



Pupil Premium Strategy Statement 2021-24

2021 – 2022 Evaluation

Brunshaw Primary School

1. Contextual Information		2. Funding overview	
Number of pupils in school	403	Pupil Premium funding allocation this academic year	2021 – 2022 £107,000 + £10,000 (HNF and Service children) (As of 01.04.22 £109,415)
Proportion (%) of pupil premium eligible pupils	38%	Recovery Premium funding allocation this academic year	£4277.50 & School Ed Tutoring £3836.06
Academic year/years that the strategy plan covers	3 Years	Pupil Premium funding carried forward from previous years	£31, 825
Date this statement was published	1 March 2022	Total for this year	£188, 113.56
Review date	1 March 2023		
Pupil Premium Lead	Mrs Gina Smith		
Governor	Mr Stuart Jackson		
3. Statement of Intent			
At Brunshaw Primary School there is a school-wide commitment to raising achievement outcomes for ALL pupils. A key objective for the use of the pupil premium grant is to close attainment gaps for all eligible pupils. Our belief is that the quality of teaching and learning is the most important factor in the achievement of all pupils (this is particularly true for pupils from areas with a high deprivation indicator). While we know that enriching classroom experiences are paramount in the Early Years, we also know that providing enhancements and enrichments to the curriculum are just as important. Experiencing the broader world is a crucial factor before joining it. In addition to these, some children will need more time and/or support to ensure they are able to fulfil their potential. In these cases, additional targeted intervention and support strategies are provided and the impact reviewed regularly. Common barriers to educational achievement faced by many of our eligible children are weak language and communication skills, lack of confidence and low self-esteem. A significant proportion of our pupils have been exposed to adverse childhood experiences (ACEs). These negative experiences can impact well-being and become contributing factors for mental health, attendance and punctuality and complex behavioural difficulties. Many of our children receive less support at home and there may also be complex family situations that can have an impact on children’s outcomes, affecting their ability to learn and make good progress. The challenges are complex and varied, therefore, it is important that individual needs are effectively identified and met. Aims: • For ALL pupils to achieve the highest possible standards and realise their full potential in all aspects of their learning • To continue to sustain quality support for well-being/mental health issues • To continue to further develop language and communication skills • To continue to sustain attainment in Reading, further developing every child’s love for reading • To close the attainment gap in Writing • To further close the attainment gap in Mathematics • To continue to improve confidence, independence, and self esteem			

- To continue to improve the wider opportunities available for all pupils
- To continue to improve attendance and punctuality
- To continue to sustain positive parental engagement, support, and partnership work to further reduce barriers to learning

4. Barriers	
1.	To continue to further develop language acquisition and communication skills focusing on speaking and listening
2.	To continue to further develop pupils' phonic and reading skills to increase progress and attainment outcomes
3.	To close the attainment gap in reading, writing & maths
4.	To continue to sustain quality support and provision for pupils, mental health, and social and emotional wellbeing
5.	To further improve rates of attendance and punctuality for all children, with a particular focus on those who are persistence absentees
6.	Many pupil premium children fit into vulnerable groups such as SEND
7.	Many children have limited knowledge and understanding of the world and very limited life experiences / cultural capital

5. Intended outcome	Success criteria
1. Disadvantaged pupils' language acquisition and communication skills are in line with non-disadvantaged pupils and reflect age-related expectations.	Staff are confident in identifying children who require language intervention. Gaps in children's language development are addressed and communication skills are improved. Key vocabulary is identified in all subjects and explicitly taught and referred to. Collaborative work is planned for which is identified in planning and effectively implemented in lessons. There is a positive impact on attainment and progress for disadvantaged pupils in all curriculum areas.
2. Disadvantaged pupils' ability to recall long-term memory learning increases to improve progress and attainment outcomes in reading and phonics.	Monitoring evidence demonstrates the quality of teaching is at least good in all year groups with disadvantaged pupils making at least expected progress and some making accelerated progress. All teaching and support staff are proficient in the use of metacognitive teaching and learning strategies. This impacts positively on disadvantaged pupils' ability to recall facts and improves attainment outcomes. Explicitly planned first –hand teaching and learning experiences motivate and further engage pupils in their learning. This increases opportunities to embed cultural capital experiences and promotes longer term memory recall to further improve disadvantaged pupils' overall attainment.
3. The attainment gap for disadvantaged pupils in reading, writing and maths begins to close.	Disadvantaged pupils make accelerated progress and begin to catch-up so that attainment gaps in reading, writing & maths are in line with non-disadvantaged pupils.
4. The quality of support and provision for disadvantaged pupils' wellbeing and mental health is sustained and impacts positively on pupil outcomes.	Pupils and their families engage positively with school and value education. Pupils and families in need of early help support are effectively identified and signposted to the appropriate provision. This impacts positively on future prospects and outcomes for individual pupils. There is an established student-centered safeguarding approach throughout the school, which is structured, systematic and age appropriate. The student-centered safeguarding approach educates children about the core concepts of safeguarding so that pupils feel empowered to take action and become protective of themselves and their peers.
5. Whole school data illustrates rates of disadvantaged pupils' attendance	Parents/carers appreciate how important it is that their child/ren are on-time and don't miss out on the learning that is happening at the beginning of the day. Staff feel well supported by the parents. Disadvantaged pupils' punctuality record is improving towards excellent. Persistent absenteeism is significantly reduced. Overall

