

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Brandesburton Primary School
Number of pupils in school	148 (excluding nurse)
Proportion (%) of pupil premium eligible pupils	16/ 148 11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	Dec 2021
Date on which it will be reviewed	Dec 2022
Statement authorised by	L. Northen
Pupil premium lead	D. Plant
Governor / Trustee lead	J. Chambers

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21, 485.00
Recovery premium funding allocation this academic year	£2176.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£23 661.00

Part A: Pupil premium strategy plan

Statement of intent

At Brandesburton Primary School our ethos is wholly inclusive and based upon equal opportunity for all; we recognise that the route children take through school will be unique to them, and dependent upon an enormous range of factors both in school and beyond. We therefore ensure that teaching and learning opportunities meet the needs of all our pupils and in doing so have a variety of initiatives which are deployed to support children to 'bridge the gap' in performance and/or provide enrichment to extend learning further. Our work is aimed at accelerating progress.

Pupil Premium funding must not be confused with low ability. All pupils in receipt of the funding will be encouraged to achieve their personal best. We do not label children in terms of potential, but seek ways to find success and enjoyment in learning and thus allocate the Pupil Premium funding in ways which impact positively on achievement and progress in all aspects of school life.

The Pupil Premium plan works towards achieving the objectives by:

- A clear policy on spending the Pupil Premium is agreed by the Governing Body.
- Pupils Premium spending is included in the SIP and linked to staff appraisal discussions as appropriate.
- Day to day 'Quality First Teaching' is monitored to ensure it meets the needs of all learners.
- All staff are aware of the Pupil Premium children in their classes and are accountable for their progress. Termly progress review meetings will be held each term.
- There is a clear understanding of expected outcomes for interventions, this is tracked and monitored.
- Frequent use is made of attainment and progress data to check effectiveness of provision, and strategies are adjusted accordingly (not retrospectively).
- Research based interventions are considered.
- Support staff are highly trained.
- Parents are fully involved.
- Recognise the impact of the pandemic and lost learning – allowing time to recap knowledge from previous year groups.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Disadvantaged children lack exposure to high quality conversation (limited vocabulary).
2	Limitations in basic skills inhibits learning.
3	Significant proportion of disadvantaged pupils present with social, emotional and mental health issues (SEMH).
4	Disadvantaged pupils lack resilience, confidence and have low-self-esteem which impacts on quality of outcomes.
5	Low parental confidence and home environment impacts on the support given.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
An increasing proportion of outstanding teaching is seen, resulting in high quality provision for all.	<ul style="list-style-type: none">Teaching staff have increased subject expertise and the confidence to assess the effect of their own teaching and adapt accordingly.
All pupils have full and equal access to the curriculum.	<ul style="list-style-type: none">Curriculum enrichment activities are exploited across the school.Pupils demonstrate high levels of engagement and resilience when working independently across the curriculum.Careers Mark programme delivered.
Improved oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none">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, book scrutiny and ongoing formative assessment.
Improved basic skills across the curriculum.	<ul style="list-style-type: none">Greater proportion of disadvantaged pupils achieving at least ARE at the end of key milestones in all core subjects.

<p>Sustained improvement in pupil wellbeing, results in disadvantaged pupils becoming more motivated and resilient learners.</p>	<ul style="list-style-type: none"> • Increased pupil self-esteem, resilience and self- confidence. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • Aspirations are raised.
<p>Home learning has a positive impact on out of school learning and development.</p>	<ul style="list-style-type: none"> • Pupil's engagement with and parent's confidence to support increases. • Monitoring shows access and engagement in home study has increased. • Parent and pupil voice demonstrates workshops/support effective in raising parental confidence. • Teachers report positive impact of home study • All pupils provided with additional support (IT where needed) • Additional homework sessions provided

