

# Brimscombe C of E Primary School

## Pupil Premium Strategy Statement 2021 -22

### School overview

Detail	Data
School name	Brimscombe C of E Primary School
Number of pupils in school	87
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	21/22
Date this statement was published	December 2021
Date on which it will be reviewed	July 2021
Statement authorised by	J Roberts
Pupil premium lead	J Roberts
Governor / Trustee lead	F Short

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21776
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£7000
<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	£30776

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils at Brimscombe C of E Primary School, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils on an individual basis balancing academic needs with social, emotional needs as well as exploring further wider opportunities. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support, through additional school based intervention, for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust assessment and transparent communication with parents and carers. We will make no assumptions about the impact of disadvantage. To ensure our approach is effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- Communicate with parents and carers

adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in <b>reading</b>.</p>
2	<p>Internal and external (where available) assessments indicate that <b>writing</b> attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p>
3	<p>Our attendance data over the last 3 years indicates that <b>attendance</b> among disadvantaged pupils has been between 10% lower than for non-disadvantaged pupils.</p> <p>20 % of disadvantaged pupils have been 'persistently absent' compared to 4 of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
4	<p>Our observations and early meetings with parents indicate that the education and wellbeing of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. There has been a deterioration of the skills of social play in KS1 and the development of friendships and social skills in KS2</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
Improved reading attainment for disadvantaged children across the school	KS2 reading outcomes SATS 2022 show that more than of disadvantaged pupils met the expected standard

	4/ 5 children in KS2 currently working below the expected standard reach it by the end of KS2
Improved maths attainment for disadvantaged pupils at the end of KS2.	4/ 5 children in KS1 & 2 currently working below the expected standard reach EXS by the end of KS2
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2022/23 demonstrated by:</p> <p>the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 5%.</p> <p>the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 5% higher than their peers</p>
To develop pupil's social skills and social interactions across the school	<p>KS1 Social skills and interaction are back where you would expected by Summer 2022</p> <p>KS2 Pupils have strategies to resolve friendship issues and social issues exacerbated by school closure</p> <p>These will be measured through behaviour logs, classroom observations and SEMH concerns raised as well as feedback from social skills sessions</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: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>M Myatt Training/ seminar High Challenge low threat</i>	GCC cluster trial Reading focus outcomes 1 voice research	1,2
<i>Securing regular and punctual attendance</i>	DFE/GCC course	3
<i>Attendance of subject leader networks</i>	Collaborative learning Best practice Peer to peer support	1,2
<i>Subject leader release time – Core subjects</i>	Reflective practice Action planning Monitoring and review	1,2
<i>SEND additional support</i>	FFT EEF	1,2,3
<i>Maths lead visit – Teaching &amp; learning review</i>	External support 'fresh' eyes	1

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>1:1 Therapy sessions</i>	EEF – meta cognition	4
<i>LKS2 catch up group – writing</i>	EEF/DFE/ group working	1,2
<i>LKS2 catch up group Maths</i>		1,2

Additional reading support KS2 ( HT)	DFE guidance – tutoring	1
Continuation of 'Myon' online reading resource	Engagement PP pupils	1
Reading intervention HLTA	DFE/ EEF collaborative learning	1
Purchase of DFR Validated Phonics programme	DFE/ EEF	1
Purchase of standardised diagnostic assessments – Reading/ Maths NFER	EEF – combination formative/ summative assessment and diagnostic approach to assessment	1,2
Purchase of SATS support resources	EEF formative assessment	1,2
Attendance improvement meetings/interventions	GCC guidance on attendance/punctuality	3

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

Budgeted cost: £3000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Embedding principles of set out ion DFE's 'Improving School Attendance'</i>	DFE – improving school's attendance	3
<i>Contingency fund for acute needs</i>		1,2,4
<i>Continue support for wider curriculum – music- residential- sports- clubs etc</i>		4

**Total budgeted cost: £ 26,000**

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

### Pupil premium strategy outcomes 2020-21

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

#### 2020-21 Priority aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure all Pupil Premium Children have focussed targets for Reading/ Writing/ Maths
Priority 2	Ensure staff use evidence-based whole-class teaching interventions
Priority 3	Pupil Premium reading for comprehension and enjoyment is tracked and monitored
Priority 4	Pupil Premium children have access to Myon – online reading + Seesaw online platform for home learning
Priority 5	Raise attendance for pupil premium children
Barriers to learning these priorities address	Reading at home Engagement with homework Attendance
Projected spending	£25,500

Above are the priorities set for 2020-21

Despite a disrupted year – Pupil Premium children remained a focus both in school and during lockdown.

Our approach during lockdown was to maintain contact via- live lessons and daily online learning supplemented by phone calls to families.

The school supported pupil premium families with technology and additional learning resources. The library was kept open during lockdown and the school worked closely with foodbank to support families.

All our Pupil Premium Children interacted with the school during this period.

The school used a combination of Oak Academy resources as well as a range of daily challenges and activities. Despite our best efforts, our internal assessments at the start of the year suggest that there is a significant gap between pupil premium and non-pupil attainment especially in reading and writing.

In addition, although not confined to pupil premium children, our KS1 children missed a lot of school time and social building blocks of play. The school is working hard to give these young children the opportunities to do this. The deficit in socialisation is having an impact on standards for some of our youngest learners particularly in year 1.

Our observations indicate that there are a very small number of children who's mental health and general wellbeing. Bespoke 1:1 and group sessions have been supporting these children since September.

### Standards priorities for current academic year 2020- 21

<b>Aim</b>	<b>Target</b>	<b>Target date</b>
Progress in Reading	Achieve national average progress scores in KS2 Reading	Sept 21
Progress in Writing	Achieve national average progress scores in KS2 Writing	Sept 21
Progress in Mathematics	Achieve National average progress score Mathematics	Sept 21
Phonics	Achieve national average expected standard in PSC	Sept 20