

# Pupil premium strategy statement Bransty School

This statement details our school's use of pupil premium and recovery premium funding for the **2021 to 2022** academic year, 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	Bransty Primary School
Number of pupils in school	231 ( Jan 2022)
Proportion (%) of pupil premium eligible pupils	52 22%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Joanne Fearon, Headteacher
Pupil premium lead	Laura Bell, Deputy Headteacher
Governor / Trustee lead	Stephen Jackson, lead for disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£51.110</b> Budget year Spring 20 – Mar 21
Recovery premium funding allocation this academic year	£5,539
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	<b>£56.649</b>

## 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.

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties acquiring the expected standard with phonics than their peers. This negatively impacts their development as readers.
3	Internal and external (where available) assessments indicate that math's attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	<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.</p>
5	Our assessments and observation indicate that school closures have impacted children in the current year two and three most significantly. The data suggests that they required a rapid response in order to intervene with both phonics and maths to ensure they were ready to progress.
6	During school closures the ability to teach, edit and extend writing was limited. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing across the key stages.
7	A cohort of new teaching staff including 2 ECT's and impending maternity cover in years 1 and 2 requires additional time coaching and CPD. Workload implications as a result for supporting staff in the year group partnerships.

Intended outcome	Success criteria
1. Improved oral language skills and vocabulary among disadvantaged pupils.	Improved oral language skills and vocabulary among disadvantaged pupils. Assessments and observations indicate significantly improved oral language among disadvantaged pupils. Improvement in language screening scores for nursery and reception children. Evident in the use of vocabulary across the curriculum subjects, including engagement in lessons, book scrutiny and ongoing formative assessment.
2. Improved early reading attainment among disadvantaged pupils.	Improved early reading attainment among disadvantaged pupils. KS1 phonics outcomes in 2022/23 show that more than 90% of disadvantaged pupils met the expected standard. Internal data will show rapid progress where intervention has taken place regular monitoring will demonstrate this. The new phonics scheme will be embedded and staff when observed will show consistency.
3. Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
4. To achieve and sustain improved wellbeing and progress for all pupils in our school, particularly our disadvantaged pupils.	To achieve and sustain improved wellbeing and progress for all pupils in our school, particularly our disadvantaged pupils. Art of Brilliance principles of positive psychology embedded across the school. Pupil voice and observation demonstrates prevalence across the culture. Improvement in the wellbeing report data carried out at the beginning and end of the project. Strengths and difficulties questionnaires demonstrate positive impact as a result of intervention carries out for disadvantaged children. Internal data from teacher assessments, observations and diagnostic assessments increase the percentage of children across the year's groups working at ARE or above
5. Improvement in percentage of ARE data for children in currently year 2 and 3 across core curriculum subjects.	Improvement in percentage of ARE data for children in currently year 2 and 3 across core curriculum subjects. A higher percentage of children are assessed by triangulated data to be working at ARE in maths, writing and reading.
6. To improve the ARE/ GD percentage in writing across the whole school.	There is a higher proportion of children assessed at ARE or GD by the end of the academic year.
7. To narrow gaps for all identified 'catch up' children across core curriculum subjects.	To narrow gaps for all identified 'catch up' children across core curriculum subjects. Those identified as having fallen behind catch up and data demonstrates that they are back on track with their progress.
8. A cohort of new teaching staff including 2 ECT's and impending maternity cover in years 1 and 2 requires additional time coaching and CPD.	New staff are supported well as ECT's – careful monitoring and coaching and tight induction and support leads to consistently high standards across school JF and LB have used the NPQLDT as a support and development model Workload implications as a result for supporting staff in the year group partnerships.

