivering individualised programmes of support</li> <li>• Timetable of provision to address pre and post learning for key pupils</li> <li>• 1:1 support where appropriate</li> <li>• Individualised tuition programmes as required</li> </ul>
<b>Evaluation</b>				

Whilst this is a self-evaluation of the barriers to learning, and influences our strategy and provision for our pupil premium pupils, we do not see or treat children who are eligible for pupil premium as a homogenous group. We view each pupil as an individual and consciously avoid stereotyping disadvantaged pupils by referring to them as a group – we never assume that all disadvantaged pupils face similar barriers or have less potential to succeed. As stated on p8 of 'Supporting the attainment of disadvantaged pupils', Briefing for school leaders, November 2015. DfE.