

# Brough Primary School: Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
School name	Brough Primary School
Number of pupils in school	317
Proportion (%) of pupil premium eligible pupils	15.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022- 2025
Date this statement was published	December 2022
Date on which it will be reviewed	End of Summer term 2023
Statement authorised by	H Shepherdson
Pupil premium lead	H Shepherdson
Governor / Trustee lead	R Neadley

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,475
Recovery premium funding allocation this academic year	£7,433
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£55,908

# 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. We recognise the importance of continuing CPD for teachers and school staff to provide the highest quality education. Wider strategies to support with non-academic areas such as social and emotional support will also be of high priority as will supporting emotional wellbeing and mental health. 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 as well as being adaptable and reactive, based on the needs of the pupils as they develop.

## 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. Monitoring indicates that some children struggle to remain resilient in the face of academic challenge and need additional support to build up their self-confidence and readiness to 'have a go' without fear of failure.
2	Language deficit - gap in vocabulary and lack of ability to use language effectively. Assessments, discussions with staff and monitoring show that some children have gaps in both their oral language skills and their vocabulary. This is evident across the school from EYFS to Y6.

3	<p>Use of maths skills and knowledge across the maths curriculum and wider subject areas.</p> <p>Assessments and monitoring indicate that some children find applying mathematical knowledge in a range of contexts challenging and that this, coupled with limited resilience, prevents them from fully developing their problem-solving skills in maths.</p>
4	<p>Emotional wellbeing - often presenting as anxiety and impacting on resilience and engagement with more challenging work.</p> <p>We have seen an increase in the number of pupils struggling with their emotional wellbeing in school as well as at home. This has been seen by staff and through discussions with families. Some pupils are struggling with low self-esteem and not being able to self-regulate.</p>
5	<p>Limited cultural capital limits life experiences and engagement with the wider curriculum.</p> <p>Monitoring indicates that children have had less exposure to wider 'life' experiences, partly due to Covid-19 and now compounded by the current cost of living crisis. This impacts on the wellbeing of the child and their engagement with the wider school curriculum.</p>
6	<p>Some lower attendance than in previous years alongside children arriving late to school, missing the beginning part of the day.</p> <p>Monitoring shows that attendance rates have dropped from those in previous years and an increased number of pupils are arriving at school late in the morning. This is impacting on their learning during the first part of the day as well as overall attendance affecting their academic progress.</p>

## 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.	<ul style="list-style-type: none"> <li>✓ All pupils are accessing at least 'good' quality first teaching across all subject areas.</li> <li>✓ Continued improvements in achievement data to show improved motivation for pupils, further reducing the gap to their peers.</li> <li>✓ Reading progress score - gap to peers to reduce.</li> <li>✓ Maths attainment score - gap to peers to reduce.</li> <li>✓ Pupil voice to reflect high aspirations.</li> <li>✓ Engagement of parents to support with raising aspirations.</li> </ul>
Subject leaders will be confident that their curriculum plans provide high quality learning experiences supporting pupils to know more, remember more and do more.	<ul style="list-style-type: none"> <li>✓ All children will have access to a high-quality curriculum.</li> <li>✓ Children will know more, remember more and be able to do more with the knowledge they have retained.</li> </ul>

Curriculum provision will ensure a clear progression in knowledge for all pupils, including those who are disadvantaged.	<ul style="list-style-type: none"> <li>✓ Pupil voice will reflect retained knowledge and progression in knowledge for all curriculum areas will be evident.</li> </ul>
High-quality provision and intervention led by skilled staff (teaching and support staff) based on analysis of need.	<ul style="list-style-type: none"> <li>✓ All pupils accessing high standards of quality first teaching across the school.</li> <li>✓ Targeted and high-quality interventions to enable catch-up/address gaps in learning.</li> <li>✓ Interventions and tutoring to be bespoke to the needs of individual pupils.</li> </ul>
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.	<ul style="list-style-type: none"> <li>✓ Reading progress score - gap to peers to reduce.</li> <li>✓ EOKS2 writing outcomes for disadvantaged pupils continue to improve, closing the gap further.</li> <li>✓ Outcomes across the school in reading and writing to show a closing gap between disadvantaged and non-disadvantaged pupils.</li> <li>✓ Language rich environment reflective of growing vocabulary and used by the children.</li> <li>✓ Greater links between home and school to support reading and vocabulary acquisition.</li> </ul>
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.	<ul style="list-style-type: none"> <li>✓ Raised achievement in maths – gap to peers reduced.</li> <li>✓ Improved application of maths skills in problem solving and reasoning contexts, and across wider curriculum.</li> <li>✓ Continued work to further develop links between home and school to support maths and number understanding and application.</li> </ul>
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.	<ul style="list-style-type: none"> <li>✓ Increased concentration in lessons due to support received for emotional needs.</li> <li>✓ Impact on academic outcomes - as per previous two barriers.</li> <li>✓ Use of ELSA for identified pupils - impact on engagement with learning and through attitudes around school.</li> <li>✓ YMHFA trained staff providing support across the school.</li> <li>✓ SENCO to support all staff with SEMH strategies to use in the classroom.</li> <li>✓ SMHL to ensure mental health and wellbeing is embedded as a key priority across the school and that pupils know how to access support both in and out of school.</li> </ul>
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	<ul style="list-style-type: none"> <li>✓ All disadvantaged pupils to have attended at least one extra-curricular club.</li> <li>✓ Attendance on school visits and curriculum enhancement days - participation.</li> </ul>