## 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: **£55,400**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD focused on early Oracy and vocabulary development targeted through the year</p> <p>Staff trained and confident to use Wellcomm YARK Blank questioning scales and BPVS pre- teaching</p> <p>5 a day embedded in early years</p> <p>Vocabulary teaching embedded through purchase of CUSP and CLUSP and CPD</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	12457
<p>Targeted high quality teaching and curriculum development staff meetings for whole staff.</p> <p>Scaffolding development and CPD for all staff to maximise independent learning for all pupils.</p>	<p>EEF evidence toolkit used to focus upon pedagogical development in teaching across the curriculum subjects. Specific focus upon depth of knowledge, curriculum sequencing and high quality questioning.</p> <p><a href="https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Instruction-Rosenshine.pdf">https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Instruction-Rosenshine.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/using-the-toolkits">https://educationendowmentfoundation.org.uk/education-evidence/using-the-toolkits</a></p> <p>Supporting staff to make best use of teaching assistants. Supporting best use of teaching assistants by adopting the principles and recommendations made by the EEF</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Teaching_Assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Teaching_Assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable.pdf</a></p>	
<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p> <p>Engage in support with teaching Hub Orgill School</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	25678

<p>Complete diagnostic evaluation and reading audit</p> <p>CPD to initiate and embed new phonics scheme in school</p>		
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD</p> <p>Prepare for new Maths leadership due to upcoming maternity leave</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  <a href="https://publishing.service.gov.uk">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">Improving Mathematics in Key Stages 2 and 3</a></p> <p>See EEF research guidance report: 'Improving Mathematics in the Early Years and Key Stage 1' published January 2020  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p> <p>Compliment high quality teaching with small group and one to one interventions.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p>	3
<p>Consistent approach to the teaching of English / writing across school following the teaching sequence model with CUSP / CLUSP</p>	<p>See EEF Toolkit : High Quality Teaching  <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></p> <p>'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'</p>	7
<p>Weekly CPD and coaching for new staff including 2x ECT's and New maternity cover staff</p>	<p>EEF Framework and guidance implementation and weekly coaching and mentoring sessions to support specific and personalised development of high quality teaching. Targeting specific aspects of weakness. Portal access for ECT's and additional release time for research and observation of senior teaching staff.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/978358/Early-Career_Framework_April_2021.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/978358/Early-Career_Framework_April_2021.pdf</a></p>	8

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

Budgeted cost: **£32,300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Roll out of language screening in reception to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Roll out of language screening in reception to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. Language screener to identify children entering school with language skills lower than the expected standard. Wellcomm and Nuffield language programme recommended by the DFE to improve early language</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/219627/DFE-RR247-BCRP13.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/219627/DFE-RR247-BCRP13.pdf</a></p>	12457
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>Train staff on specific interventions</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/oral-language-interventions">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	12457
<p>Additional phonics/ reading sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p> <p>New accredited phonics scheme purchased</p> <p>Specific targeted interventions used until new phonics scheme embedded</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/phonics-toolkit-strand">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	126
<p>To analyse summative assessment data and identify the children who require catch up and more targeted intervention. Closely monitored by SLT and PP Lead</p> <p>Pupil progress meetings termly</p> <p>Regular monitoring of targeted interventions</p>	<p>EEF Toolkit guidance:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support">https://www.educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</a></p> <p>'These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to ongoing, but manageable.'</p>	1256

<p>In house targeted bespoke individualised intervention tuition from a teacher, for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></p>	<p>1246</p>
<p>Increase in staffing levels to ensure high quality targeted intervention can be delivered to support those identified as needing to 'catch up' or PP.</p>	<p>The EEF research recommends developing effective strategies and diagnosing the challenges for children who are identified as pp or need to 'catch up'. Ensuring adequate staff to deliver focused intervention is a strategy to narrow gaps.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Teaching_Assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Teaching_Assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable.pdf</a></p>	<p>1-8</p>

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving wellbeing and mental health across whole school via CPD and learning from positive psychology.</p> <p>Forest School</p> <p>Specific interventions targeting SEND PP children</p> <p>AIM role</p>	<p>Improving wellbeing and mental health across whole school via CPD and learning from positive psychology. The adoption of principles from a structured wellbeing whole school program Mental health and wellbeing are central to the recovery in education for our most disadvantaged children. The latest research suggests this is in line with the national picture.</p> <p><a href="https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges">https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges</a></p>	1-7
<p>Enrichment outdoor learning and real experiences</p>		1-7
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>SEND Behaviour – learning Zone</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>BUSS training model</p> <p>New staff trained for Kidsafe</p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	1-7

