

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2024 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	Brunton First School
Number of pupils in school	449 (Rec – Year 4)
Proportion (%) of pupil premium eligible pupils	5% Equates to 21 Children
Academic years	2021-2024 – Reviewed annually
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Cristina Wigg (Chair of Governors)
Pupil premium lead	Carolyn Appleby / Mark Horsfall
Governor / Trustee lead	Helen Sykes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,835.00
Recovery premium funding allocation this academic year, plus School Led Tutoring Funding	£3,091.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£28,926.50

Part A: Pupil premium strategy plan

Statement of intent

At Brunton First School we pride ourselves on high levels of attainment and achievement for all our children. We endeavour to support every individual in every way we can to help them reach their full potential.

Purpose of Pupil Premium

The pupil premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM') Schools also received funding for children who had been looked after by a Local Authority continuously for more than six months, and children of service personnel. In April 2014 funding was made available for children who have been adopted or have guardians. The Pupil Premium is additional funding given to schools so that they can support their disadvantaged pupils and close the attainment gap between them and their peers. The funding is considered based on the context of our school, and the subsequent challenges we face, alongside research conducted by the Education Endowment Foundation (EFF).

The government believes that the governing body, head teachers and school leaders should decide how to use the pupil premium. They are held accountable for the decisions they make through:

- The performance of disadvantaged pupils compared with their peers
- The Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, and in particular those who attract the pupil premium
- The reports for parents that schools have to publish on their websites.

Pupil premium is funding to improve education outcomes for disadvantaged pupils in schools in England. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils.

Studies from NFER, Department for Education and GL assessment show a consistent impact of the first national lockdown with pupils making around 2 months less progress than similar pupils in previous years. The studies from NFER and RS assessment both show large gaps for disadvantaged pupils, which seem to have grown since the start of the pandemic. This strategy will be implemented 'post pandemic' but Covid 19, and subsequent recovery must be considered throughout. Evidence also suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across 3 areas, with a particular focus on teaching.

- Teaching
- Targeted Academic Support
- Wider Approaches

How do we Measure Impact

We will aim to measure the impact over the academic year by tracking children's progress carefully, looking at their progress towards their own next steps (based on their individual starting points) and their performance in relation to national expectation. We will do this through data, analysing written work, talking to pupils, talking to parents and observing pupils in lessons. We will also evaluate pupils' attitudes and confidence through talking to pupils, their teachers and their parents/carers. We look to see value for money in terms of what we have spent and how much impact it has had. We will measure the impact termly and at the end of the year we review all data and information available so that we can plan future expenditure and priorities. This is an ongoing process in school. In the summer term, we will review all expenditure and agree priorities for the children and the PPG for the year ahead. Our Acting Headteacher, link governor and Acting Deputy Headteacher and Assistant Head take part in this annual review, the next will be June 2023.

Objectives

At Brunton First School we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Develop confidence in their ability to communicate effectively using a wide range of vocabulary in a variety of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world through creating enriched Global Learning opportunities.

We aim to do this through:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 tuition
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Early reading. Baseline and teacher assessments suggest disadvantaged children arrive in school with less exposure to books and reading which results in them falling behind their peers in reading / phonics.
2	Attainment and progress in Maths. For this group of pupils is lower due to their weaker fluency skills and inability to use correct mathematical language to explain their language and reasoning.
3	Slower progress across the curriculum. Levels of attainment and progress for disadvantaged children are lower than school averages. As a school we are still feeling the impact of Covid on the disadvantaged pupils which has resulted in increased knowledge gaps.
4	Mental Health and Well-being. Disadvantaged pupils may require a range of different approaches and support in order to strengthen their social and emotional development, in order to maintain and enhance their mental health and well-being.
5	Limited opportunities. In a school of wide socio-economic diversity, school provision mapping suggests that disadvantaged pupils have fewer cultural, sporting and musical experiences compared with the rest of the cohort.

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>Ensure all children make rapid progress in their phonic knowledge / understanding across EYFS and KS1</p> <p>The reading culture of the school ensures all children continue to develop their love of reading and books as they progress through the school.</p>	<p>Identify those disadvantaged pupils that are under performing to provide targeted support in order to accelerate progress.</p> <p>Pupil voice, children to talk about the stories they have enjoyed reading as a class and individually.</p> <p>Ability to read confidently with unfamiliar adults and discuss what they have read.</p>
Improved rates of progress and attainment for disadvantaged pupils within Maths.	Pre-teaching used to prepare pupils for future learning to build confidence and give higher level starting point.
Identify children for different waves of intervention to target the gaps in learning especially highlighted through Covid-19 school closure including those involved in National Tutoring Programme.	<p>Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress.</p> <p>There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy.</p>
<p>Increase the breadth of experiences and opportunities for all disadvantaged pupils</p> <p>Support the well-being for all pupils in our school especially that of our disadvantaged pupils</p>	<p>Disadvantaged pupils will have all accessed appropriate 'Cultural Capital' and extracurricular provision, materials and resources which have been subsidised by school. The impact of this provision will be evidenced through pupil voice questionnaires and academic progress</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: £6,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TA's to deliver high quality phonics / reading interventions in addition to WCR sessions in class.</p> <p>Target children to be part of the reading programme Lexia.</p>	<p>EEF research suggests that effective reading comprehension approaches improve learning by an additional 5 months. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/</p> <p>The EEF, 2021 evaluation found that children offered Lexia made the equivalent of two additional months' progress in reading, on average, compared to other children. EEF 2021</p>	1, 3
Maths lead to disseminate training to staff from TRG - Maths Hub.	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to	1, 2, 3, 4

