

**Brough Primary School - Pupil Premium Strategy 2019-20 (2019-2022)**

<b>Pupil Premium Champion</b>	Helen Shepherdson	<b>Pupil Premium Governor</b>	W Palmer, K Richardson, J Clark
<b>Number of Pupil Premium pupils on roll</b>	34 33 (Jan 2021)	<b>Pupil Premium as percentage of roll</b>	9.8% 10% (Jan 2021)

**What have we identified as the key internal & external barriers to learning?**

<b>Barrier 1</b>	<b>Barrier 2</b>	<b>Barrier 3</b>	<b>Barrier 4</b>
Limited aspiration which affects resilience and self-motivation.	Language deficit - gap in vocabulary and lack of ability to use language effectively.	Emotional wellbeing - often presenting as anxiety and impacting on resilience and engagement with more challenging work.	Limited cultural capital limits life experiences and engagement with the wider curriculum.
<b>What do we want to achieve?</b> All children, regardless of ability or background, will have the same high levels of aspiration enabling them to 'aim high' for their future.	<b>What do we want to achieve?</b> There will be no gap in vocabulary or understanding or usage between children of a similar age/ability, regardless of their background.	<b>What do we want to achieve?</b> The emotional wellbeing of all children to be supported so there is no discernible difference between those from different backgrounds. For anxiety levels amongst all pupils, regardless of background, to be reduced allowing for greater engagement and resilience and 'can do' attitude.	<b>What do we want to achieve?</b> All pupils, regardless of background, to have a wealth of knowledge which they are able to draw upon to support their academic progress and achievement, making connections.

<b>What will success look like this year?</b>	<b>What will success look like this year?</b>	<b>What will success look like this year?</b>	<b>What will success look like this year?</b>	
<p>Improved rates of attendance. Continued improvements in achievement data to show improved motivation for pupils, further reducing the gap to their peers. Reading progress score - gap to peers to reduce. Maths attainment score - gap to peers to reduce.</p>	<p>Reading progress score - gap to peers to reduce. EOKS2 writing outcomes for disadvantaged pupils continue to improve, closing the gap further. Outcomes across the school in reading and writing to show a closing gap between disadvantaged and non-disadvantaged pupils.</p>	<p>Increased concentration in lessons due to support received for emotional needs. Impact on academic outcomes - as per previous two barriers. Use of ELSA and counsellor for identified pupils - impact on engagement with learning and through attitudes around school.</p>	<p>All disadvantaged pupils to have attended at least one extra-curricular club. Attendance on school visits and curriculum enhancement days - participation. Evidence for all pupils that these opportunities directly support the writing curriculum and impact on writing attainment - continuing to close the gap.</p>	
<b>How will we know we are being successful?</b>				
<b>Barrier</b>	<b>What will success look like this year?</b>	<b>What will our interim reviews show?</b>		
		<b>Review 1- January 2020</b>	<b>Review 2 - September 2020</b>	<b>Review 3 - January 2021</b>
<p>1 Limited aspiration which affects resilience and self-motivation.</p>	<p>Improved rates of attendance. Continued improvements in achievement data to show improved motivation for pupils, further reducing the gap to their peers. Reading progress score - gap to peers to reduce. Maths attainment score - gap to peers to reduce.</p>	<p>Attendance rates for PP and non-PP children to show no significant differences. End of Autumn term assessments to show a reducing gap between PP and non-PP pupils.</p>	<p>Attendance rates for PP and non-PP children to show no significant differences. End of year assessments to show a gap that has continued to reduce between PP and non-PP pupils across all year groups.</p>	



<p>2. Language deficit - gap in vocabulary and lack of ability to use language effectively.</p>	<p>Reading progress score - gap to peers to reduce. EOKS2 writing outcomes for disadvantaged pupils continue to improve, closing the gap further. Outcomes across the school in reading and writing to show a closing gap between disadvantaged and non-disadvantaged pupils.</p>	<p>Evidence through in school monitoring of a 'language rich' curriculum with raised expectations for the use of vocabulary by all pupils. End of Autumn term data to show impact in both reading and writing outcomes and predictions.</p>	<p>Evidence through in school monitoring of a 'language rich' curriculum with raised expectations for the use of vocabulary by all pupils. End of year assessments to show impact on reading and writing outcomes with a closing gap between PP and non-PP pupils.</p>	
<p>3. Emotional wellbeing - often presenting as anxiety and impacting on resilience and engagement with more challenging work.</p>	<p>Increased concentration in lessons due to support received for emotional needs. Impact on academic outcomes - as per previous two barriers. Use of ELSA and counsellor for identified pupils - impact on engagement with learning and through attitudes around school.</p>	<p>Use of ELSA and school counsellor to have supported pupils to develop their skills of resilience. Impact on willingness to 'have a go' evidenced through greater productivity and outcomes.</p>		
<p>4. Limited cultural capital limits life experiences and engagement with the wider curriculum.</p>	<p>All disadvantaged pupils to have attended at least one extra-curricular club. Attendance on school visits and curriculum enhancement days - participation. Evidence for all pupils that these opportunities directly support the writing curriculum and impact on writing attainment - continuing to close the gap.</p>	<p>Extra curricular clubs – all PP children to have attended at least one. Curriculum opportunities develop knowledge of the world through experiences given – for all pupils.</p>		

