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

Detail	Data
School name	Brough Primary School
Number of pupils in school	327
Proportion (%) of pupil premium eligible pupils	12.2%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021/2022
Date this statement was published	December 2021
Date on which it will be reviewed	End of Summer term 2022
Statement authorised by	
Pupil premium lead	H Shepherdson
Governor / Trustee lead	W Palmer, J Clark

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£46,970
Recovery premium funding allocation this academic year	£4606
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2410.36
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	£53,986.36

Part A: Pupil premium strategy plan

Statement of intent

Our pupil premium funding supports the achievements of children from disadvantaged backgrounds. Our aim is to close the attainment gap between disadvantaged pupils and their peers, in turn raising their attainment and impacting on their long-term goals and 'readiness' for the next stage in their education and throughout life.

We understand that no two pupils are the same and that no two disadvantaged pupils are the same, therefore our plan focuses on the needs of individual pupils as well as the achievements of all.

Our plan focusses on strategies to further develop and improve quality first teaching as well as provide bespoke, targeted support where needed. We know that high-quality teaching, across all subject areas, will have the greatest impact on all pupils, including disadvantaged pupils. Wider strategies to support with non-academic areas such as social and emotional support will also be of high priority. We also support the wider curriculum, ensuring that all pupils are able to access extra-curricular activities as well as curriculum enhancements.

Our plan and the actions detailed below, will be based on thorough and robust diagnostic assessment leading to bespoke and high-quality provision.

Challenges

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

Challenge number	Detail of challenge
1	Limited aspiration which affects resilience and self-motivation.
2	Language deficit - gap in vocabulary and lack of ability to use language effectively.
3	Use of maths skills and knowledge across the maths curriculum and wider subject areas.
4	Emotional wellbeing - often presenting as anxiety and impacting on resilience and engagement with more challenging work.
5	Limited cultural capital limits life experiences and engagement with the wider curriculum.
6	Gaps in learning due to Covid-19 and missed schooling. Strategic deployment of all staff to support with quality-first teaching and high-quality interventions.

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
All children, regardless of ability or background, will have the same high levels of aspiration enabling them to 'aim high' for their future.	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. Pupil voice to reflect high aspirations. Engagement of parents to support with raising aspirations.
Subject leaders will be confident that their curriculum plans provide high quality learning experiences supporting pupils to know more, remember more and do more. Curriculum provision will ensure a clear progression in knowledge for all pupils, including those who are disadvantaged.	All children will have access to a high-quality curriculum. Children will know more, remember more and be able to do more with the knowledge they have retained. Pupil voice will reflect retained knowledge and progression in knowledge for all curriculum areas will be evident.
High-quality provision and intervention led by skilled staff (teaching and support staff) based on analysis of need.	Improved quality first teaching across the school. Targeted and high-quality interventions to enable catch-up/address gaps in learning.
There will be no gap in vocabulary (understanding or usage) between children of a similar age/ability, regardless of their background. Increased engagement and partnership working with parents to support links in learning between home and school.	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. Language rich environment reflective of growing vocabulary and used by the children. Greater links between home and school to support reading and vocabulary acquisition.
Pupils will attain well in maths and apply skills and knowledge across the maths curriculum and the wider curriculum ensuring a depth of understanding in maths. No gap in maths achievement between disadvantaged and non-disadvantaged pupils.	Raised achievement in maths – gap to peers reduced. Improved application of maths skills in problem solving and reasoning contexts, and across wider curriculum. Greater links between home and school to support maths and number understanding and application.
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,	Increased concentration in lessons due to support received for emotional needs. Impact on academic outcomes - as per previous two barriers.

regardless of background, to be reduced allowing for greater engagement and resilience and 'can do' attitude.	Use of ELSA and counsellor for identified pupils - impact on engagement with learning and through attitudes around school. YMHFA trained staff providing support across the school. SENCO to support all staff with SEMH strategies to use in the classroom.
All pupils, regardless of background, to have a wealth of knowledge and 'cultural capital' which they are able to draw upon to support their academic progress and achievement, making connections.	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 academic achievement - continuing to close the gap
All children will have access to a 'catch up curriculum' based on identified gaps in learning due to missed schooling during Covid-19 lockdowns.	Identified areas for support – bespoke for pupils and cohorts. Curriculum revised to include 'lost learning' and ensure that gaps are addressed to safeguard future learning. Pupils achievement, over the course of the 3-year plan, to show no significant differences to achievement prior to the pandemic with improvements for disadvantaged pupils.

