

Pupil premium strategy statement – Brindle Gregson Lane Primary School

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.

Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.

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 |
|---|--------------------------------|
| Number of pupils in school | 185 |
| Proportion (%) of pupil premium eligible pupils | 7% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2023 – 2024 to 2025 - 2026 |
| Date this statement was published | October 2023 |
| Date on which it will be reviewed | June 2024 |
| Statement authorised by | Laura Wilson (headteacher) |
| Pupil premium lead | Kulsum Esa |
| Governor / Trustee lead | Ann Mills (chair of governors) |

Funding overview

| Detail | Amount |
|--|---------|
| Pupil premium funding allocation this academic year | £18,915 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) | £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> | £18,915 |

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

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.

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.

Our strategy is also integral to wider school plans for development in:

- digital literacy; equipping our pupils with the knowledge, skills and tools to thrive in an ever changing world.
- excellence in phonics; Pupils have solid foundation for early reading and writing from which to build and access all parts of the curriculum.
- Personal development; to ensure that the wellbeing offer available to our children continues to be ambitious and rigorous. To ensure that focus on positive mental-health has an overarching and significant impact on development in all aspects of school life: academic, emotional, social, moral, spiritual, cultural.
- To ensure that our curriculum lives out the curriculum driver of First-Hand Learning experiences so that children from disadvantaged backgrounds can enjoy a curriculum that inspires awe, wonder and memorable experiences.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. 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.

- Regularly monitor, review/evaluate progress and outcomes for disadvantaged pupils and implement action plans as needed.

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 indicate that social, emotional, mental health is a barrier to learning. Evaluation of evidence has found that pupils' behaviour for learning, self-regulation and resilience is impacting on pupil achievement in areas of the curriculum. School would therefore consider Support for Emotional Health and Wellbeing as a key priority. Analysis of pupil data and categories of need indicate that many children had access to and benefitted from Learning Mentor. Parent feedback also supported this. School would consider this to be an on-going target. |
| 2 | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. |
| 3 | Our assessments, observations and discussions have identified lack of cultural capital is higher than for those from disadvantaged background. On discussion with families, school found that there was a lack of home support, fewer opportunities for enrichment and inconsistent home routines. Children from disadvantaged backgrounds also presented with lower intrinsic motivation and personal drive for resilience and ambition with learning. School would consider providing awe, wonder and memorable moments within the school day as a key factor in motivating, encouraging and building positive relationships with disadvantaged pupils. The school vision is to love learning and inspire each other to thrive in the world. School would consider first-hand learning experiences for pupils from disadvantaged backgrounds to be key in working towards achieving the school vision. |
| 4 | Assessments, observations, pupil voice data, parent feedback, evaluation of PSHE lessons have all indicated that pupils are exposed to high levels of technology outside of school. Our aim is to provide a curriculum that encourages shared accountability towards learning and outcomes. For pupils to be invested in their own learning journey as active and motivated learners who have a sense of where their journey is going. We want our children to understand how to deal with their emotions, to understand how to stay safe online – this includes looking after their mental health. We want our children to grow up with a healthy body image and an understanding of the dignity of the human person. School would consider a digital strategy which encompasses digital literacy, growth in personal development and enhancement of |

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| | substantive and disciplinary knowledge of technology to be a key priority. |
| 6 | <p>Our attendance data over the indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' 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 |
|--|--|
| Improved reading attainment among disadvantaged pupils. | KS2 reading outcomes in 2024/25 show that more than a greater percentage of disadvantaged pupils met the expected standard as compared to 2022 – 2023. |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | <p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils |
| Increased access to enrichment activities leading to greater motivation and lifelong love for learning. | Children are active, invested learners in their own learning journey. Pupil voice demonstrates that children enjoy their learning. Children have memorable experiences. Children are able to recall learning experiences. Children are able to call upon prior knowledge. |
| Improved digital literacy skills and knowledge among disadvantaged pupils. | Assessments and observations indicate significantly improved digital literacy among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Children know how to maximise digital applications to achieve the best in their learning. Children are responsible citizens and know how to stay safe online. |

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| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained high attendance by 2024/25 to at least 95% for disadvantaged pupils. |
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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, targeted academic support and wider strategies including wellbeing.

Budgeted cost: £ 18,915]

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Digital Strategy | https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital Using Digital Technology to Improve Learning Report 2021 | 4 |
| Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF | 2 |
| Learning mentor role at lunchtime | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning | 1 |

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|--|---|------|
| The Retreat sensory room | https://ncse.ie/wp-content/uploads/2021/10/NCSE-Sensory-Spaces-in-Schools-2021.pdf | 1 |
| Metacognition | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation?utm_source=/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation&utm_medium=search&utm_campaign=site_search&search_term=metacognition | 1, 4 |
| First-hand learning Red Letter Days Wonder Web | https://www.teachwire.net/news/build-knowledge-by-doing-why-first-hand-experiences-are-vital-in-early-year/ | 3 |
| Embedding principles of good practice set out in the DfE's | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Improving School Attendance advice.</p> <p>Role of Learning Mentor</p> <p>Attendance cluster meetings</p> <p>Fortnightly meetings with attendance team in school</p> | 5 |