<b>When will we undertake the next full impact review of our strategy &amp; spending?</b>		Annual review of spending with full review of strategy and barriers in July 2022.	
<b>How much money do we have to address the identified barriers to learning?</b>			
<b>Number of Eligible Pupils</b>	34 33 (Jan 2021)	<b>Total Pupil Premium Budget</b>	2019-2020: £44,760 + additional carry over from 2018-2019 of £8974.18 = £53,734.18 2020-2021 =
<b>How will we spend this money to address the identified barriers to learning?</b>			
<b>Identified barrier and what we hope to achieve</b>	<b>Approaches to be implemented</b>		<b>What evidence do we have that this approach has the potential to be successful?</b>
1 Limited aspiration which affects resilience and self-motivation.	Additional support for identified pupils, smaller working groups to consolidate known learning and support pupils to make connections and acquire and apply new knowledge and understanding.		EEF toolkit identifies the following: <b>Reducing class size appears to result in around three months' additional progress for pupils, on average.</b>
	Use of support staff to support pupils - encourage and allow them to develop greater resilience. Intervention groups to support academic under-achievement to impact on progress and attainment.		EEF toolkit identifies the following: <b>Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.</b> In school evidence shows that some teacher led interventions have had success in securing basic concepts and providing pre-teaching to groups of learners.
	Use of ELSA to support pupils with motivation and aspirations and to impact on attendance - focus on getting the children into school and them wanting to be here.		EEF toolkit identifies the following: <b>On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average</b>

		<p><b>overall impact of four months' additional progress on attainment.</b> In school work and evidence demonstrates that supporting emotional wellbeing through the use of the ELSA or the school counsellor supports in the classroom and improves attitudes towards school in general.</p>
	<p>Continued CPD for all teachers and support staff to ensure high quality wave 1 teaching that improves the knowledge, skills and achievement of all pupils.</p>	<p>EEF toolkit identifies the following: <b>There is some evidence that reducing class sizes is more likely to be effective when accompanied by professional development for teachers focusing on teaching skills and approaches.</b></p>
<p>2Language deficit - gap in vocabulary and lack of ability to use language effectively.</p>	<p>Additional support for identified pupils, smaller working groups to consolidate known learning and support pupils to make connections and acquire and apply new knowledge and understanding.</p> <p>Use of support staff to support pupils - encourage and allow them to develop greater working vocabulary and use of ambitious language in the wider curriculum.</p>	<p>See previous evidence from EEF.</p>
	<p>Access to a wide range of quality texts which support vocabulary development and allow children to be immersed in language. Further development of 'clarifying' strategies in reading to ensure unknown vocabulary is explained and can be used in the future.</p>	<p>Immersion in language, through the resources used and the wider environment can support pupils to incorporate vocabulary and language into their own work and working vocabulary. Reciprocal reading approaches have been proven to support with reading development. The EEF toolkit identifies the following: <b>On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</b></p>

3 Emotional wellbeing - often presenting as anxiety and impacting on resilience and engagement with more challenging work.	ELSA role. Continuation of the current post holder and the training of at least one further ELSA to support pupils across the school. Time for ELSAs to work with pupils and families to support with pupil engagement and emotional wellbeing.	Evidence found in DFE - 'Supporting the Attainment of Disadvantaged' states that supporting social and emotional needs is one of the top ten most effective strategies used in schools. Children will improve their social understanding and develop new friendships.
	School counsellor - increased hours to continue support for pupils. Counsellor works in school for 3.5hrs per week.	Total cost over school year: £4095
	Range of extra-curricular opportunities and curriculum enhancement opportunities.	EEF toolkit identifies the following: <b>The overall impact of sports participation on academic achievement tends to be positive but low (about two additional months' progress). However, there is recent evidence from the UK that sports participation can have a larger effect on, for example, mathematics learning when combined with a structured numeracy programme (with one study showing an impact of up to ten months' additional progress). In this circumstance the 'participation' acted as an incentive to undertake additional instruction.</b>
4 Limited cultural capital limits life experiences and engagement with the wider curriculum.	Further range of extra-curricular opportunities offered to all pupils — focus on disadvantaged pupils to attend at least one.	See above.
	Curriculum review to ensure enhancement opportunities available for all children and that these are fully embedded within the core curriculum offer for all pupils.	Much research by the EEF highlights areas that have high impact on pupil progress and engagement and these come under the umbrella term of 'curriculum'. The core curriculum offer must ensure that ALL pupils have access to high quality 'real-life' experiences which increase their understanding and allow them to 'participate' in wider aspects of school life plus allowing them to develop skills for later life.
	Development of '100 things to do before you leave Brough School' materials.	See above.