**Total budgeted cost: £102,700**



## 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.

Barrier	Is this still relevant? What was the impact of previous strategy?
Speech and Language on entry	<p>This is a significant barrier and reflects a trend across the country. There has been investment in staff training and intervention packages/ standardised assessments purchased. Children are now identified earlier and Early Help swiftly started. <b>THIS CONTINUES TO BE A FOCUS FOR PP CHILDREN – SEE VOCABULARY DEVELOPMENT STRATEGY BELOW</b></p>
Mental health / nurture well being	<p>Investment in staff training including Mental Health First Aid has been significant. 4 Members of staff are now ELSA (emotional literacy support ambassadors) trained and this has been cascaded to all TA's. Mental health now has a higher level of focus in school and the Early Help offer has been expanded so that a wide variety of external services are now routinely used. The current cohort of Pupil Premium children includes 6 children who have poor mental health, 3 of which have an EHCP and are supported through specific provision. 23 parents of PP children have been identified as having poor mental health which impact on their ability to support their children at home. <b>ALL of these parents are identified and supported through our Early Help Process.</b></p> <p><b>The current COVID pandemic has tested the mental health of all the school community. As such, it is a significant school improvement priority and our approach is detailed in our SCHOOL IMPROVEMENT PLAN it is not therefore a focus for PP children but all children parents and staff.</b></p>
Children's engagement in their own learning	<p>Children's engagement in their learning has steadily improved, attitudes to learning are generally good. Children who struggle with engagement are identified and supported through Early Help. Engagement levels will be addressed through the focus on enhancing <b>Quality First Teach</b> moving forward.</p>

<p><b>Parental aspiration and intergenerational out of work culture</b></p>	<p>Ensuring that children see positive role models and hear about different careers, and ensuring children leave school with highly functional levels of literacy and numeracy to equip them for their future has been key.</p> <p><b>77% of our current PP cohort have one or both parents in work.</b> Our PP parents are engaged and willing to support learning however they often do not have the skills to support their child’s learning at home.</p> <p><b>SUPPORTING PARENTS TO SUPPORT THEIR CHILDREN will therefore be a key PP focus moving forward.</b></p>
<p><b>Ability to gain support at home with learning</b></p>	<p>Out of hours provision was offered to support PP children with homework. Due to COVID over the last 12 months this has reduced. With a maximum of 9 PP children attending Beehive provision. Parent workshops have been virtual and well attended for welcome to meetings. Parents also have high engagement attending parent meetings, however, the skills to then support home learning are low. Parents have been supported through our EH offer to attend parenting workshops such as Triple P or Solihull Parenting Programme. Class Dojo/ Showbie and our App also have significantly improved communication avenues with previously difficult to reach parents.</p> <p>This is still a significant barrier with 58% of our Pupil Premium parents being identified as unable to support their children at home. <b>SEE PARENTAL SUPPORT DEVELOPMENT STRATEGY</b></p>

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 2 years in key areas of the curriculum. The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes’ points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 2 years in key areas of the curriculum. Despite being on track during the first year (2019/20), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes' points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and although 1-1 tuition was provided and vulnerable children identified as hub places, they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

## Externally provided programmes

Programme	Provider

## Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	1 child received service premium last year, we supported her with additional targeted intervention to meet her EHCP plan.
What was the impact of that spending on service pupil premium eligible pupils?	Teachers observed improvements in wellbeing and accelerated progress in working 1-1 or in a small group.

## Further information

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Utilising and developing an AIM role within school to support the high numbers of SEND, children and families at Early Help level and improve wellbeing and behaviour of some SEND pupils – Forest School provision
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.