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: £37,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain two small classes in EYFS to ensure a smooth transition to school and greater focus to address lost learning and identified PSED needs.	EEF toolkit identifies the following: ***Reducing class size appears to result in around three months' additional progress for pupils, on average.*** EEF toolkit identifies the following: ***Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.***	2,3,5
Continued CPD for all teachers and support staff to ensure high quality teaching that improves the knowledge, skills and achievement of all pupils.	EEF toolkit identifies the following: ***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.*** EEF guidance report: Effective professional development: ***…a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes,***	1,2,3,4,5,6
Training for all staff on the use of Little Wandle Letters and Sounds.	EEF guidance report: Improving Literacy in KS1 (2020): ***Consider the following when teaching a phonics programme: Training—ensure all staff have the necessary pedagogical skills and content knowledge***	1,2,6
Effective use of modelling and scaffolding to support and enhance learning in reading and writing.	The EEF guidance report: Improving Literacy in KS2 (2021) identifies many areas to support with reading development. Many of these are transferable across the wider curriculum to support and improve quality first teaching – such as modelling and scaffolding. ***Model and scaffold these strategies; then support pupils to increasingly use reading comprehension strategies independently, with less and less prompting from the teacher.*** ***Effective writers use a number of strategies to support each component of the writing process. For example, planning can be improved through the strategy of***	1,2,6

	goalsetting. Describe and model how, when, and why pupils should use each strategy, support pupils to practise with feedback, then gradually reduce support as pupils increasingly use the strategies independently. EEF toolkit: Metacognition and self-regulation *Teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes. For example, teachers might explain their thinking when interpreting a text or solving a mathematical task, alongside promoting and developing metacognitive talk related to lesson objectives.*	
CPD for staff and continued focus on ensuring clarity on early maths and 'how' pupils learn.	EEF guidance report: Improving maths in the early years and KS1 (2020) states that: *Professional development should be used to raise the quality of practitioners' knowledge of mathematics, of children's mathematical development, and of effective mathematical pedagogy.*	1,3,6
Review of the use of support staff to ensure relevant CPD is in place to support pupils in the classroom.	EEF guidance report: Making best use of teaching assistants (2018): *School leaders should systematically review the roles of both teachers and TAs and take a wider view of how TAs can support learning and improve attainment throughout the school.* *If TAs have a direct instructional role it is important they add value to the work of the teacher, not replace them – the expectation should be that the needs of all pupils are addressed, first and foremost, through high quality classroom teaching. Schools should try and organise staff so that the pupils who struggle most have as much time with the teacher as others. Breaking away from a model of deployment where TAs are assigned to specific pupils for long periods requires more strategic approaches to classroom organisation. Instead, school leaders should develop effective teams of teachers and TAs, who understand their complementary roles in the classroom.*	1,2,3,6
Support for curriculum leaders to ensure curriculum planning and knowledge progression is clear.	Reference made to the EEF guidance report: Putting evidence to work – a school's guide to implementation (2019). EEF toolkit: Metacognition and self-regulation. EEF guidance report: Effective professional development 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.	2,3,5,6

Activity	Evidence that supports this approach	Challenge number(s) addressed
SLT/subject leader release time to support with provision and coaching for SLT.	Reference made to the EEF guidance report: Putting evidence to work – a school's guide to implementation (2019). Reference made to the EEF guidance report: Teacher feedback to improve pupil learning (2021). EEF toolkit: Metacognition and self-regulation. EEF guidance report: Effective professional development	2,3,5,6

