

Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Brinsley Primary & Nursery School
Number of pupils in school	184
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020/2021 to 2023/2024
Date this statement was published	December 2021 (update Dec 22)
Date on which it will be reviewed	December 2023
Statement authorised by	Jason Osprey Headteacher
Pupil premium lead	Brendan Elliott Assistant Headteacher
Governor / Trustee lead	Deb Shaw

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,550
Recovery premium funding allocation this academic year	£5,075
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	£46,625
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Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, in which interventions have been targeted and curriculum overviews adjusted. It also aims to ensure that disadvantaged children receive a rich and varied experience by supporting families to fund extra curriculum activities such as visits and residentials. It also aims to give these children opportunities to express themselves through emotional support and wellbeing activities such as gardening, sport and art therapy.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Our disadvantaged children do not have the same opportunities to read at home with evidence over lockdowns and many children having reported their parents do not read with them.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Internal and external (where available) assessments indicate that Reading, Mathematics and Writing attainment among pupil premium pupils is below that of non-pupil premium pupils.
4	Teacher assessments, pupil wellbeing survey, observations and discussions with families have identified social and emotional issues for many pupils, notably their interaction with their peers. Children also show a lower level of resilience and independence compared to non-disadvantaged pupils with regard to academic achievement.

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
Improved writing attainment among pupil premium pupils.	The proportion of pupil premium/FSM6 children school increase to be more in line with national. Evidenced through: <ul style="list-style-type: none"> • End of year group data (Otrack) • End of Key Stage data (Data Dashboard) • B-Squared (for SEN)
Improved reading attainment among pupil premium pupils.	The proportion of pupil premium/FSM6 children school increase to be more in line with national. Evidenced through: <ul style="list-style-type: none"> • End of year group data (Otrack) • End of Key Stage data (Data Dashboard) • B-Squared (for SEN)
Improved maths attainment among pupil premium pupils.	The proportion of pupil premium/FSM6 children school increase to be more in line with national. Evidenced through: <ul style="list-style-type: none"> • End of year group data (Otrack)

	<ul style="list-style-type: none"> • End of Key Stage data (Data Dashboard) • B-Squared (for SEN)
Behaviour for Learning (BfL) improvement	<ul style="list-style-type: none"> • Progress of pupil premium children will improve across school • By Summer 2023 observations by pupil premium lead will show positive BfL amongst pupil premium children, compared with observations at the beginning of the year.
Attendance broadly in line with non-pp children	<ul style="list-style-type: none"> • Our pupil premium children will have attendance more in-line with non-pupil premium children. • Lateness of pupil premium children will be more in-line with non-pupil premium children.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £16,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued subscription of a standardised diagnostic assessments (NFER)</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>£1,400</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1,2,3
<p>Continued subscription of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Ensure the adequate support and training for those staff charged with teaching phonics.</p> <p>£1,000</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1,2
<p>Purchase of White Rose Maths and Master the Curriculum schemes.</p> <p>We will fully buy into the schemes to ensure consistency and</p>	<p>White Rose Maths helps children develop their conceptual understanding of mathematics by using concrete objects, pictorial representations and abstract thinking.</p> <p>This inclusive approach is based on the principles of cognitive psychology and child development.</p>	3

<p>coverage from EYFS to Year 6.</p> <p>This will also reduce teacher time/workload and the time children spend on non-maths related activities during lessons.</p> <p>£1800</p>	<p>https://whiterosemaths.com/</p> <p>https://masterthecurriculum.co.uk/</p>	
<p>Improve the quality of personal, social, health and emotional (PSHE) learning.</p> <p>Purchase into the SCARF programme.</p> <p>£490</p>	<p>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)</p> <p>EEF – Social and Emotional Learning</p>	5
<p>The use of teaching assistants to allow teachers to address common misconceptions, pre/post teach, free the teacher to work with small groups, etc</p> <p>£5000</p>	<p>The creative use of teaching assistants allows for more effective teaching. Pre and post teaching allows for more children to achieve success in lessons. Misconceptions can be addressed during lessons with the use of effective formative assessment and feedback. Another skilled adult in the room also affords the teacher the freedom to address these issues themselves.</p> <p>EEF Making best use of Teaching Assistants</p>	1,2,3,4
<p>Using part time teacher as a 1-2-1/ small group intervention using Catch up funding</p> <p>Additional 1-2-1 support is offered to Year 6 pupils who need academic support in reading, writing & maths throughout spring term in preparation for their SATS.</p> <p>£4590 + £2000 approx</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted in class, small group and 1-2-1 support delivered through Teaching assistants.</p> <p>£10,000 approx</p>	<p>Teaching assistants have a clear focus for interventions which have a proven impact. Our TA's deliver high quality one-to-one and small group support using structured interventions. In some cases TA's are used to support children within class in order to develop their independent skills and support the management of their own learning.</p> <p>EEF Making best use of Teaching Assistants</p>	1,2,3,4
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>£5000 approx</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1,2