and punctuality are in line with or above national expectations (95%)	attendance is in line with or above national expectations (95%). Punctuality is excellent with pupils and their families valuing the importance of being on time for the start of the school day.
6. Increase cultural capital, ensuring children experience and access a wide range of learning experiences to make learning meaningful	Children will have experienced a range of experiences, visits, working with creative practitioners etc., to bring learning to life. Children have access to a range of extracurricular provision to broaden their experiences. School will fund visits for PP children, taking away the financial barriers for families.

6. Teaching Priorities			
Priority	Evidence	Monitoring	End of Year Evaluation 2021/2022
Development of the role of Reading Mentor to drive up standards in phonics/reading across all key stages and continue to further develop children's love for reading (14,000)	Pupil Progress meetings combined with internal tracking analysis evidences the positive impact of 1-1 interventions and group reading/phonics intervention programmes for disadvantaged pupils e.g., Fast Track Phonics & Bounce Back Phonics	English subject leader and SLT conduct regular monitoring of the role of the Reading mentor – (SLT Monitoring calendar). Pupil Progress meetings and data collection used termly to record and evaluate effectiveness of reading interventions. Phonics Lead/English Lead/SLT monitoring calendars effectively and regularly monitor reading/phonics across school. Appraisal review will ensure any gaps in subject knowledge or confidence are addressed.	As reading and comprehension skills are the fundamentals of learning and understanding, targeted support to aid disadvantaged pupils improve further, across the curriculum whilst also developing self-confidence, resilience and engagement is paramount. Reading mentor identified and trained. SH is due to start this role in September 22. Children/groups identified, focusing on the PPG children and the bottom 20%. Reading mentor has spent time at another school shadowing an experienced Reading mentor. Reading mentor also opens the library at lunchtime for groups of children to access the books and read with her. Barriers 1,2, 3 & 6
Retention of additional Teaching Assistants to maintain higher than average levels of child-adult support ratios (£29,000)	Pupil Progress meetings combined with internal tracking analysis evidences the positive impact of higher-than-average staff-pupil ratios with pupil progress scores, on a return to a full face to face	SLT monitoring - through lesson observations, learning walks, book looks and talking to pupils will be triangulated to ensure the role of all teaching assistants effectively contribute to the delivery of quality first teaching in all	Last academic year, using additional adults in core subject lessons to provide immediate feedback proved beneficial to disadvantaged learners as they could overcome barriers at the point of difficulty. This is recognised in EEF

	curriculum offer, continuing to remain at least in line with expectation	classrooms and impact positively on outcomes (see monitoring calendar). Appraisal reviews will ensure any gaps in subject knowledge or confidence are addressed.	research findings which provide extensive evidence of very high impact. Immediate feedback and modelling in class means much less time being in subsequent teaching session was being spent addressing misconceptions from prior teaching and learning. Sessions can be pitched more accurately and greater levels of appropriate challenge offered to disadvantaged pupils in particular, giving teaching staff greater insight into the needs of those within their classes. All teaching assistants follow the appraisal cycle, the teacher carrying out appraisal is their line manager and this ensures rigor. The regular, well planned lesson observations, walk throughs and through pupil interviews demonstrate the impact of adult support in teaching and learning. This adult support is improving outcomes for pupils. Barriers 1, 2, 3 & 6
Targeted daily support in fast track and bounce back phonics and daily 1:1 reading. (£6,000)	Pupil Progress meetings combined with internal tracking analysis evidences the positive impact of 1-1 interventions and group reading/phonics intervention programmes for disadvantaged pupils e.g., Fast Track Phonics & Bounce Back Phonics	SLT monitoring - through lesson observations, learning walks, book looks and talking to pupils will be triangulated to ensure the role of all teaching assistants effectively contribute to the delivery of quality first teaching in all classrooms and impact positively on outcomes (see monitoring calendar)	EEF research shows that a mastery learning approach has a +5 rating in effectiveness. It is also particularly useful for narrowing any attainment gap for all learners of all abilities. A high expectation of work from disadvantaged learners (a recommendation from the EEF), is consistently expected by all teachers and support staff, along with the use of effective teaching schemes and resources. This will ensure all disadvantaged children have access to

