



## **Pupil Premium Impact Report 2019 – 2021**

At Brunton First School we pride ourselves on high levels of attainment and achievement for all of 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 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.

**3.4% of our school population are eligible for Pupil Premium funding in 2019/2020.  
Our allocation is £19,620.00.**

**Our allocation is £21,090.00 for 2020/2021**

### **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 Headteacher, link governor, Deputy Headteacher and Assistant Headteacher take part in this annual review, the next will be June 2021.



## Pupil Premium Impact Report 2019/2021

### Supporting the Whole Child - Academic, Well-being, Enrichment and Engagement



#### Summary Information

<b>Total number of pupils:</b> September – 445 children		<b>Number of pupils eligible for pupil premium funding:</b> 15 children which equates to 4% of our school population				
<b>Number of pupil premium children in each year group:</b>		<b>Reception</b> = 1 2020/2021 = 0	<b>Year 1</b> = 4 = 1	<b>Year 2</b> = 2 = 5	<b>Year 3</b> = 5 = 4	<b>Year 4</b> = 3 = 5
<b>Total pupil premium budget:</b> £19620.00 £ 21090.00						
<b>The main barriers to future attainment for pupil eligible for pupil premium: -</b> <ul style="list-style-type: none"> <li>▪ Mindset and resilience of prior low attaining children face the challenges of age related expectations</li> <li>▪ Some parents do not support home learning well e.g. do not hear their children read</li> <li>▪ Pupils are not resilient, independent learners and this affects their progress</li> <li>▪ Personal, career and academic aspirations of all pupil premium children</li> </ul>						

Type of support	Cost	Details of support	What will it achieve if successful	Impact September 2021	How will this activity be monitored? When? Who? How will success be evidenced?
<b>Closing the Gap: Interventions to raise levels of achievement and attainment</b>					
To provide additional support for children in reading	£6000 £4250	<ul style="list-style-type: none"> <li>• Group comprehension work</li> <li>• Whole class reading resources</li> <li>• Specific books chosen to engage the more reluctant reader.</li> <li>• IDL</li> <li>• Lexia</li> <li>• Phonics</li> <li>• 1:1 sessions</li> <li>• CPD for TAs – phonics</li> <li>• CPD for Teachers - reading at greater depth</li> </ul>	<ul style="list-style-type: none"> <li>• Every child will become a confident and fluent reader in order to fully access the wider curriculum.</li> <li>• Children will have a firm inference and deduction skill</li> <li>• An increased vocabulary range</li> <li>• Staff are upskilled in effective teaching methods and interventions</li> <li>• Children will move through the stages of IDL/Lexia until they reach age appropriate expectations.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• The majority of children are confident and fluent readers</li> <li>• All pupils in this group made progress in reading skills from their previous year although starting points were low. This is evidenced through individual assessments collected across the year using the programmes.</li> <li>• <b>2020/2021 Data...</b> 80% expected or above – Y2 80% expected or above – KS2 <b>Overall</b> – 72% expected or above</li> </ul>	<ul style="list-style-type: none"> <li>✓ % Progress of children in Reading in EYFS, KS1 and KS2</li> <li>✓ Remove barriers to learning</li> <li>✓ HT/DHT/AHT/teachers half termly</li> <li>✓ Interventions - BA</li> </ul>
To provide additional support for children in writing	£6000 £4250	<ul style="list-style-type: none"> <li>• Introduce letter-join (new scheme)</li> <li>• Small group sessions in phonics, writing and handwriting</li> <li>• IDL</li> </ul>	<ul style="list-style-type: none"> <li>• Children consistently use correct letter formation</li> </ul>	<ul style="list-style-type: none"> <li>• Over the last few years we have focused on grammar, spellings and vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>✓ % Progress of children in Writing EYFS, KS1 and KS2</li> <li>✓ Remove barriers to learning</li> <li>✓ HT/DHT/AHT/teachers half termly</li> </ul>