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support for intervention, both in class and for small group provision.	EEF toolkit identifies the following: ***Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.***	1,2,3,6
Whole school focus on improving, increasing and applying vocabulary, developing reading and applying knowledge across the wider curriculum. NELI intervention.	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: ***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***. EEF guidance report: Improving Literacy in KS1 (2020): ***Language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children.***	1,2,3,6

Continued focus on phonics and 'decoding' where identified as a barrier to progress. Phonic intervention (use of Little Wandle L&S across the whole school).	EEF guidance report: Improving Literacy in KS2 (2021) identifies the following: ***Prioritise understanding pupils' current capabilities and teaching accordingly. Most pupils benefit from an emphasis on reading fluency in Key Stage 2 but some may continue to need support with foundational reading capabilities such as decoding.***	1,2,3,6
Teacher led intervention – costs to cover class teaching responsibilities to allow for interventions.	EEF toolkit identifies the following: ***Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.*** In school evidence shows that some teacher led interventions have had success in securing basic concepts and providing pre-teaching to groups of learners.	1,2,3,6
Purchase of additional phonically decodable texts to support reading, both in KS1 and lower KS2.	EEF toolkit identifies the following in relation to 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. Research suggests that phonics is particularly beneficial for younger learners (4−7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.***	2,5,6
TT Rockstars (regularly) to improve fluency and recall of multiplication facts.	EEF guidance report: Improving maths in the early years and KS1 (2020) states that: ***Dedicate time to focus on mathematics each day.*** ***Recommendations include integrating maths into different activities throughout the day – for example, at registration and snack time – to familiarise children with maths language and make the most of the school day.***	3,4,6

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

Budgeted cost: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School counsellor (weekly).	EEF toolkit identifies the following: ***On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.*** 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.	1,4
Dedicated time for SENCO to support staff across the school to further develop SEMH strategies as well as enhance current school offer (pet therapy).	EEF toolkit identifies the following: ***On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.*** The role of our ERP (The Bridge) in supporting with SEMH needs means that we have highly skilled staff able to coach and support staff across the wider school.	1,4
Additional ELSA hours to support pupils' emotional wellbeing – need increased due to Covid-19. Youth Mental Health First Aid training.	EEF toolkit identifies the following: ***On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.*** 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. ***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.***	1,4
Subsidies for school trips/music tuition etc.	EEF toolkit identifies the following: ***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.***	1,5

Links between home and school to promote reading and support with maths/number understanding/practice.	EEF guidance report: Working with parents to support children's learning (2018) identifies the following: *For young children, promoting shared book reading should be a central component of any parental engagement approach. Home learning activities such as practising letters and numbers, are also linked to improved outcomes. Tips, support, and resources can make home activities more effective, for example, where they prompt longer and more frequent conversations during book reading.* EEF guidance report: Preparing for literacy (2018): *Effective parental engagement is challenging but has the potential to improve children's communication, language, and literacy.*	1,2,3,5,6

Total budgeted cost: £ 58,000

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.

This plan is the third year of a three-year plan from 2019 to 2022. As a result of this and the Covid-19 pandemic, many of our intended outcomes have been impacted.

We have continued many of the priorities identified in 2019 and added in additional resourcing to combat lost learning time due to Covid-19 as well as the emotional needs we have identified.

Our internal assessments from 2020/2021 showed that the performance of disadvantaged pupils was lower than their peers. The first year of this plan did show that we were making good progress in closing the gap but the impact of Covid-19 has been significant for all pupils, including those who are disadvantaged.

Covid-19 impacted all pupils but the emotional wellbeing of many of our disadvantaged pupils was significant. Pupil premium funding was used to support with increased wellbeing interventions which are continuing to be of high priority over this year, as well as being used for academic interventions to further close the gaps between disadvantaged pupils and their peers.

Despite high take-up across the school, the impact of home learning and the use of Google Classroom on our disadvantaged pupils was more varied. We are working to close the gaps in learning that exist through high quality classroom provision and targeted interventions and support.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Now Press Play	
Reading Eggs	

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Service pupil premium funding (optional)

Further information (optional)

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