			and are challenged appropriately. Money to be spent on resources, training for staff in the programmes and individual resources as required by specific learners as identified by staff who work with them. Teaching and learning evaluation, alongside pupil progress meetings provide evidence that there is the need for further targeted reading interventions. The Reading Mentor role and responsibilities has been redesigned to meet these needs and will commence Sep 22. This will include the bottom 20% of readers across all year groups. This will provide targeted academic support and intervention. Barriers 1, 2, 3 & 6
Maths & English Lead attend CPD termly sessions to ensure all teachers continue to implement quality first teaching in maths and English for all pupils (£600)	Internal assessments and tracking combined with Pupil Progress meetings evidenced lower levels of expected attainment from PP and non-PP children across all year groups in maths and writing.	SLT allocate significant staff meeting time for Maths & English Leads to disseminate and update all teachers with relevant updates/CPD Regular subject leader monitoring will ensure any gaps in subject knowledge or confidence are addressed.	Maths monitoring was carried out in the Spring term with the Maths subject leader and Deputy Headteacher. Findings were shared with Senior Leadership Team and teachers in staff meeting time. Maths CPD has been undertaken by the new Maths led in the summer term and this has been disseminated to staff. English lead attended CPD in the summer term and carried out English monitoring in the summer term. All teachers attended pupil progress meetings throughout the year and

			targeted academic support was made available through a range of interventions. Barriers 1, 2, 3 & 6
Purchase a validated Phonics scheme with matching texts to fill any gaps in our reading scheme to ensure a consistent approach to the teaching of early reading and phonics. (£800)	Pupil Progress meetings combined with internal tracking analysis evidences the positive impact of 1-1 interventions and group reading/phonics intervention programmes for disadvantaged pupils e.g., Fast Track Phonics & Bounce Back Phonics	SLT monitoring - through lesson observations, learning walks, book looks and talking to pupils will be triangulated to ensure the role of all teaching assistants effectively contribute to the delivery of quality first teaching in all classrooms and impact positively on outcomes (see monitoring calendar)	Evidenced as above. New phonics scheme, Red Rose Phonics, is due to be rolled out in September 22. Whole staff training is due to take place on 08.09.22. Barriers 1, 2, 3 & 6
Total Spending:	£50,400		

7. Targeted academic support			
Priority	Evidence	Monitoring	End of Year Evaluation 2021/2022
Recruitment of qualified teacher to deliver additional tutoring programme for pupils across Yrs2-5. Small group/1-1 intervention sessions focusing on Maths/Phonics/Reading & Writing (£24,000)	Internal assessments and tracking combined with Pupil Progress meetings evidenced lower levels of expected progress and attainment across all year groups. Individual pupils were identified for small group/1-1 interventions. Identified gaps in teaching and learning highlighted the necessity for additional support to enable identified pupils to 'catch-up' lost learning opportunities after lockdowns and partial school closures.	Benchmarking data will be collected for pupils who are part of intervention groups. This will be used to discuss progress, attainment, and next steps for pupils during termly Pupil Progress Meetings with SLT. Class teachers liaise regularly (as necessary) with intervention teacher to receive updates on pupils' progress and to share individual pupil's attainment and progress details to ensure interventions remain targeted. Phonics Lead/English Lead/SLT monitoring calendars effectively and regularly monitor reading/phonics across school	It is proven that specific barriers to learning can impact drastically on children's learning. One to one tuition gives children the chance to address those barriers, as supported by research by the EEF which found an average of 5 months additional progress can be achieved with short, regular sessions. It is particularly effective in bringing on progress within English and Maths. Bespoke interventions in place in to support PPG children in foundational writing skills based on assessment information trends. New academic tutor will work with groups 3 days per week working with PPG pupils across all key stages, with a focus on Maths and English.

