



Pupil premium strategy statement 2021-2022

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	Brentnall Community Primary School
Number of pupils in school	231
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Matt Thompson
Pupil premium lead	Emily Mendham
Governor / Trustee lead	Khouloud Alturk

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£138,535
Recovery premium funding allocation this academic year	£15,757
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£154,292



Part A: Pupil premium strategy plan

Statement of intent

At Brentnall Community Primary School, we endeavour to ensure that high-quality teaching, targeted academic support and wider strategies lead to our disadvantaged and vulnerable pupils achieving outcomes that are at least in line with their non-disadvantaged peers. We are committed to providing the best possible education for every individual pupil. We have high aspirations and expectations for all of our pupils and strive to ensure that our provision is suitable to meet the needs of all pupils. We are determined to ensure that all of our pupils are given every opportunity to realise their full potential.

As a diverse school, we are acutely aware of the differing needs of our children and their families. Our aim is to ensure that all children are able to succeed and thrive. In order to enable all children to succeed we have carefully considered possible barriers to success that may face some of our learners. We have carefully designed a curriculum which will engage all learners through Quality First Teaching. We have worked hard to ensure that the SEMH needs of our children can be met by creating a nurturing culture. We have developed strategies to increase the cultural capital of our learners and enhance parental expectations. We ensure that we set high expectations for all learners and we carefully scaffold that path for those children experiencing additional challenges as a result of socio-economic disadvantage. We continually work with a range of outside agencies and access appropriate training in order to support our children and families.

Our ultimate objective is to diminish the attainment gap between disadvantaged and non-disadvantaged pupils. Evidence from across the English school system including the EEF, shows that using pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils. Our current pupil premium strategy plan works towards achieving this by prioritising the development and improvement of teaching across the school, including highly effective interventions and the removal of additional non-academic barriers for our pupils.

In addition, the challenges outlined above it not surprising that the children already identified as being vulnerable learners have been the group most affected by COVID and remote education. As a school, we monitored engagement and supported parents in every way we were able to. We developed a Recovery Curriculum which will continue to support learners in the current academic years. In addition, we will continue to work tirelessly to ensure that the impact of Covid on our learners is minimised by ensuring that: children in our school feel safe, secure and ready to learn; all families within are school community feel valued and empowered; children are supported to catch up on lost learning opportunities at the right time to have the greatest impact and that we work together as a school community to produce the next generation of well rounded, well-educated and proactive citizens.

We will measure the impact of the pupil premium spending by carefully monitoring and tracking the progress every pupil makes.

- In EYFS, we will compare baseline and exit data of prime and specific areas of learning, this involves individual target setting, teacher observations and assessment information published in the statutory framework for the early years foundation stage.
- During key stage 1, we will track the progress pupils make in their year 1 phonics screening tests and for those pupils that repeat the check in year 2, their progress will be monitored. In years 2 and 6, we will use end of year assessments and teacher assessment for reading, writing, maths and grammar, punctuation and spelling (GPS). This progress and attainment will be compared with national scores and percentages.
- Following regular PiXL assessments in years 1-6, school leaders will monitor the impact pupils have made in reading, writing, maths and GPS. Termly assessments show impact pupils have made in all other subjects. Correct for consolidation sessions in all subjects will ensure and demonstrate that pupils know more and are able to remember more over time, this is measured in pupil conversations, in pupils' books and in formal assessments.

Challenges

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

Challenge number	Detail of challenge
1.	Low levels of speaking and listening skills for many children.
2.	Low entry levels to Early Years as many children are working significantly below the expected standard in all areas of the learning and development particularly in communication & language.
3.	To support all learning as we continue to close the gap between children in receipt of PPG and others at the end of all key stages, including Y1 phonic screening. The percentage of children working at the age-related expected level or above in reading, writing and maths is currently lower than national average.
4.	Emotional issues for a proportion of our pupils including those in receipt of PPG have had a detrimental effect on their academic progress compared to their peers.
5.	To ensure that learners are equipped with positive behaviour for learning, including perseverance, resilience and independence.
6.	To ensure that the attendance and punctuality of all children notably those in receipt of PPG is above national average.

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
<p>All pupils, including those in Early Years, will have made significant improvements with their language acquisition, be able to use vocabulary with increasing confidence and they are able to apply this in a range of contexts.</p>	<p>Ongoing teacher assessments and pupil progress data will show improvements throughout the academic year.</p> <p>Pupils will demonstrate increased progress in any formal speech and language assessments.</p> <p>Children will be able to acquire, use and apply vocabulary in a range of learning contexts.</p> <p>Evidence will be found through informative and summative assessment, learning conversations with pupils and end of key stage assessments.</p>
<p>Through the quality first teaching of a well-designed and engaging curriculum and supported by the use of evidence-based interventions and catch up programmes, the number of children attaining expected standards and greater than expected standards will increase, most notably of those in receipt of PPG.</p> <p>The impact of Covid and remote learning will be reduced and all children will be able to make progress from secure foundations.</p>	<p>All pupils will have made good progress and attain well in ongoing teacher assessments and pupil progress data will show improvements throughout the academic year, including at the end of key stage assessments.</p> <p>Careful and accurate assessment of groups and individuals will have identified gaps in learning.</p> <p>Research based intervention will ensure that gaps in learning are plugged.</p> <p>Evidence will be found through informative and summative assessment, as well as through learning conversations with pupils.</p> <p>All children will continue to learn effectively and progress well as gaps in learning and misconceptions will have been identified and rectified through precision teaching of groups and individuals.</p> <p>Evidence will be found through informative and summative assessment, as well as through learning conversations with children.</p>

