

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	149 (excluding nurse)
Proportion (%) of pupil premium eligible pupils	25/149 17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 2023-2024 2024-2025
Date this statement was published	Dec 2022
Date on which it will be reviewed	Dec 2023
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	£36,430
Recovery premium funding allocation this academic year	£1414
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	£37,844

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.
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 • ELSA programme fully implemented
<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: £ 6844

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	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	1,2

to maximise life chances.	words per hour, while those from working class families heard 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: £ 22 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily targeted 'catch-up' interventions delivered by teacher / teaching assistant	Previous experience within school/Research: 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.	EEF/Wider research: 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.	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
Smaller class sizes delivery the curriculum	Previous experience within school/Research: 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

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

Budgeted cost: £ 7000

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....feedback on homework had higher impact on learning.	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 families 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	Sir Kevan Collins, chief executive of the EEF: 'We live in a digital age. Technology has transformed how we do things, from communication with	1, 2, 3, 4, 5

laptop/tablet if needed.	friends and family to learning about the world around us. The pupils we teach do not know a life without it. The opportunities it offers us to improve education are truly exciting.' Previous experience within school validates this approach.	
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: £ 37844

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 2021 to 2022 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 realised. From this information, we worked hard in 2021/2022 to ensure this was not repeated.

Our assessments and observations indicated that wellbeing and mental health were significantly impacted from the past two last years. 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. The school now has ELSA and the whole school follow the programme of learning: JIGSAW. Alongside this, we prioritise the drivers for the curriculum. One being the development of a 'Tool Kit for Life'.

In addition to this, we have a huge range of interventions in place, smaller group teaching of the curriculum and increased staff CPD on outstanding teaching practice.

We believe more than assessments of the curriculum to be a measure of pupil premium impact. We use these valid assessments alongside discussions with parents, emotional literacy, speaking and listening, tool kit for life and each child's overall wellbeing.

Pupil Premium Impact 2021-22

Below is the impact of the pupil premium in the academic year 21-22:

- 100% of pupil premium children in Year 6 achieved ARE or above for reading.
- 20% of pupil premium children in Year 6 achieved GD for reading.
- 80% of pupil premium children in Year 6 achieved ARE for maths.
- 80% of pupil premium children in Year 6 achieved ARE for writing.
- 67% of pupil premium children passed the phonics screening (whole school 63%).

There were no pupil premium children in Year 2.

- Targeted intervention for those pupils who are PP on the RWI program
- Recommended reads for each key stage are now in each classroom and pupil premium have access to these texts and read them regularly.
- EWO/TA check-in every morning with all classes and supports pupil premium children with emotional and well-being needs on a regular basis so they are ready to learn.
- By the end of the summer term all PP children attended a school

Club

- Small group teaching across the school to decrease teacher to child ratio. Small group teaching facilitates accelerated progress and meets the needs of all children to narrow the gap

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
Mastering the curriculum	Mastering the curriculum

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?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.