Parental engagement support learning at home and regular communication is encouraged, through Seesaw (Home Learning), Parents evening, Parental support videos – delivered by Subject Leads.	achieving the best outcomes for all pupils, particularly the most disadvantaged among them. EEF 2021 Parental engagement in early years education is consistently associated with children's subsequent academic success. On average, parental engagement programmes evaluated to date have led to a positive impact of approximately four additional months' progress over the course of a year. EEF 2021	
Implementation of Rosenshine Principles to improve teachers' pedagogical knowledge	'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.' EEF 2021	1, 3, 4

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

Budgeted cost: £ 10,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To analyse summative assessment data and identify the children who require catch up and more targeted intervention.</p> <p>Provision of high quality one to one and small group tuition targeting specific needs of pupils match to their classroom needs. 2days</p>	<p>These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. EEF, 2021</p> <p>"Effective classroom strategies for closing the gap in educational achievement for children and young people living in poverty, including white working-class boys" (Sharples, Slavin, Chambers, Sharp, 2011)</p> <p>Most of the research on small group tuition has been conducted on reading and there is a greater impact, on average (+ 4 months). The studies in mathematics show a slightly smaller positive impact (+ 3 months). EEF</p> <p>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. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons, focussed on the child's specific needs and closely matched to the child's understanding. One to one tuition offers greater opportunities to provide feedback which can support children overcome their learning barriers. EEF</p>	1, 2, 3, 4
Subject leads to deliver TA training programs to improve RWM intervention effectiveness	<p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	1, 2, 3
TA's to deliver pre-teaching interventions to children	Pre-teaching is more effective and more fun ... For the same 20-minutes investment of time, we can change the way a child sees themselves mathematician. We can give them the rare experience of being the child	1, 2, 3, 4

identified through data analysis	who gets it first, who helps their peers figure it out, who is ready with the answer the moment they hear the question. (Minkel, 2015, p4) Minkel, J. (2015) Why I prefer pre-teaching to Remediation for struggling students. Published Online: May 18, 2015 https://www.edweek.org/tm/articles/2015/05/18/why-i-prefer-pre-teaching-to-remediation-for.html	
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Wider strategies *(for example, related to attendance, behaviour, wellbeing)*

Budgeted cost: £ 11,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium learners are fully engaged and participating in the school's rich extra-curricular offer. Increase the take up of PP children attending extra-curricular clubs.	EEF believe an enriching education has intrinsic benefits. All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich education. Social Mobility Commission report 2019 suggest extracurricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school). Their research also indicates, fewer young people in the North East of England take music classes than anywhere else – 15%, compared to 22% in the South East	4, 5
Social groups to support the wellbeing for all pupils in our school especially that of our disadvantaged pupils	Social and emotional studies have shown that achievement improves with greater social and emotional understanding which can impact on learning outcomes by an average of 4 months. https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social	4, 5

Total budgeted cost: £28,500

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.

<u>Whole School Data 2021022</u>		
EYFS – PP 5 children Non PP 85 children		
PP Reading Working At or Above ARE	PP 80% (4)	Non PP 82% (70)
PP Writing Working At or Above ARE	PP 80% (4)	Non PP 79% (67)
PP Maths Working At or Above ARE	PP 80% (4)	Non PP 85% (72)
Good Level of Development (GLD)	PP 80% (4)	Non PP 85% (70)
Key Stage 1 –	PP 1 child	Non PP – 89 children
PP Reading Working At or Above ARE	PP 100% (1)	Non PP (80% (72)
PP Writing Working At or Above ARE	PP 0% (0)	Non PP (72% (65)
PP Maths Working At or Above ARE	PP 100% (1)	Non PP (83% (75)
Year 3 –	PP 8 children	Non PP – 82 children
PP Reading Working At or Above ARE	PP 88% (7)	Non PP (79% (64)
PP Writing Working At or Above ARE	PP 88% (7)	Non PP (74% (60)
PP Maths Working At or Above ARE	PP 75% (6)	Non PP (77% (69)
Year 4 –	PP 5 children	Non PP – 85 children
PP Reading Working At or Above ARE	PP 40% (2)	Non PP (88% (74)
PP Writing Working At or Above ARE	PP 40% (2)	Non PP (81% (68)
PP Maths Working At or Above ARE	PP 40% (2)	Non PP (88% (74)
<u>After School Club Activity Participation</u>		
EYFS – PP 5 children Non PP 85 children		
1+ Club PP 40%	Non PP 25%	
1 Club PP 60%	Non PP 80%	
Key Stage 1 –	PP 1 child	Non PP 89 children
1+ Club PP 0%	Non PP 15%	
1 Club PP 100%	Non PP 48%	
Key Stage 2 –	PP 5 children	Non PP 85 children
1+ Club PP 63%	Non PP 11%	
1 Club PP 63%	Non PP 44%	

Externally provided programmes

Programme	Provider
'Little Wandle – Letters and Sounds Revised	Wandle and Little Sutton English Hubs
Teacher Research Group (TRG)	North East Maths Hub
Inclusive Art Therapy	Jenna Welsh O'Hare

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?	Contributed to support staff salary within particular year group and the appointment of a school based tutor.
What was the impact of that spending on service pupil premium eligible pupils?	<p>Pupil finished the years as exceeding learner across the board.</p> <p>Pupil received quality first teaching and also received group interventions to target specific needs.</p>