		<ul style="list-style-type: none"> <li>• Lexia</li> <li>• Phonics interventions</li> <li>• Spelling interventions</li> <li>• CPD for TAs – phonics / spelling</li> <li>• CPD for Teachers - Writing at greater depth / spelling</li> </ul>	<ul style="list-style-type: none"> <li>• Children to become more technically accurate in their writing across the curriculum</li> <li>• Children to successfully apply their key words within each year group</li> <li>• maintain the phonic standard</li> <li>• Staff are upskilled in effective teaching methods and interventions</li> <li>• Children will move through the stages of IDL/Lexia until they reach age appropriate expectations.</li> </ul>	<ul style="list-style-type: none"> <li>• TAs working directly with groups of children to begin to close gaps identified.</li> <li>• The introduction of Letter-join has benefited all, particularly during lockdown as children can access this from home)</li> <li>• TAPs used to ensure coverage and progression.</li> <li>• Ch are successfully applying key words in year groups although this is still a focus. In early years there has been a boost on the application of high frequency words – this is then continued in year 1 and year 2.</li> <li>• Small steps in writing have been identified to build up to a bigger write – this is still one of our strong foci.</li> <li>• Letter formation has improved with the introduction of letter-join (particularly during lockdown as children could access this from home) This is still one of our strong foci</li> <li>• In house CPD for phonics – AH carried out some positive practice sessions for all</li> <li>• Literacy Lead on hand to support staff with delivery of literacy skills and home learning during lockdown</li> <li>• Phonic Test – No formal phonic test for Year 1 in 2020/2021 but in Autumn 2 2021 the test will be taken with the children in Year 2)</li> <li>• <b>2020/2021 Data...</b> 80% expected or above – Y2 60% expected or above – KS2 <b>Overall</b> – 57% expected or above</li> </ul>	<ul style="list-style-type: none"> <li>✓ Book scrutinies</li> <li>✓ Interventions BA</li> </ul>
To provide additional	<b>£2520</b>	<ul style="list-style-type: none"> <li>• Small group sessions in specific areas identified</li> </ul>	<ul style="list-style-type: none"> <li>• Staff more confident in teaching different strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunity for CPD for all staff – visual resources, look at other year</li> </ul>	<ul style="list-style-type: none"> <li>✓ % Progress of children in Maths in EYFS, KS1 and KS2</li> </ul>

support for children in maths.	<b>£2440</b>	<ul style="list-style-type: none"> <li>• IDL number</li> <li>• CPD for TAs – calculation strategies</li> <li>• CPD for Teachers - mastery approach</li> <li>• EYFS to embed the use of Numicon/ten frames/part part whole</li> </ul>	<ul style="list-style-type: none"> <li>• Children more confident in applying key skills</li> <li>• Early years children are more secure in early number and number bonds</li> </ul>	<p>groups and staff teach through the maths hub, how to build on small steps using the white rose, refining tasks so all children have the opportunity to apply reasoning and problem solving so there is more opportunity for greater depth.</p> <ul style="list-style-type: none"> <li>• CPA approach adopted by all – this will continue</li> <li>• Book scrutinises carried out</li> <li>• Maths Lead on hand to support staff with delivery of whiterose and home learning during lockdown</li> <li>• EYFS fully embedded the use of visual images – numicon, part part whole, ten frames – Children more secure with identification of early number and number bonds to 10</li> <li>• Reasoning language introduced along side sentence stems</li> <li>• <b>2020/2021 Data...</b> 60% expected or above – Year 2 60% expected or above – KS2 <b>Overall</b> – 50% expected or above</li> </ul>	<ul style="list-style-type: none"> <li>✓ Remove barriers to learning</li> <li>✓ HT/DHT/AHT/teachers half termly</li> <li>✓ Book scrutinies</li> <li>✓ Interventions</li> </ul>
To raise awareness of children's mental health and develop a culture of resilience	<b>£1400</b> <b>£8500</b>	<ul style="list-style-type: none"> <li>• Small social group interventions linked to SLL (Successful Lifelong Learners)</li> <li>• In conjunction with a mastery curriculum, provide small social group interventions to support self-regulation and good mental health.</li> </ul>	<ul style="list-style-type: none"> <li>• Children challenge themselves through growth mindset and resilience.</li> <li>• Children to develop a readiness to learn, become reflective and strategic in their thinking, develop mutual respect, self-knowledge, self-esteem and self-confidence.</li> <li>• Children to be more confident to take risks in their learning and independence</li> <li>• Identified children are given individual intervention programmes tailored to their needs</li> </ul>	<ul style="list-style-type: none"> <li>• All classroom staff accessed CPD to extend their knowledge and understanding of building resilience</li> <li>• We have embedded social groups (particularly post covid), this has enabled all children to access the curriculum with more confidence and self-esteem,</li> <li>• Individual children are supported in the use of strategies to manage their needs with growing independence.</li> <li>• CPD on calm classroom has initially began.</li> <li>• The PSHE curriculum was reviewed and evaluated and re-designed for the</li> </ul>	<ul style="list-style-type: none"> <li>✓ CPD – Staff training</li> <li>✓ Remove barriers to learning</li> <li>✓ Questionnaires of children will show full range of opportunities offered and attributes achieved</li> <li>✓ HT/DHT/AHT/teachers half termly</li> <li>✓ Interventions BA</li> </ul>