			JW (AHT) redeployed to Year 6 to provide daily intervention every morning. Reading mentor is working with targeted groups/individuals 5 days per week and is delivering targeted phonics support. Barriers 1, 2, 3 & 6
SALT/ WELCOMM Intervention	School baseline data demonstrates pupils' language acquisition is well below national averages on entering Reception Class. The school's socio-economic indicators highlight 95% of pupils are from the most disadvantaged backgrounds. There is a wealth of research evidence to support the conclusion that these impacts greatly on children's cognitive development (including language acquisition).	Benchmarking data will be collected for pupils who are part of intervention groups. This will be used to discuss progress, attainment, and next steps for pupils during termly Pupil Progress Meetings with SLT. SENCo & SLT to monitor impact (see monitoring calendar)	All EYFS new starters and all year 1 children will be assessed using WELCOMM in the first two weeks of starting school. This will be carried out by a level 3 teaching assistant who specialises in SaLT. Barriers 1, 2, 3 & 6
Speech and Language TA Hours to provide 1-1 and small group interventions (£15,500)	School baseline data demonstrates pupils' language acquisition is well below national averages on entering Reception Class. The school's socio-economic indicators highlight 95% of pupils are from the most disadvantaged backgrounds. There is a wealth of research evidence to support the conclusion that this impacts greatly on children's cognitive development (including language acquisition).	Benchmarking data will be collected for pupils who are part of intervention groups. This will be used to discuss progress, attainment and next steps for pupils during termly Pupil Progress Meetings with SLT. SENCo & SLT to monitor impact (see monitoring calendar)	S O'D will continue in this full-time role offering support across all key stages. Hours increased to meet the ever-increasing S&L needs of our children. Barriers 1, 2, 3 & 6
Dyslexia / Reading Intervention programme: IDL (£500)	English Subject leader conducted whole school audit for writing. Key writing skills were identified within each KS2 year group. IDL was purchased to provide targeted	Benchmarking data will be collected for pupils who are part of intervention groups. This will be used to discuss progress, attainment and next steps for pupils during termly Pupil Progress Meetings with SLT.	Reading and comprehension are the fundamentals of learning and understanding so an increase in targeted support within these areas serves to aid disadvantaged pupils

	spelling interventions for pupils within KS2.	SENCo/SLT & English Subject Leader to monitor impact (see monitoring calendar)	improve further, across the curriculum whilst also developing self-confidence, resilience and engagement. Identified disadvantaged pupils regularly supported to review and apply their reading and spelling skills. Barriers 1, 2, 3 & 6
Total Spending:	£40,000		

8. Wider Strategies			
Priority	Evidence	Monitoring	End of Year Evaluation 2021/2022
Retention of 2 x Pupil and Family Support Worker & increased hours to continue to provide high quality support and wellbeing interventions - (£27,379.38)	A high percentage of disadvantaged pupils' mental health and wellbeing has been adversely affected as a result of the pandemic. The role of the Pupil and Family Support Workers has increased exponentially as the complex needs of pupils and their families has increased. There are a growing number of pupils being added to the school's wellbeing register ranging from universal support through the continuum of need to CP level.	Parent/Pupil survey, Monthly DSL Safeguarding Update meetings, Weekly attendance/punctuality figures, Termly HT report to the Governing Board, Appraisal review meetings and Case Studies.	Due to the success of the PFSW team and behaviour support in class, it is seen as beneficial to carry on with and further tailor the work they provided. A similar theme remains apparent, that many of our disadvantaged children require additional support from the PFSW's and support staff to fully access the curriculum, engage positively and develop self-esteem and confidence within lessons, to accelerate progress and raise attainment outcomes higher than they are currently on track to achieve. There is also the rationale of a wider school benefit, where less disruption within classes means an environment more conducive to learning for everyone. The two-part time PFSW have been maintained. Appraisals carried out by DHT. Half termly DSL meetings held.

			A range of family support is offered to our families in need, as well as attendance support. Barriers 4, 5 & 6
Appointment of a full time Pupil and Family Support Worker to continue to provide high quality support and wellbeing interventions (£30,000)	A high percentage of disadvantaged pupils' mental health and wellbeing has been adversely affected as a result of the pandemic. The role of the Pupil and Family Support Workers has increased exponentially as the complex needs of pupils and their families has increased. There are a growing number of pupils being added to the school's wellbeing register ranging from universal support through the continuum of need to CP level.	Parent/Pupil survey, Monthly DSL Safeguarding Update meetings, Weekly attendance/punctuality figures, Termly HT report to the Governing Board, Appraisal review meetings and Case Studies	An additional full time PFSW has been employed to support this vital work. It is important that the PFSW Team develop a deep understanding of the needs that are specific to our children who are adopted from care, in special guardianship arrangements, are under the care of the local authority or at a category of need. This will enable them to meet each pupil's needs daily as effectively as possible. Whilst this may not show immediate and dramatic acceleration in progress this academic year, based on research relating to the needs of this group of pupils, we are confident this approach will accelerate progress. Barriers 4, 5 & 6
Subsidised trips/visitors & experiences (£3,500)	First hand experiences through the provision of trips and/or visitors strengthen pupils' ability to recall key skills and knowledge (sticky learning) Quality first teaching; explicitly planned first-hand experiences and the further development of metacognitive practices through continued staff training, increases pupils' ability to recall facts and draw upon strategies to recall long-term memory to further improve progress and attainment outcomes.	Ongoing teacher formative assessment, SLT/Subject leaders talking to pupils, Half termly summative assessment/quizzes, termly summative assessments, Pupil Progress meetings and data collection will be used termly to record and evaluate impact of trips/visitors & experiences	Trips and experiences are proven to support growth mind set, increase confidence and teach team building skills. Children learn vital life skills of perseverance and resilience and this in turn impacts on their academic progress within lessons as they can apply these skills when back in the school environment. Trips and visits have been planned for the year to improve the cultural capital for our children.

