# Pupil premium strategy statement

## 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

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| Detail | Data |
| School name | Brinkley Grove Primary School |
| Number of pupils in school | 401 |
| Proportion (%) of pupil premium eligible pupils | 25% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-24 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | December 2022 |
| Statement authorised by | Mr D Smith  Headteacher |
| Pupil premium lead | Mrs B Cooke |
| Governor / Trustee lead | Mrs K Wadling |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £151,865 |
| Recovery premium funding allocation this academic year | £8,881 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £29,530 |
| **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 | £190,276 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Our intention is to enable all pupils, irrespective of their socio-economic backgrounds, to reach their full potential by making good progress in all subjects and achieving high attainment. We intend to create wider opportunities for all pupils to support growth and development with a positive mindset. The focus of our pupil premium strategy is to support disadvantaged children in achieving these goals including supporting our already high attaining pupils.  Our approach will take into consideration the changing needs of our vulnerable and looked-after children including families who have or have had the support of a social worker. All children will benefit from our strategy regardless of their background including those which are not considered ‘disadvantaged’.  At the heart of our approach, we consider the delivery of high-quality teaching to be a fundamental factor in closing the disadvantage attainment gap across the school. By focusing on areas in which disadvantaged pupils require the most support, we aim to improve the outcomes for all disadvantaged children and at the same time benefit their non-disadvantaged peers. 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.  As part of our wider school’s recovery strategy, we intend to continue to work as a Research Champion School and utilise the expertise and resources offered by the National Tutoring Programme. This will continue to offer children whose education has been worst affected, with personalised learning support. This includes our non-disadvantaged pupils to target their areas of weakness, specifically in Maths and English.  Our strategy aims to take into consideration common challenges faced by our children as well as their individual circumstances and be responsive to their changing needs through building positive relationships within school and also with parents and carers. Their needs will be identified through the use of robust assessments, not assumptions, to gauge the impact of disadvantage whilst adapting work to support all children to excel.  To ensure our approaches are effective we will:   * Ensure that work is appropriately challenging for all children. * Provide support or differentiated approaches to assist the learning of pupils who find their work difficult. * Act early and intervene at the point the need is identified. * Continue to develop our whole-school ethos of responsibility for the development and wellbeing of children who are disadvantaged in order to raise expectations and standards in attainment. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | The attendance figures for disadvantaged children are below the figures for non-disadvantaged pupils (disadvantaged: 94.9%, non-disadvantaged: 96.84).  Of the overall number of children who were persistently absent in 2020/21 (an attendance below 90%), 39% of these children were disadvantaged. Poor attendance has contributed towards children falling behind academically and adversely affected wellbeing. |
| 2 | Our assessments (including Sterling Wellbeing Survey), observations and discussions with pupils and families have identified an increase in social and emotional issues including trauma for many of our disadvantaged pupils due to school closures during the pandemic. This is to a greater extent than for other pupils. These findings are supported by national studies. |
| 3 | Our assessments and observations indicate a high proportion of disadvantaged children are attaining below expected standards in reading, writing and maths compared to children who are not disadvantaged. There are knowledge gaps leading to pupils falling further behind age-related expectations, especially in **writing**. |
| 4 | 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. |
| 5 | Home-school support and accessing wider opportunities such as school uniform, trips, events and clubs. |

## 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.

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| Intended outcome | Success criteria |
| Improve the attendance figure to be in-line with the national overall absence rate. (95.3% as of Autumn term 2021). | To achieve attendance of good or above (95%) for our disadvantaged pupils.  To reduce the proportion of persistent absentees to be to be in-line with our school’s overall proportion of pupil premium children. (25%) |
| To develop a school-wide approach to support children who may have experienced trauma to be successful in school. | Provide whole-school training over 2 years for staff to understand the effects of trauma and how to support children who may have experiences it. |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged children. | Sustained high levels of wellbeing from 2024/25 demonstrated by:   * qualitative data from student voice, student and parent surveys and teacher observations. * a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. |
| Increasing the proportion of children achieving expected standards in reading, writing and maths. | KS1 and KS2 outcomes in 2024/25 to have significantly closed the gap from 2019 outcomes towards the national average. |
| Ensuring all children become strong readers through building a secure knowledge of phonics in KS1. | Maintaining high standards previously achieved in the Year 1 phonics screening assessments.  More children to have met the expected standard in reading than in 2021, closing the gap from the national average of 75%. |
| Improved oral language skills and vocabulary among disadvantaged pupils. | Providing professional development for staff in order to support the development of speech and language for children across the school.  Having access to high quality texts to support language skills and develop a broader vocabulary.  Observations indicate significantly improved oral language and engagement among disadvantaged pupils by 2024/ 2025. |

