

# Pupil premium strategy statement – Brentnall Community Primary

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	229
Proportion (%) of pupil premium eligible pupils	46.28%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/23 2023/24 2024/25
Date this statement was published	Nov 22
Date on which it will be reviewed	Annually reviewed Nov 23
Statement authorised by	R. Clyne
Pupil premium lead	R. Clyne
Governor / Trustee lead	EIB

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£169774.00
Recovery premium funding allocation this academic year	£84653
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	<b>£1,392,888</b>

# Part A: Pupil premium strategy plan

## Statement of intent

*Our intention is that all pupils, including those with special educational needs, those with English as an additional language and those with a disability, irrespective of their backgrounds or challenges they face make good progress, achieve well, have access to a broad and balanced curriculum, enhanced by real-life experiences and high quality cultural, artistic and musical experiences.*

*High quality first teaching is our core offer to all, our curriculum aims to add additional support to disadvantaged pupils by focusing on areas in which disadvantage pupils require the most support.*

*Our strategy is also integral to wider school plans for educational recovery. Our aim is to ensure that strategies are complementary to each other, in order to help pupils' achieve their potential.*

*We will consider challenges faced by vulnerable pupils such as those who have a social worker, offering them bespoke support and enhanced extra-curricular experiences.*

## Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations indicate under developed language skills, oral skills and a vocabulary gap. Baseline assessments show disadvantage children have slower language development, lower oral skills and a wider vocabulary gap.
2	Phonic baselines on entry are lower than national and also LA averages, this is particularly true for disadvantaged children.
3	Reading assessments show that disadvantage pupils are impacted in their ability to read, access to high quality texts and knowledge of authors and books. This puts them at an educational and cultural disadvantage.
4	Attendance and persistent absence are higher in disadvantaged children, absenteeism has a negatively impacting progress of disadvantaged pupils
5	Our assessments and pastoral referrals show an increase in the number of pupils requiring social and emotional needs including mental health

## 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
Wellcomm language intervention offered when required	Disadvantaged children language skills will be in line with national standards
Systematic synthetic phonics delivered daily	75% of Y1 children achieve pass in phonics assessment 90% of Y2 who didn't pass in Y1
Every child to have read at least 6 high quality texts per year and to have learnt 6 poems per year	Children to name books they have read, name related authors and to confidentially discuss books read. Children to build up a bank of knowledge overtime related to books and poems.
Attendance to see a rapid and sustained increase to national levels	Disadvantaged children attendance to increase to 96.7%
Rapid identification of child's needs followed by a bespoke package to support child and family	Case studies show an improvement in 75% of child's mental health using internal and external support

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD RWI	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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a> CPD for staff, resources for teaching, online subscription for teachers/children/parents. Resources for supporting reading at home.	2
<i>Class novels</i>	Ensuring that students are confident readers on entering secondary school is vital to their long-term success. Less than one fifth of pupils who did not reach Level 4 in English overall in 2008(the then-expected standard) went on to achieve a C or above at English GCSE, compared with four-fifths of pupils who achieved Level 4 or above. Only 11% of pupils who did not reach Level 4 in English overall in 2008 went on to achieve five or more A*-C grades at GCSE, including English and maths, compared to 72% of pupils who achieve a Level	3

	<p>4 or above. (<a href="https://educationendowmentfoundation.org.uk/public/files/Publications/EEF_Publications_EvidenceBrief_ReadingAtTheTransition.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/EEF_Publications_EvidenceBrief_ReadingAtTheTransition.pdf</a>)</p> <p>6 class novels per year- a copy for each child</p> <p>6 poems per year</p>	
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## 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

Budgeted cost: £ 140,842.62

## Targeted academic support

Budgeted cost: £ 27473.63

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring	On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. <b><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/reading-programmes">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/reading-programmes</a></b>	2
<i>Structured intervention- Wellcomm</i>	There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.	1

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition?">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition?</a>	
<i>Pastoral Interventions</i>	The children who are at most significant risk are the youngest ones as their brains are still developing and are being exposed to high levels of stress and isolation, which can lead to permanent abnormal development. Children exposed to stressors such as separation through isolation from their families and friends, seeing or being aware of critically ill members affected with coronavirus, or the passing of loved ones or even thinking of their own death from the virus can cause them to develop anxiety, panic attacks, depression, and other mental illnesses	5
<i>Deregulation areas and equipment</i>	A 2013 systematic review from 23 countries indicated that children and adolescents experiencing such socioeconomic disadvantage were two to three times more likely to develop mental health difficulties, with stronger associations reported in children under 12 years old  <b>Reiss F (2013) Socioeconomic inequalities and mental health problems in children and adolescents: a systematic review. Soc Sci Med 90:24–31</b>	5

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

Budgeted cost: £ 1457.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast club for persistent lates	Children arriving for Breakfast club arrive at 8am and therefore will not be late to school	4
<i>Rewards</i>	Poor school attendance is a significant problem in the UK and many other countries across the world. In 2019/20, it was reported as 4.9% overall, with special schools showing a higher rate equal to 10.5% and persistent absence at 13.1% in England (gov.uk 2020). Research has found that poor attendance at school is linked to poor academic attainment	4

	across all stages (Balfanz & Byrnes, 2012; London et al., 2016)	
<i>Staffing</i>	£84653	

**Total budgeted cost: £ 169,774**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Disadvantaged pupils were supported in 21/22 in the following ways;*

Early years children language acquisition was assessed on entry using Wellcomm assessment- children who were identified as 'amber' or 'red' followed the Welcomm programme. This was successful for the children who participated. This programme has now been rolled out across the whole school to ensure no child is left behind. Children who made less progress were offered further support using external agencies. The school has now bought additional speech and language support as a result of this

Additional support was targeted at pupils who required support in phonics in Year 1. Children received focussed small group work using Read Write Inc systematic phonological scheme. Individual children then received additional 1 to 1 support when needed. Children in Year 2 who had not passed the phonic assessment were additionally supported. This approach was partially successful. The school has now further invested in additional training and relaunched R W inc.

Pixl assessments were carried out termly by Y1 to Y6, teachers used the data to plan, teach and review learning. This allowed children to focus on specific areas of learning. The school analysis shows that children score highly on grammar and punctuation but fail to apply this knowledge in their writing, this is now a focus for teachers. Multiplication times tables were also found to be an area for development, this is now a part of the school's mathematics action plan.

The well-being of pupils was identified as a focus, staff have received training and the school now has a Senior Mental Health Lead and a team of staff. Children are referred through our pastoral programme. Children have accessed a range of intervention from school delivered programmes, virtual programmes such as Kooth, individual counselling via Place2be and higher-level support from CAHMs. Resources were purchased for all classes and each class now has resources to refocus children's learning and help them to regulate their own feelings.

Attendance continues to be a concern. SEND and PP pupils attendance continues to lag behind non- PP child and non-SEND children. A range of reward schemes were introduced but were not successful in closing the gap. This year attendance is a key target on the school improvement plan.