			Any children needing additional financial support are identified by office staff or PFSW's and this support is offered. Barriers 1, 4, 5, 6 & 7
Breakfast Club provided daily for all pupils to attend free of charge (£3,000)	Maslow's hierarchy of needs informs us that a child will not be ready to learn until their basic needs have been met. Providing disadvantaged pupils with a free breakfast and the opportunity to start the day in a positive way impacts significantly on pupil outcomes.	Parent/Pupil surveys, Monthly DSL Safeguarding Update meetings, Weekly attendance/punctuality figures, Breakfast club monitoring report produced and shared with governors	Several children/families attend Breakfast Club at no cost to families. This can be for a range of reasons and this changes weekly. Barriers 4, 5 & 6
Dyslexia / Reading Intervention programme: IDL (£500)	English Subject leader conducted whole school audit for writing. Key writing skills were identified within each KS2 year group. IDL was purchased to provide targeted spelling interventions for pupils within KS2.	Benchmarking data will be collected for pupils who are part of intervention groups. This will be used to discuss progress, attainment and next steps for pupils during termly Pupil Progress Meetings with SLT. SENCo/SLT & English Subject Leader to monitor impact (see monitoring calendar)	Reading and comprehension are the fundamentals of learning and understanding so an increase in targeted support within these areas serves to aid disadvantaged pupils improve further, across the curriculum whilst also developing self-confidence, resilience and engagement. Identified disadvantaged pupils regularly supported to review and apply their reading and spelling skills. Barriers 1, 2, 3 & 6
Attendance & Punctuality Incentives e.g., 'Punctuality Pounds' 'Hotspot Prizes' - (£1,400)	Attendance rates continue to remain slightly below the national expectation of 96%, with punctuality rates fluctuating amongst a small number of identified pupils/families. There continues to be a higher than average % of persistent absentee pupils, combined with a small cohort of parent/carers who struggle to recognise the significance of good attendance and punctuality	Monthly DSL Safeguarding & Attendance Update meetings, Weekly attendance/punctuality figures	Attendance & Punctuality Incentives are now in place and have been well received by children (and staff). Attendance lead is monitoring this closely. Some improvement over the year from 93.56% to 95.4%. Barriers 4, 5 & 6

Plan for Social and Emotional Interventions, offer weekly counselling sessions and wellbeing support (£11,495)	Knowledge of individual children's needs and changing trends in the emotional and mental health of pupils, use of Boxall profile	Boxall profile, start and end assessment by counsellor, observation in class and around school, discussion with parents	Weekly counselling sessions to continue (2 days per week). Barriers 4, 5 & 6
Decrease persistence absenteeism for identified groups (27,000)	Daily monitor of attendance, Ofsted, work by Pupil and family support worker	PAST support, weekly attendance review, Same day response, DSL to liaise closely with outside agencies.	PAST support is continuing, the PAST team are working closely with our PFSW's and attendance led. Barriers 4, 5 & 6
Purchase of a washer and dryer £1000.00	Children needed school supply of uniform and PE kit, to wash uniforms and PE kits		This was no longer needed as the one at the Foundation Centre can be used. Funds were redistributed and used to train two PFSW's in Drawing and Talking therapy.
Total Spending:	£105, 274.38		

2021 – 2022 Total PPG: £188, 113.56

Total budgeted cost: £195, 674.38

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.

See PP 2020-21 review via school website

Externally Provided Programmes

Programme	Provider
Fast Track Phonics & Bounce Back Phonics	LCC
S&L interventions - Talk Boost/ Early Talk Boost/ Wellcomm	LCC