## 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: £ 90,500

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| TPP Training | Across all approaches it is crucial to maintain high expectations for pupils and to embed a consistent approach across the school. Successful approaches may also include social and emotional learning interventions and parental engagement approaches. <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions>  Evidence suggests that programmes delivered over two-to-six months seem to produce more long-lasting results. Whole-school strategies are usually longer to embed than individually tailored or single-classroom strategies. <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions> | 2 |
| SENCO Release time | The SENCO has a **critical role** to play in ensuring that children with special educational needs and disabilities within a school receive the support they need. (<https://www.specialneedsjungle.com/>) | 2 |
| Additional SENCo and HTLAs for additional provisions. | Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils.  Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. | 2,3 |
| Ensuring enough time is given over to allow for staff professional development in:   * Greater depth writing * Maths mastery * Staff’s individual CPD needs   Also, Support staff to receive training in:   * Zones of Regulation * Autism Education Trust * (AET) training – ‘Making Sense of Autism’. | Use of INSET days and additional cover being provided by senior leaders.  Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice. (EFF)  For school staff, CPD is a way to ensure their skills and knowledge remain current and in line with the latest statutory guidance. It can help to update their skill set and strengthen their career development, providing them with the essential training they might need to meet their future career prospects. <https://thenationalcollege.co.uk/news/why-is-staff-cpd-important> | 2,3,4 |
| Training and use of oral language interventions specific to the needs of children in Key Stage 1 and 2. | The average impact of oral language interventions is approximately six months’ progress over the course of a year. Some studies often report improved classroom climate and fewer behavioural issues following work on oral language.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions> | 3 |

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

Budgeted cost: £22,120

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. | 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:  [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/)  Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months’ progress.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics> | 4 |
| Accessing the Recovery funding to employ ‘Learning Academy’ tutors through the NTP to provide 1-1 and small group tuition to target specific children with gaps in their learning. | 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:  [One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)  And in small groups:  [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 3,4 |
| Additional tuition provided by class teachers to support children’s progress in Maths and English. | The average impact of the small group tuition is four additional months’ progress, on average, over the course of a year.  Evidence shows that small group tuition is effective and the smaller the group the better.  [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 3 |
| Provide targeted use of additional online resources. | Overall, the research evidence over the last forty years about the impact of digital technologies on learning consistently identifies positive benefits. There is no doubt that technology engages and motivates young people.  [Digital technology (2012) | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/digital-technology-2012) | 3,4 |