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 1400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued Professional Development for all teachers to ensure quality first teaching. (Coaching programme for identified needs, moderation, courses)	EEF Toolkit: The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. The most effective way of improving outcomes for children is through effective continued professional development opportunities.	1, 2, 3, 4, 5
Designated Pupil Premium lead given time to design, implement, monitor and evaluate strategies. Sharing key research with staff and ensuring our most vulnerable are receiving the very best teaching and learning opportunities.	Previous experience within school/ Research shows that senior leaders who provide teachers with time and support to make sure approaches are implemented consistently and effectively achieve the greatest impact on outcomes for pupils, both socially and academically.	1,2,3,4,5
Vocabulary/ reading training so that barriers are minimised and the most vulnerable leave with a rich vocabulary to maximise life chances.	Hart and Risley Research (2003): Children from lower socio-economic households have a word gap compared to those who live in professional households. On average, children from families on welfare heard approximately 616 words per hour, while those from working class families heard	1,2

	approximately 1251. Children from professional families exceeded both, hearing approximately 2153 words per hour. This gap means that some pupils will start their school having heard 30 million fewer words than other children their age.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 15500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily targeted 'catch-up' interventions delivered by teacher / teaching assistant	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low-attaining pupils and those that have fallen behind, both one-to-one and in small groups.	1,2,3
Daily targeted reading To develop pupil's fluency.	Research shows that regular small group and 1:1 reading with an adult support pupil's fluency in reading. There is a wealth of evidence which shows the importance of fluency in pupil's reading development. Shining a Spotlight on Reading Education Endowment Foundation EEF	1,2,3
Interventions to improve oral and written language skills.	EEF Toolkit: Studies in England have shown that some disadvantaged pupils may not have been exposed to the same amount of spoken words and books read in the home.	1,2

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 6800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Parent open mornings/evenings to support with homework/online learning/behaviour and regulation.</p> <p>Family Support Officer to work closely with our disadvantaged families to ensure individualised support.</p>	EEF Toolkit: Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.	1,2,3, 4, 5
In school home learning support sessions/Resource Packs	EEF Toolkit: Homework Some pupils may not have a quiet space for home learning – it is important to consider how learning can be supported.	1,2,3, 4, 5
Children from vulnerable families will not be hindered by lack of finances and be able to broaden their experiences by attending residential trips and participating in extracurricular activities to help build cultural capital and enhance opportunities.	Cultural Learning Alliance: Evidence suggests that the cultural capital passed on through family's helps children do better in school. The education system values the knowledge and ways of thinking developed by acquiring cultural capital, both abstract and formal. As adults, cultural capital helps individuals to network with other adults who have a similar body of knowledge and experiences, and who in turn control access to high-paying professions and prestigious leadership roles, for example in government.	1,2,3, 4, 5
Technology support- All children have access to a school laptop/tablet if needed.	Sir Kevan Collins, chief executive of the EEF: 'We live in a digital age. Technology has transformed how we do things, from communication with friends and family to learning about the world around us. The pupils we teach do not know a life without it. The	1,2,3, 4, 5

	opportunities it offers us to improve education are truly exciting.’ Previous experience within school validates this approach.	
Careers Mark Programme Curriculum enrichment opportunities	EEF Toolkit: Aspiration interventions without an academic component are unlikely to narrow the disadvantaged attainment gap. Teacher expectations play a role in shaping pupil outcomes and teachers should aim to communicate a belief in the academic potential of all pupils.	1,2,3, 4, 5
In school well-being skills, knowledge and understanding delivered through the JIGSAW programme of learning, direct teaching and assemblies.	EEF Social and Emotional Learning: (educationendowmentfoundation.org.uk) There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)	1,2,3, 4, 5
HLTA time to create a pastoral care role and to lead social skills groups.	EEF Toolkit/Wider Research: Emotional, social or friendship issues are shown to have become barriers to achievement and progress being made. Previous experience within school validates this approach.	1,2,3,4, 5

Total budgeted cost: £23700

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous year in key areas of the curriculum, therefore the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were not fully achieved.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources. Increased communication provided to our disadvantaged pupils and regular monitoring/review of actions on individualised provision maps ensured support continued to be personalised. Disadvantaged children were always considered when marking or providing booster and catch up sessions. TA time was used to support targeted provision and enable quality first teaching to be focussed effectively.

Our assessments and observations indicated that wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are continuing to build upon these approaches with the activities detailed in this plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	