



Part of
The LINK
Education Trust
Learning • Inclusion • Nurture • Knowledge

Pupil Premium Strategy Statement

School overview

Detail	Data
School name	James Brindley Community Primary School
Number of pupils in school	237
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-27
Date this statement was published	Autumn 2024
Date on which it will be reviewed	Autumn 2025
Statement authorised by	Kate Stokes
Pupil premium lead	John Kingsley
Governor / Trustee lead	Claire Hardwick

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,310
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£31,310

Part A: Pupil premium strategy plan

Statement of intent

At James Brindley Community Primary School, we have high aspirations and ambitions for our pupils and we believe that all learners should be able to reach their full potential. All members of staff and governors accept responsibility for 'socially disadvantaged' pupils and are responsible for meeting their pastoral, social and academic needs within the school environment.

We strongly believe that all pupils, regardless of their circumstance, should reach their full potential by developing the necessary skills and values required to succeed. Our aim is to 'diminish the gap' between vulnerable pupils and their peers. The Pupil Premium grant supports us in removing barriers to learning for our most vulnerable pupils enabling them to fully engage in our curriculum and school life.

We aim to provide our pupils in receipt of the Pupil Premium funding with access to a variety of opportunities. Provision will be made through:

- Facilitating pupils' access to the curriculum
- Facilitating pupils' access to wider opportunities
- Alternative support and intervention within school.

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 disadvantaged pupils generally have greater difficulties with reading and writing than their peers.
2	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 pupils.
3	Assessments show that our disadvantaged pupils have more limited experiences beyond their home life than the other pupils.

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
Pupils and families with identified social, emotional or mental health needs are well supported by school staff so that the needs are alleviated.	<ul style="list-style-type: none"> • SENDCO and Head Teacher identify and support families, children and work to alleviate barriers to learning. • Identified children are invited to PIT team interventions. • Identified children are invited to spend time in the Happy Hub provision. • Pupil and parent questionnaires will show that parents and children of disadvantaged families feel supported and additional barriers alleviated or removed.
Improved oracy skills across all Key Stages to have a positive impact on attainment in Reading and Writing.	<ul style="list-style-type: none"> • Consistent implementation of vocabulary teaching across school: Word Aware in EYFS and explicit teaching of Tier 2 vocabulary across KS1 and KS2. • Increased % of PP pupils working at ARE or above across the school in reading/writing. • Continued Inference style of teaching in Guided Reading across the school to improve outcomes and develop competent readers
Improved understanding of phonics knowledge to have an impact on attainment in reading and writing.	<ul style="list-style-type: none"> • Successful implementation of KS2 phonics intervention 'Bounce Back Phonics' • KS2 staff have improved confidence in teaching spelling using segmenting and blending skills.
Improved use of one to one interventions to have a positive impact on reading outcomes in KS2.	<ul style="list-style-type: none"> • Successful implementation of 'Catch up Literacy' intervention. • Improved outcomes for identified PP children
Pupils have a breadth of experiences that enable them to contextualise their learning. School will deliver an engaging, broad and varied curriculum.	<ul style="list-style-type: none"> • Teachers and support staff will plan a wide range of visits/events/experiences to inspire/enhance learning and make it memorable. • Children will be exposed to a range of social, cultural and sporting enrichment experiences within and outside the school day.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics training for staff in KS2.	EEF evidence states, 'the teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way these words are written' In-school evidence shows that QFT of phonics in EYFS/KS1 is having a positive impact on outcomes. However, this needs to be embedded/sustained in KS2 by improving staff confidence and knowledge in how to teach spelling by the use of segmenting and blending.	1

Teaching Vocabulary Training	<p>Research/evidence highlights the significant word gap in children, which has been further impacted by COVID.</p> <p><i>Why closing the word gap matters: The Oxford Language Report – OUP/How Schools are closing the Word Gap, Oxford Language Report 2021-22.</i></p> <p>EEF research shows: Progress +5 months. Oral language interventions emphasise spoken language and verbal interaction in the classroom so that learners benefit from explicit discussion of content or the process of learning, or both. Approaches include targeted reading aloud and discussing books with young children, explicitly extending pupils' spoken vocabulary and the use of structured questioning to develop reading comprehension.</p> <p>Data shows that a large proportion of children have decoding skills that are significantly above average. However, this has yet to be replicated in end of KS1 results for greater depth in reading.</p>	1
------------------------------	--	---

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

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Social and Emotional interventions	<p>The EEF shows an average of +4 months for Social and Emotional Learning and states, 'there is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.'</p> <p>Evidence from Pupil Progress meetings show that many of our children still suffer with social and emotional difficulties</p>	2

	including anxiety, friendship and self-esteem.	
KS2 Phonics intervention	<p>The EEF states that the strongest evidence for TAs having a positive impact on pupil attainment focuses on their role in delivering structured interventions in one-to-one or small group settings.</p> <p>EEF research also shows an average of +4 months for phonics interventions.</p> <p>The new phonics scheme has done much to improve phonics outcomes. However, there are still some children in KS2 who need an age appropriate phonics intervention to support spelling/reading.</p>	1
1:1 interventions	<p>EEF shows an average of +6 months for one-to-one tuition. Pupils eligible for free school meals typically receive additional benefits from one-to-one tuition. Low attaining pupils are particularly likely to benefit. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.</p>	1
Catch up Literacy intervention	<p>EEF shows an average of +2 months for this intervention aimed at KS2 pupils when delivered one-to-one by a trained teaching assistant.</p> <p>Current provision within school has done much to improve outcomes in reading. However, research shows that structured one-to-one interventions have the most impact. This will support school to further 'diminish the difference' for our most vulnerable pupils in reading.</p>	1

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

Budgeted cost: £ 6,310

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment activities: Residential, theatre trips etc.	EEF research shows progress: +4 months Adventure learning.	3
Development of the 'Happy Hub' provision to support pupils with Social and Emotional issues.	The EEF shows an average of +4 months for Social and Emotional Learning and states, 'there is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.'	2

Total budgeted cost: £ 31,310

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

1. To ensure that all children identified with SEND make progress.

SEND	School	National
Y6 (2 pupils)	R (100%) W (50%) M (50%)	R (41%) W (30%) M (37%)
Phonics (Y1:2 pupils) (Y2: 4 pupils)	Yr1 50 % Yr2 100%	Yr1 (45%) Yr2 (38%)
EYFS	0%	19%

2. To narrow the gap in attainment and progress in reading, writing and maths.

DISADVANTAGED	School	National
Y6 (2 pupils)	R (100%) W (50%) M (50%)	R (63%) W (59%) M (59%)
Phonics (Y1:7 pupils) (Y2: 0 pupils)	Yr1 (71) % Yr2 N/a	Yr1 (69%) Yr2 (50%)
EYFS	100%	45%

3. Promoting the positive well-being and mental health of pupils.

- Staff voice shows that teachers and support staff feel that they have a better understanding of how to support pupils with well-being and mental health needs.
- Pupil voice shows that pupils now have a better understanding of their well-being and an increased awareness of strategies to support their mental wellbeing.

Externally provided programmes

Programme	Provider