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

Budgeted cost: £ 78,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Continue to use Attendance solutions to monitor and improve attendance of pupils. | New research is currently being undertaken to measure the impact of using whole-school interventions to improve the attendance of pupils I mainstream schools. Evidence suggests that small improvements in attendance can lead to meaningful impacts for outcomes in academic attainment across all stages.  <https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&utm_medium=search&utm_campaign=site_search&search_term=attendance> | 1 |
| *Child first membership to access services such as:*   * *Family support* * *Primary counselling* * *Personalise 1:1 speech and language support.* | What parents do with their children at home through the age range, is much more significant than any other factor open to educational influence. Therefore, supporting families who reach out for support in the home is fundamental.  <https://www.nationalnumeracy.org.uk/sites/default/files/documents/impact_of_parental_involvement/the_impact_of_parental_involvement.pdf>  Studies have found that pupils who were offered counselling services experienced significantly improved self-esteem, as well as large increases in their achievement of personal goals.  <https://www.roehampton.ac.uk/psychology/news/school-counselling-can-help-young-people-manage-mental-health-issues-despite-costs-first-ever-research-into-the-subject-reveals/> |  |
| Providing school uniform to low-income families who request additional help from the school. | The current evidence base on school uniform and academic outcomes is extremely weak. The limited evidence base means that an overall impact in months progress is not communicated.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform> | 2, 5 |
| Providing access to the wider curriculum through clubs, trips and events. E.g.   * Dance club * Learning to play a musical instrument * Sports clubs | Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation> | 5 |
| Creating additional indoor small-group spaces. | The average impact of the small group tuition is four additional months’ progress, on average, over the course of a year.  Evidence shows that small group tuition is effective and the smaller the group the better.  [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 3 |
| Providing play therapy for the most vulnerable children. | Research conducted by the association for play Therapy reveals that therapy that involves play help children:   * Become more responsible for behaviours and develop more successful strategies * Develop new and creative solutions to problems * Develop respect and acceptance of self and others * Learn to experience and express emotion * Cultivate empathy and respect for thoughts and feelings of others * Learn new social skills and relational skills with family.   [The Benefits of Play Therapy - KVC Hospitals](https://hospitals.kvc.org/2018/02/06/the-benefits-of-play-therapy/) | 2 |
| A Thrive practitioner to provide emotional wellbeing support for identified children. | Embedded as a whole-setting approach within a primary school, Thrive not only supports the social and emotional development of all children but also helps to manage distressed behaviour and reduce exclusions.  [Primary schools - The Thrive Approach](https://www.thriveapproach.com/who-we-work-with/schools-and-academies/primary/) | 1,2 |

**Total budgeted cost: £190,620**

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

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| Our initial assessments in the Autumn term 2020 suggested that the performance of our most disadvantaged pupils was lower than in the previous year in key areas of the curriculum. We promptly put additional measures into place to support these children directly within school via Quality First Teaching and further targeted interventions. This included the implementation of the National Tutoring Programme (NTP). Due to the National School closures during the Pandemic, we adapted this support to be delivered via Zoom. Despite these additional measures, many of the desired outcomes on the strategy for the end of 2020-21 were not fully realised.  The reasons for not meeting our desired targets points primarily to covid-19 impact, which disrupted the learning of our pupils and caused detrimental impacts to their overall wellbeing. As evidenced by other schools nationally, school closures had the most negative impact on disadvantaged families.  <https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/school-closures-rapid-evidence-assessment>  This is despite delivering a multitude of learning online through the platform ‘ClassDojo’ using resources such as: White Rose video clips and activities, Purple mash for year group reading, Talk for writing booklets and The Oak National Academy remote lessons.  Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. Throughout the year, pupil premium funding was used to provide wellbeing support for all pupils, and targeted interventions where required.  Many of our disadvantaged families did not have access to the internet or devices at home to support their children’s learning. Therefore, we leant 43 Chromebooks to families to borrow during the lockdown period. Several families continued to use this equipment after schools returned in the summer term to allow children to access their online NTP lessons in English and Maths. We also provided all disadvantaged children with home stationary packs to support motivation and enable them to produce quality work at home.  Since schools have returned, we have invested in improving our Forest Schools provision. All staff were provided with training to provide quality sessions at our newly improved ‘Camp’ on the school’s premises. The camp has since been used by classes as a means for children to enjoy outdoor learning and support their wellbeing.  It was identified after schools reopened, that workspaces required for the increase in support groups and interventions were in short supply. Two additional classrooms have now been built to accommodate this need as well as employing five additional support staff.  Whilst these measures do not eliminate all the barriers due to the pandemic, it has built capacity and resilience for future work. |

## Externally provided programmes

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| Programme | Provider |
| 123maths | 123 Learning |
| Book in a box | www.bookina-box.co.uk |
| National Tutoring Programme | Learning Academies |
| Lexia Core 5 | Lexia |
| Thrive | Child First |
| Counselling and family support | Child First |
| Sensory play therapy | Play to z ltd |