	Maintaining smaller class sizes to allow for greater support for all learners.	Evidence from the EEF toolkit highlights the following: Reducing class size appears to result in around three months' additional progress for pupils, on average. In school projects and initiatives around effective feedback also support this strategy giving teachers more time to speak with individual pupils.		
<b>How successful are we being?</b>				
Barrier	What will success look like this year?	What do our interim reviews tell us?		
		Review 1: January 2020	Review 2: September 2020	Review 3: January 2021
1. Limited aspiration which affects resilience and self-motivation.	Improved rates of attendance. Continued improvements in achievement data to show improved motivation for pupils, further reducing the gap to their peers. Reading progress score - gap to peers to reduce. Maths attainment score - gap to peers to reduce.	Attendance of children eligible for PP is 96.17%, non-PP is 96% (22.1.20). Y1 – PP pupils attainment in line with non-PP in reading and maths. Y2 – PP pupils in reading above non-PP, maths is in line. Y3 – PP pupils in reading are in line with non- PP but below for maths. Y4 – PP pupils in reading and maths are below non-PP. Y5 – data set is very small. Y6 – to be updated.	The impact of school closures due to Covid-19 across the whole school was significant. Few children attended during lockdown and only eligible year groups returned from June 2020. The start to the new academic year does not indicate any difference in attendance for those who are/are not eligible for the pupil premium. Achievement data is not valid due to lockdown and school closures.	Further lockdown in January has further impacted on attendance. During the Autumn term attendance was consistent with previous years and there were no significant differences between PP and non-PP pupils.

<p>2. Language deficit - gap in vocabulary and lack of ability to use language effectively.</p>	<p>Reading progress score - gap to peers to reduce. EOKS2 writing outcomes for disadvantaged pupils continue to improve, closing the gap further. Outcomes across the school in reading and writing to show a closing gap between disadvantaged and non-disadvantaged pupils.</p>	<p>Other than Y4, reading in Y1, Y2 and Y3 for PP pupils is above or in line with non-PP pupils. Predictions for writing currently show a trend of being below non-PP pupils – this is a priority going forward and will be monitored over the coming terms.</p>	<p>Continued focus for new academic year – developing and widening vocabulary. Early indications show that a continued focus on reading, particularly phonics and early reading, is a priority for the Autumn term.</p>	<p>Continuation from Autumn term.</p>
<p>3. Emotional wellbeing - often presenting as anxiety and impacting on resilience and engagement with more challenging work.</p>	<p>Increased concentration in lessons due to support received for emotional needs. Impact on academic outcomes - as per previous two barriers. Use of ELSA and counsellor for identified pupils - impact on engagement with learning and through attitudes around school.</p>	<p>Ongoing work with identified pupils – significant impact regarding engagement – continue to monitor and collect pupil voice over Spring and Summer terms.</p>	<p>Continued focus throughout lockdown with wellbeing checks (emails/telephone calls) and counsellor still working. This is continuing into the new academic year with increased ‘bought in’ counselling services and daily wellbeing sessions in all classes (to be reviewed October 2020).</p>	<p>Continuation from Autumn term.</p>
<p>4. Limited cultural capital limits life experiences and engagement with the wider curriculum.</p>	<p>All disadvantaged pupils to have attended at least one extra-curricular club. Attendance on school visits and curriculum enhancement days - participation. Evidence for all pupils that these opportunities directly support the writing curriculum and impact on writing attainment - continuing to close the gap.</p>		<p>There have been no extra-curricular clubs during lockdown and none are planned for the Autumn term.</p>	<p>Purchase of subscription to ‘Now Press Play’ to enhance curriculum opportunities for all.</p>