			<ul style="list-style-type: none"> <li>Extra support for children coming back to school after Covid19 and building friendships and resilience.</li> </ul>	<p>academic year 19/20 and then for 20/21 to meet the needs of our children.</p> <ul style="list-style-type: none"> <li>We have now securely developed SLL characters as our main school drivers and are beginning to implement this year (21)</li> <li>Questionnaire issued before coming back from lockdown 2021 so staff could target individual children straight away.</li> <li>Introduction of worry box/ worry monster</li> <li>A prime focus on playground games and social games to slowly re-engage children into group situations and turn taking.</li> <li>Increased PE sessions to two times per week (and all outside) we focused on the fundamentals of movement</li> <li>PE focus for KS2 - Team games to develop resilience</li> <li>Calm App adopted by whole school to allow time to focus on self-reflection, belly breathes, and self-worth.</li> </ul>	
<b>Educational Visits and curriculum enrichment</b>					
Subsidising educational visits Including Robin Wood 100% and curriculum visits 100% and themed weeks	<b>£1600</b>  <b>£500</b>	<ul style="list-style-type: none"> <li>Children eligible for Pupil Premium will be approached by HT with the offer of 100% subsidy for the residential visit to Robin wood and full subsidy for educational visits</li> </ul>	<ul style="list-style-type: none"> <li>Enrichments of the curriculum ensuring all of our children have the chance to experience the widest range of opportunities.</li> <li>Opportunity for children to experience team work, resilience, collaborative skills, confidence building, social interaction and emotional well-being</li> </ul>	<ul style="list-style-type: none"> <li>Road2Tokyo in June/July 2021 provided the opportunity to build resilience, work collaboratively, build up confidence, try new things and increase the opportunity for social interaction.</li> <li>Instead of Robin Wood Y4 children went to Wickham Thorns in academic year 20/21 <b>100%</b></li> </ul>	<ul style="list-style-type: none"> <li>✓ Surveys of children will show PP children accessing full range of opportunities offered by the school</li> <li>✓ Parental feedback will identify where the school has offered appropriate targeted support.</li> <li>✓ Club lists monitored and updated</li> <li>✓ HT/DHT/AHT half termly</li> </ul>
Funding for morning and after school clubs 100%	<b>£1400</b>  <b>£450</b>	Parents of children eligible for Pupil Premium will be approached by the HT with the offer of 100% subsidy. We will discuss with parents what opportunities	<ul style="list-style-type: none"> <li>Enrichments of the curriculum ensuring all of our children have the chance to experience the widest range of opportunities. Opportunity for children to experience different</li> </ul>	<ul style="list-style-type: none"> <li>We subsidise the full amount of clubs</li> <li>Clubs were cancelled 2019 and have only returned Autumn term 2021.</li> </ul>	

		they would like to access for their children.	skills and create an opportunity for links in our community. • Opportunities for children to experience new sporting/music/drama/art activities and build an interest in this area – an opportunity to expand skills.	• 100% of children offered the morning and after school clubs in Autumn 2021. The take up was 38%. • We will continue to offer 100% next academic year. • Healthy lifestyle groups introduced to develop fundamental movements	
Funding for music lessons 100%	<b>£700</b> <b>£700</b>	All children in KS2 who are eligible for PP will be offered the option of music tuition in school	• Enrichment of the curriculum and ensuring all of our children have the chance to experience the widest range of opportunities.	• 2019/2020 – 58% of children in KS2 had music tuition • 2020/2021 – 80% of children in KS2 had music tuition • 50% of children in KS2 have music tuition in Autumn 2021/22 • The children have the opportunity to take part in activities they may not have had the chance to previously. They are interested and motivated to learn.	
<b>Total £19620.00</b> <b>£21,090.00</b>					

The impact of PP cannot be fully documented due to the impact Covid19 had from March 2020. Therefore, we will continue to run our PP spending outline for two years and change the **allocation** (especially in light of the wellbeing of the children)