progress and achievement, making connections.	<ul style="list-style-type: none"> <li>✓ Removing the cost barriers for some disadvantaged families.</li> <li>✓ Evidence for all pupils that these opportunities directly support academic achievement - continuing to close the gap.</li> </ul>
All children will attend school well, arriving on time.	<ul style="list-style-type: none"> <li>✓ Rates of attendance improve and are above both national and local rates.</li> <li>✓ Processes in place to identify and support persistent absentees.</li> <li>✓ Processes in place to support families in getting pupils into school on time each day.</li> </ul>

## 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: £29,000 51%

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 identified communication, speech and language needs.	<p>EEF toolkit identifies the following: <i><b>In the UK, there is some indicative evidence to suggest that reception and Key Stage 1 pupils with lower prior attainment and from lower socioeconomic backgrounds may benefit from small classes</b></i></p> <p>EEF toolkit identifies the following: <i><b>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</b></i></p>	1,2,3,4,5
Continued CPD for all teachers and support staff to ensure high quality teaching that improves the knowledge, skills and achievement of all pupils.	EEF guidance report: Characteristics of Effective Teacher Professional Development 2021: <i><b>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.</b></i>	1,2,3,4,5,6
Continued training and support for all staff on the use of Little Wandle Letters and Sounds.	<p>EEF toolkit: <i><b>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</b></i></p> <p>EEF guidance report: Improving Literacy in KS1 (2020): <i><b>Systematic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships for</b></i></p>	1,2,4,5,6

	<b><i>reading and sound-letter relationships for spelling...Training—ensure all staff have the necessary pedagogical skills and content knowledge</i></b>	
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: <b><i>Professional development should be used to raise the quality of practitioners’ knowledge of mathematics, of children’s mathematical development, and of effective mathematical pedagogy.</i></b>	1,3,6
Further development of mental health provision and support for SEMH – link to mental health development plan	EEF toolkit: <b><i>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</i></b>	1,4,5,6
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, arts participation, mastery learning. EEF guidance report: Effective professional development 2021  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.	1,2,3,4,5,6
SLT/subject leader release time to support with provision and coaching for SLT as well as monitoring impact of actions taken.	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 2021	2,3,5,6

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

Budgeted cost: £20,000 35%

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support for intervention, both in class and for small group provision.	<p>EEF toolkit identifies the following: <b><i>Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.</i></b></p> <p><b><i>...well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.</i></b></p>	1,2,3,4,5
Whole school focus on improving, increasing and applying vocabulary, developing reading and applying knowledge across the wider curriculum.	<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.</p> <p>Reciprocal reading approaches have been proven to support with reading development.</p> <p>The EEF toolkit identifies the following: <b><i>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. 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.</i></b></p> <p><b><i>Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies.</i></b></p> <p>EEF guidance report: Improving Literacy in KS1 (2020): <b><i>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.</i></b></p>	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:  <b><i>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.</i></b>	1,2,4,5,6
Teacher led intervention – costs to cover class teaching responsibilities to allow for interventions.	EEF toolkit identifies the following: <b><i>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</i></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. These have worked best when they are responsive to the needs of the pupils and tailored to address these.	1,2,3,4,5,6
Purchase of additional phonically decodable texts to support reading, both in KS1 and lower KS2.	EEF toolkit identifies the following in relation to phonics: <b><i>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.</i></b>	1,2,4,5,6
TT Rockstars (regularly) to improve fluency and recall of	EEF guidance report: Improving maths in the early years and KS1 (2020) states that: <b><i>Dedicate time to focus on mathematics each day.</i></b>  <b><i>Recommendations include integrating maths into different activities throughout the day – for example, at</i></b>	3,4,6

multiplication facts.	<i>registration and snack time – to familiarise children with maths language and make the most of the school day.</i>	
Investment in Thrive across the school.	<p>EEF toolkit:</p> <p><b><i>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</i></b></p> <p><b><i>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</i></b></p> <p>EEF: Improving Social and Emotional Learning in Primary Schools 2019.</p>	1,2,3,4,5,6
Purchase of BSquared online resources to support with SEND provision and assessment.	<p>EEF: Guidance Report: Special Educational Needs in Mainstream Schools 2020</p> <p><b><i>Interventions should be carefully targeted through identification and assessment of need.</i></b></p> <p><b><i>Understanding pupils and their learning needs is essential if schools are to effectively support pupils to make progress, and is especially important for pupils with SEND</i></b></p>	1,2,3,4,5,6