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <p>£500 approx</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	1,2

<p>Improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>This will involve the use of outdoor activities such as gardening and sport and ELSA sessions.</p> <p>£8000 approx</p>	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p>EEF Social and Emotional Learning</p>	1,2,3,5
<p>Improve their life experiences through school trips, residential and visitors.</p> <p>Residential will take place in Y1/2, Y4 & Y6 as well as a range of different enrichment activities across their primary school life.</p> <p>£1500 approx</p>	<p>Offering children enriching experiences can build 'Character'. This means a set of attitudes, skills and behaviours – such as self-control, confidence, social skills, motivation, and resilience which underpin key social and emotional aspects of life.</p> <p>EEF Enrichment</p>	5

Total budgeted cost: £ £41,000 - £42,000 approx.

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.

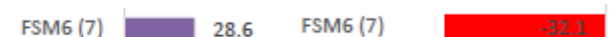
Aspirational Target for 2022: *KS2 writing outcomes in 2023-2024 show that more than 78% of disadvantaged pupils met the expected standard.*

National end of KS2 was 69%



Aspirational Target for 2022: *KS2 reading outcomes in 2023-2024 show that more than 73% of disadvantaged pupils met the expected standard.*

National end of KS2 was 74%



Aspirational Target for 2022 : *KS2 maths outcomes in 2023-2024 show that more than 79% of disadvantaged pupils met the expected standard.*

National end of KS2 was 73%



Of the seven children in question, it was the same two children who achieved the expected standard in all of the subject areas. Therefore, the other five children failed to achieve the expected standard in any of the subject areas. Aside from pupil premium, each of the other children had additional factors that constitute as vulnerable.

The attainment of vulnerable groups, inc. pupil premium/FSM6 is now a target on the School Improvement Plan (SIP).

Results by end of Key Stage:

EYFS:

Good level of development: All Pupils (22) 59% PP/FSM6 (4) 25%

Expected Level across all ELGs (22) 55% PP/FSM6 (4) 25%

KS1:

Reading: All Pupils (25) 68% PP/FSM6 (2) 100%

Writing: All Pupils (25) 68% PP/FSM6 (2) 50%

Maths: All Pupils (25) 72% PP/FSM6 (2) 50%

The cohort consisted of 2 pupils and as such each child made up 50% of the total value.

KS2:

Reading: All Pupils (30) 73% PP/FSM6 (6) 33%

Writing: All Pupils (30) 53% PP/FSM6 (6) 33%

GaPS: All Pupils (30) 60% PP/FSM6 (6) 33%

Maths: All Pupils (30) 57% PP/FSM6 (6) 33%

Target:

Sustained high attendance from 2023/24 demonstrated by:

- the overall absence rate for all pupils being at 96% or above.
- And/or the absence rate of disadvantaged pupils being in line with National Reduction of 10% in lateness of disadvantaged pupils.

Outcome:

Whole School attendance 2021-2022: 92%

Pupil Premium/FSM6: 92%

This shows that approaches used to address PP absence were effective.

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
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Times Tables Rock Stars	Maths Circle Ltd https://trockstars.com/
Bug Club	Pearson https://www.activelearnprimary.co.uk/login?c=0
The Great Project	Equation https://equation.org.uk/the-great-project/
DARE	Life Skills Education https://lifeskillseducation.co.uk/

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.