

Pupil premium strategy statement V2

School overview

Detail	Data
School name	James Brindley Community Primary School
Number of pupils in school	252 (including Nursery)
Proportion (%) of pupil premium eligible pupils	9% (23 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	6.10.21
Date on which it will be reviewed	Autumn 2024
Statement authorised by	Chris Moore
Pupil premium lead	Elizabeth Simmons
Governor lead	Claire Hardwick

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,250.30
Recovery premium funding allocation this academic year	£2,900
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£10,852.70
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	£34,003

Part A: Pupil premium strategy plan

Statement of intent

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children by ensuring funding is available to tackle disadvantage. It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. Schools are free to spend the Pupil Premium as they see fit. James Brindley receives a relatively low amount of pupil premium money compared to some other schools. All the programmes of support are overseen by class teachers and the responsibility for their impact lies with the class teacher.

Our intention is that all pupils, 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, such as those who have a social worker and young carers. The activity we have outlined in this statement is 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 has been proven to have the greatest impact on closing the disadvantaged 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 the progress of their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

To ensure they are 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
- 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	Assessments, observations and discussions with pupils suggest a rising number of disadvantaged pupils have special educational needs.
2	Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading, writing and maths than their peers.
3	Our assessments and observations indicate that the education 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. This has resulted in significant knowledge gaps in some cases leading to pupils falling further behind age-related expectations.
4	Our assessments, observations and discussions with pupils and families have identified a number of social, emotional and mental health issues for a growing number of our Spupils.

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
To ensure all children identified with SEND make progress.	Assessments and observations will indicate all SEND pupils make expected progress among disadvantaged pupils. This will be evident when triangulated with other sources of evidence, including engagement in lessons, work scrutinies and ongoing formative assessments.
To narrow the gap in attainment and progress in reading, writing and maths.	KS2 outcomes by 2023/24 will show that at least 75% of disadvantaged pupils met the expected standard in reading, writing and maths.
Promoting the positive well-being and mental health of pupils.	Sustained high levels of wellbeing by 2023/24 demonstrated by: <ul style="list-style-type: none"> • Qualitative data from pupil voice, pupil surveys and teacher observations. • A significant reduction in the number of pupils displaying emotional issues. • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • Reduction in number of pupils needing referral to outside agencies.

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: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of new reading books to support the phonics scheme in EYFS	<ul style="list-style-type: none"> There is a strong evidence base that suggests phonics books should closely match the children's phonic ability. 	2, 3
Purchase and implement a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	<ul style="list-style-type: none"> Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics 	2, 3
Improve the quality of social and emotional support. Social and emotional approaches will be embedded into routine educational practices and supported by professional development and training for staff.	<ul style="list-style-type: none"> 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) 	3, 4

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

Budgeted cost:

£ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional TA support in all key stages to support and deliver intervention programmes in school	<ul style="list-style-type: none"> • Rising number of children with complex needs • Number of pupils identified with significant SEND is above national average. • Rising number of pupils with EHCPs (above national average). • Rising number of pupils with social, emotional and mental health needs. <p>The EEF 'Making the best use of teaching assistants' recommendations are implemented. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	1, 2, 3 and 4
Purchase additional hours from Educational Psychologist	<ul style="list-style-type: none"> • Rising number of pupils with EHCPs • New pupils with complex needs to be assessed for EHCPs. 	1, 2, 3, 4
Subscription for the GL dyslexia screener	<ul style="list-style-type: none"> • Identified pupils in KS2. 	1, 2, 4
One-to-one personalised interventions (including pre-teaching sessions)	<ul style="list-style-type: none"> • Identified pupils in KS1 and KS2. • Highly personalised 1-1 teaching. • Best time for children to learn - 8:30am. 	1, 2, 3, 4

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

Budgeted cost:

£ 3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Create a sensory room	<ul style="list-style-type: none"> Children with complex SEMH needs respond and regulate well given such surroundings Rising number of children needing support with emotional well-being 	1, 3, 4
Subsidised after school clubs and trips	<ul style="list-style-type: none"> Families struggle with cost of extra-curricular activities 	3, 4
Primary Inclusion Team support. 'Anxiety' and 'Friendship and Social Skills' interventions	<ul style="list-style-type: none"> 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) 	3, 4

Total budgeted cost: £34,000

Unallocated: £0.03

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.

- 1. Phonics at KS1** (all pupils): We are very pleased with the outcomes of phonics in 2022 despite 2 years of COVID interrupted learning. 84% of our children passed the phonics screening check compared to 76% nationally.
- 2. Our assessments** at the end of 2021/22 suggest that the performance of our disadvantaged pupils was predominantly in line or better. We are progressing well towards our 2023/24 target.

When compared to schools nationally our disadvantaged pupils attained:

2021/22 At expected		
Year group	School	National
Reception - 4 pupils	75%	50%
Y1 phonics – 3 pupils	66%	63%
Y2 - no disadvantaged pupils		
Y6 - 5 pupils (2 pupils, SEND)	Reading: 40% Writing: 40% Maths: 60%	Reading: 63% Writing: 56% Maths: 57%

- 3. Well-being of our Disadvantaged pupils:** Our assessments and observations indicated that pupil emotional and mental health were significantly impacted due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We have used pupil premium funding to provide wellbeing support for all pupils and targeted interventions where required. We were awarded the 'Emotionally Friendly Schools' Award in autumn 2022 as a reflection of the emotional support we are providing our pupils.

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
NA	
NA	

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.