<b>Did we achieve what we set out to achieve this year?</b>		
<b>Barrier &amp; what we said success would look like</b>	<b>What did we spend our money on and how much did we spend?</b>	<b>How successful were we and to what extent did each of our chosen approaches contribute to this success?</b>
<p><b>Limited aspiration which affects resilience and self-motivation.</b></p> <p>Improved rates of attendance.</p> <p>Continued improvements in achievement data to show improved motivation for pupils, further reducing the gap to their peers.</p> <p>Reading progress score - gap to peers to reduce.</p> <p>Maths attainment score - gap to peers to reduce.</p>	<p>Additional staffing to support smaller class sizes – focus on smaller teaching groups and additional intervention. Data to March showed that this was having a positive impact, especially in the area of phonics.</p> <p>Lockdown and the impact of Covid-19, along with revisions to monitoring and assessment procedures do not allow for any meaningful data comparison or analysis.</p>	<p>All evidence to March 2020 showed that this action did support the progress of all learners, including those eligible for pupil premium.</p> <p>This will be evident through subsequent data over 2020-2021 and continued progress data.</p>
<p><b>Language deficit - gap in vocabulary and lack of ability to use language effectively.</b></p> <p>Reading progress score - gap to peers to reduce.</p>	<p>Additional staffing used to support smaller classes and interventions. Many of these focused on phonics, early reading, vocabulary development and comprehension development and consolidation.</p> <p>No data to quantify impact of this due to lockdown and implications of Covid-19.</p>	<p>Remains a priority in 2020-2021.</p> <p>Autumn term intervention focused on early reading and phonics to ensure 'catch up' focus.</p> <p>Linked to catch up funding (Autumn 2020).</p>

<p>EOKS2 writing outcomes for disadvantaged pupils continue to improve, closing the gap further.</p> <p>Outcomes across the school in reading and writing to show a closing gap between disadvantaged and non-disadvantaged pupils.</p>		
<p><b>Emotional wellbeing - often presenting as anxiety and impacting on resilience and engagement with more challenging work. Increased concentration in lessons due to support received for emotional needs.</b></p> <p>Impact on academic outcomes - as per previous two barriers.</p> <p>Use of ELSA and counsellor for identified pupils - impact on engagement with learning and through attitudes around school.</p>	<p>ELSA sessions in place prior to lockdown as well as 'bought in' counsellor to support pupils and families.</p> <p>Significant impact prior to lockdown, supporting with attendance and resilience as well as improving concentration levels.</p> <p>Counsellor continued to support over lockdown and subsequent partial re-opening of the school from June 2020.</p> <p>Continued use of counsellor, with additional hours 'bought in' to support pupils on their return to school.</p>	<p>Emphasis and purpose of this work shifted from primarily supporting learning to supporting children and families during the Covid-19 pandemic.</p>
<p><b>Limited cultural capital limits life experiences and engagement with the wider curriculum.</b></p> <p>All disadvantaged pupils to have attended at least one extra-curricular club.</p>	<p>All planned visits and clubs took place during the Autumn and Spring terms prior to lockdown in March. Limited take up by disadvantaged pupils for extra-curricular clubs.</p>	<p>Limited impact due to lockdown and Covid-19 restrictions. Rollover of priority once extra-curricular activities and visits out of school can resume.</p>

<p>Attendance on school visits and curriculum enhancement days - participation.</p> <p>Evidence for all pupils that these opportunities directly support the writing curriculum and impact on writing attainment - continuing to close the gap.</p>		
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### Spending Breakdown

Expenditure	Cost	Priority Addressed	Amendments (in-year and at review points)
Additional class provision to reduce class sizes across the school (specifically in KS1) to allow for smaller class sizes maximizing teacher support for individual pupils. Benefits all learners, including PP.	<b>£29,923.82</b>	Priority 1, Priority 2, Priority 4.	
Additional teaching assistant support for individual pupils (PP) and for smaller group intervention and support across the school.	TA support: £1462+ £7784+£3002 = <b>£12,248</b>	Priority 1, Priority 2, Priority 4.	
ELSA role in school.	ELSA provision:	Priority 1, Priority 3	

	<b>£2736</b>		
Employ counsellor for 3.5hrs per week – supporting children across the school, including PP.	<b>£4256</b>	Priority 1, Priority 3	Increased counsellor hours from September 2020 (additional 3hrs per week + some additional half day sessions based on increased need. Additional hours = £1350
Subsidies for school trips/music tuition	<b>£750 (approx.)</b>	Priority 1, Priority 4.	Additional cost – Covid-19 meals.
<b>Total</b>	<b>£49,913.82</b>	Remainder of <b>£3820.36</b> . This will be carried over into 2020/2021 to support with provision in KS2 as identified through monitoring.	Revised expenditure of £51,323.82 Remainder of £2410.36