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

Budgeted cost: £7500 13%

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of 'Attendance Lead' role.	<p>EEF: Attendance Interventions, Rapid Evidence Assessment March 2022.</p> <p><b><i>Poor school attendance is a significant problem in the UK and many other countries across the world. In 2019/20, it was reported as 4.9% overall, with special schools showing a higher rate equal to 10.5% and persistent absence at 13.1% in England (gov.uk 2020). Research has found that poor attendance at school is linked to poor academic attainment across all stages (Balfanz &amp; Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, &amp; Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.</i></b></p> <p>DfE: School Attendance Guidance May 2022</p> <p><b><i>Central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so</i></b></p>	1,2,3,4,5,6

	<i>widely understood that it is insufficiently stated – pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school.</i>	
Dedicated time for SENCO to support staff across the school to further develop SEMH strategies as well as enhance current school offer (pet therapy).	<p>EEF toolkit identifies the following: <i>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</i></p> <p>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.</p>	1,4,5,6
<p>Additional ELSA hours to support pupils' emotional wellbeing – need increased due to Covid-19.</p> <p>Youth Mental Health First Aid training.</p>	<p>EEF toolkit identifies the following: (see above)</p> <p>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><i>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.</i></p>	1,4,5,6
Subsidies for school trips/music tuition etc.	EEF toolkit identifies the following: <i>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</i>	1,5,6
Links between home and school to promote reading and support with maths/number understanding/practise.	<p>EEF guidance report: Working with parents to support children's learning (2018) identifies the following: <i>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.</i></p> <p>EEF guidance report: Preparing for literacy (2018): <i>Effective parental engagement is challenging but has</i></p>	1,2,3,5,6

	<b><i>the potential to improve children's communication, language, and literacy.</i></b>	
Increased offer to parents of sessions 'in school' to further build relationships and develop links. Workshop sessions with pupils.	EEF: Working with Parents to Support Children's Learning 2018 <b><i>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our <a href="#">Teaching and Learning Toolkit</a> suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</i></b>	

**Total budgeted cost: £ 56,500**

## Part B: Review of outcomes in the previous academic year

### Outcomes for disadvantaged pupils

Outcomes for 2021-2022

*As stated on the review of 2020-2021: 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.*

**This continued to be the case for 2021-2022 as the longer-term impact of covid on pupils' development, confidence and resilience became apparent. Many interventions were implemented over the year to support with 'covid catch-up' as well as interventions to support with emotional wellbeing.**

Outcomes for all pupils were assessed using in-school testing and assessments as well as SATs testing at the end of Y6.

Outcomes for reading showed positive progress by disadvantaged pupils against their peers. This was the case in most year groups over the academic year. Outcomes for maths showed a similar picture across the school with many disadvantaged pupils making at least expected, if not greater than expected progress. Writing data showed a similar picture also.

Attainment at the end of KS2 at EXS+ was above national and local figures in all areas.

The implementation of Little Wandle Letters and Sounds has seen improved phonics provision. This was seen in improved outcomes for pupils leaving EYFS and for those currently in Y1/2 who are making rapid progress.

The continued use of TT Rockstars to support with multiplication tables knowledge has supported strong outcomes in the Multiplication Tables Check for Y4 pupils.

A continued focus on curriculum development has ensured that we have a curriculum which is fit for purpose, builds on prior learning and gives all children the knowledge and skills they require. Subject leaders have ensured that pupils have a voice in designing and refining the curriculum. Curriculum leaders have ensured there are curriculum 'enhancements' such as visits, visitors into school etc, to increase pupils' 'cultural capital' and knowledge.

High quality teaching across the school – monitoring has taken place over the year to assure this. Interventions in place, flexible and based on need – including tutoring – targeting pupils as identified, including disadvantaged pupils.

Continued focus on vocabulary development, across all subject areas, is evident and seen through monitoring, discussions with pupils and through work scrutinies. Outcomes reflect improved reading and writing outcomes for pupils, including disadvantaged pupils.

Maths outcomes improved, as well as the application of basic skills in problem solving contexts. Information sessions for parents, as well as resources on the website, supported with improving links between home and school.

A continued focus on supporting the emotional wellbeing of all pupils has seen improved support on offer as well as whole school strategies being embedded to provide emotional support for all pupils. Completion of the Senior Mental Health Lead training, training of two ELSAs and a continued emphasis on upskilling staff in supporting SEMH in the classroom and in the ERP has resulted in the embedding of emotional wellbeing support across the school. Early identification and intervention, as well as liaison with in-school staff and parents has supported pupils who have struggled.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Times Table Rockstars	Times Tables Rockstars
Now Press Play	