<p>All pupils in school will have a positive self-image and improved SEMH, enabling them to feel safe and secure in school and they are ready to learn.</p>	<p>Children will feel positive about their experiences in school. Children will feel safe in school and will be ready to learn. School maintains CAHMS and TiE links to support pupils. Evidence will be found through classroom visits, pupil voice and parents' voice.</p>
<p>All pupils will demonstrate positive behaviour for learning during all learning opportunities.</p>	<p>There will be evidence within classrooms that pupils are able to work with independence and can manage the daily challenges in supportive environment where perseverance and resilience is valued and encouraged. Evidence will be found through professional conversations, classroom observations, pupil voice and talking to parents.</p>
<p>All pupils will have above national average attendance and punctuality.</p>	<p>Pupils will be identified where attendance and punctuality is below national average. Ongoing monitoring will show an improvement in specific pupils' attendance and punctuality. All pupils will have attendance above 96%. Evidence will be found through SIMS data.</p>
<p>The impact of financial constraints will have been reduced and wherever possible removed ensuring that all children are accessing a rich curriculum and are engaged in the same extra-curricular activities and wider opportunities as other learners including support with trips and visits.</p>	<p>All pupils will access a rich curriculum and be engaged in high quality extra-curricular activities and wider opportunities including support with trips and visits. Evidence will be found in records of engagement, pupil voice, conversations with parents and classroom learning journeys.</p>

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: £ 7500 (this amount is topped up with school funds)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Upskill support staff and teachers with appropriate approaches and pedagogy through CPD focused on curriculum design.	A whole school approach to curriculum development will ensure that a high-quality, well-planned curriculum providing good subject coverage and encouraging sticky knowledge in place and taught to a high standard through quality first teaching. (Ofsted Curriculum Research assessing intent, implementation and impact 2017)	1, 2, 3
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	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. (Standardised testing, Education Endowment Foundation)	3
Purchase of a Read, Write Inc. resources to secure stronger phonics teaching for all pupils, including CPD for staff.	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds (Phonics, Education Endowment Foundation)	1, 2, 3
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.	A whole-school approach to the teaching of mathematics. The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the	1, 3, 4

<p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 141,292

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group evidence-based interventions for children in Early Years.</p>	<p><u>WellComm</u> is a speech and language toolkit that can be used with children from 6 months to 6 years of age. It is a means of tracking progress of all children and will identify areas of concern in language, communication and interaction. It comes with a variety of different resources that enables targeting of children who have language difficulties, from semantics, sequencing and organisation, story structure and memory. ("The ability to communicate – to say what you want to say and to understand what other people are saying – is fundamental to life chances" Jean Gross, Time to Talk, 2013)</p>	<p>1, 2, 3</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</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, Education Endowment Foundation)</p>	<p>1, 2, 3</p>
<p>Small Group Intervention and</p>	<p>RWI small-group lessons (daily) 1:1 Daily Readers</p>	<p>1, 2, 3, 4</p>

<p>matching resources to enhance outcomes in reading, writing and maths in KS1 and KS2</p>	<p>Small-group Ready to Progress lessons (maths)</p> <p>A Teaching Assistant is assigned to every class to support highly-structured teaching in the morning. This allows bespoke small-group support within the classrooms to allow children to 'keep up'.</p>	
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</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, Education Endowment Foundation)</p> <p>And in small groups: (Small group tuition, Education Endowment Foundation)</p>	1, 2, 3
<p>1:1 and small group speech and language input from ELKLAN trained member of staff</p>	<p>Number of referrals to SALT reduces. Pupils are able to speak more clearly, positively impacting on their reading and writing work. Pupils converse freely and confidently with their peers and other adults.</p>	1, 2, 3

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

Budgeted cost: £ 5500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellbeing	<p>There has been a focus in enhancing and protecting wellbeing and SEMH in school.</p> <p>Research evidence shows that education and health are closely linked so promoting the health and wellbeing of pupils and students within schools and colleges has the potential to improve their educational outcomes and their health and wellbeing outcomes. (Public Health England 2014)</p>	2, 3, 4, 5



	<p>In all year groups, children will be identified for sessions with our learning mentor with a focus on SEMH needs.</p> <p>“Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.”</p> <p>(Social and emotional learning, Education Endowment Foundation)</p>	
Behaviour	<p>School has adopted and will continue to embed a Relationship and Positive Behaviour Policy.</p> <p>Positive school cultures, and explicit teaching of social and emotional skills can have a direct impact on pupil’s academic performance (Panayiotou, Humphrey, & Wigelworth, 2019) and a decrease in school-wide disruptive behaviours (Caldarella, Shatzer, Gray, Young, & Young, 2011).</p>	5
Attendance	<p>Pastoral Manager to analyse attendance and contact those with attendance below agreed level. They pastoral manager will also support families to raise attendance and punctuality.</p>	6

Total budgeted cost: £ 154,292



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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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?	



Further information (optional)

Use of Sports Premium funding to offer sporting clubs to pupils.