

Pupil premium strategy statement

School overview

Metric	Data
School name	Brinsley Primary and Nursery School
Pupils in school	228
Proportion of disadvantaged pupils	16.16%
Pupil premium allocation this academic year	£42,240
Academic year or years covered by statement	Autumn 2019 – Summer 2022
Publish date	December 2019
Review date	October 2020
Statement authorised by	Jason Osprey
Pupil premium lead	Natalie Sisson
Governor lead	Lorraine Berry

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-3.4 (BPS nonPP = 2.35)
Writing	0.31 (BPS nonPP = 1.82)
Maths	-2.11 (BPS nonPP = -0.64)

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	56% (BPS nonPP = 55%)
Achieving high standard at KS2	0% (BPS nonPP = 0%)

Strategy aims for disadvantaged pupils

Measure	Activity
To lower the difference in progress between PP and National non-PP at the end of KS2	Ensure that all staff are fully aware of which children are not on track to achieve the progress they should and have effective interventions in place to address.
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National non-PP at the end of KS1 and Early Years	
Barriers to learning these priorities address	Some children continue to slip further behind their peers as they do not receive the right intervention or support. Children who fall below in the earlier years fail to make enough progress to catch up to their peers later.
Projected spending	£42,240

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve at least national average progress scores in KS2 Reading (0)	August 2020
Progress in Writing	Achieve at least national average progress scores in KS2 Writing (0)	August 2020
Progress in Mathematics	Achieve at least national average progress scores in KS2 Mathematics (0)	August 2020
Phonics	Achieve national average expected standard in Phonics Check	August 2020
Other	Maintain attendance of disadvantaged pupils to national average of 96%	August 2020

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Measure	Activity
Priority 1	To provide CPD and support ensuring a consistent phonics and reading intervention strategy across the school.
Priority 2	To provide CPD and support ensuring that teachers are using resources (Power Maths, manipulatives, etc) to support good teaching of Mathematics.
Barriers to learning these priorities address	Currently while phonics teaching is good, it is not always consistent across school. Children in KS2 who have not gained an effective knowledge of phonics slip further behind academically. Some children are unable to access maths that is abstract, or even visual.
Projected spending	£13,240

Targeted academic support for current academic year

Measure	Activity
Priority 1	To plan for and use existing strategies and interventions in school effectively, targeting the right children.
Priority 2	Support children generally by ensuring those that need emotional and social support get it i.e. ELSA support, counselling, etc.
Barriers to learning these priorities address	A comparative lack of progress based on prior attainment. Emotional readiness needed for effective teaching and learning.
Projected spending	£25,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Allocated and protected time for Office Administrator to support and challenge PA children/families.
Priority 2	Improving the cultural capital of disadvantaged children by subsidizing trips, visits and residential.
Barriers to learning these priorities address	Improving attitudes to attendance for the most disadvantaged children/families.
Projected spending	£4000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring that a consistent and whole school approach is maintained in closing the achievement gap.	Time is provided for shared and individual pupil progress dialogues, as well as leaders to feed this back during SLT. Make sure there is effective use of CPD time to share best practice.
Targeted support	That interventions have the time and personnel to happen effectively.	Time for these interventions will be protected and opportunities for monitoring and CPD for interventions provided.
Wider strategies	That the limited funds for this aspect of intervention are allocated in the best possible places.	SLT and staff will coordinate this during staff meetings and SLT.

Review: last year's aims and outcomes

Aim	Outcome
Refer website: <i>Pupil Premium Grant Expenditure Report And Impact 2018 2019</i>	