

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2023 academic year) 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Brindle Gregson Lane Primary School
Number of pupils in school	184
Proportion (%) of pupil premium eligible pupils	5.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2023
Date this statement was published	04.10.21
Date on which it will be reviewed	July 2022
Statement authorised by	Laura Wilson
Pupil premium lead	Kulsum Esa
Governor / Trustee lead	Ann Mills

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 14415
Recovery premium funding allocation this academic year	£ 1000
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	£ 15415

# Part A: Pupil premium strategy plan

## Statement of intent

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 education recovery, notably in its targeted support through the National Tutoring Programme 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 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

## 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' behavior 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.
2	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.

	This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations in core areas of the curriculum. School would therefore consider support for attainment and progress for disadvantaged learners in Reading, Writing and Maths as a key priority.
3	Our assessments, observations and discussions have identified lack of interaction from families and pupils is higher than for those from disadvantaged background. These challenges particularly affect disadvantaged pupils; including their wellbeing and attainment. On discussion with families, school found that there was a lack of home support, fewer opportunities for enrichment and inconsistent home routines. Home routine is having a significant impact on pupils' readiness for learning hence school would consider support for families as a key priority.

## 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 are supported with individual targets for Emotional Health and Well-being.	<ul style="list-style-type: none"> <li>• School nurture room in place to support pupils.</li> <li>• Secure school systems to record and monitor incidents (CPOMS).</li> <li>• Implementation of the SEND Policy.</li> <li>• Implementation of strategies outlined within School Support Plans.</li> <li>• Implementation of MindUp approach.</li> <li>• Sensory baskets in each room.</li> <li>• Implementation of Relationship Policy.</li> <li>• ELSA training for support staff. Trained ELSA in school.</li> <li>• Mental Health First Aid Training for staff.</li> <li>• Early Help Assessment for pupils and families as required.</li> <li>• Referral to agencies as appropriate (GHIST, CAMHS, EP).</li> </ul>
Disadvantaged pupils make expected progress or better from their starting points in Reading, Writing and Maths.	<ul style="list-style-type: none"> <li>• All staff to be trained in the Talk For Writing approach.</li> <li>• Teaching Live with Pie Corbett.</li> <li>• Whole Class Reading training for all staff.</li> <li>• Implementation of Maths No Problem from EYFS to Year 6.</li> <li>• Implementation of formative and summative assessment policy.</li> <li>• Implementation of Teaching and Learning principles.</li> <li>• Implementation of actions identified individual pupils' School Support Plans.</li> <li>• Support and interventions for identified pupils.</li> </ul>

	<ul style="list-style-type: none"> <li>• Implementation of Relationship Policy.</li> <li>• Termly pupil progress meetings.</li> <li>• Regular update to parents to update on attainment and progress.</li> <li>• Termly assessments.</li> </ul>
Disadvantaged pupils are reading regularly. Disadvantaged children make expected progress or better in Reading.	<ul style="list-style-type: none"> <li>• Daily reading with an adult for identified children.</li> <li>• Implementation of Whole Class Reading approach.</li> <li>• Additional adult support during learning time.</li> <li>• Regular opportunities for home reading.</li> <li>• Daily Phonics teaching.</li> <li>• Regular phonic and reading assessments.</li> <li>• Targeted phonics and reading intervention.</li> <li>• Regular reading updates for parents.</li> <li>• Phonic workshop for parents.</li> <li>• Analysis of assessments to provide targets for future learning.</li> </ul>
Clear avenues of communication between school and home are in place. Children have access to learning aids and resources outside of school. Children can access home learning in the event of isolation. Families are supported at home and given strategies to help with home organisation.	<ul style="list-style-type: none"> <li>• Implementation of Communication policy.</li> <li>• Loan of electronic materials for pupil use at home as required.</li> <li>• Implementation of Remote Learning Policy. Isolation pack to be posted/delivered home as required.</li> <li>• Daily phone call home for disadvantaged pupils during isolation period.</li> <li>• Implementation of Relationship Policy.</li> <li>• Early Help Assessment as required.</li> <li>• Referral to Children and Families Wellbeing Service as required.</li> <li>• Regular parent workshops.</li> <li>• Home Support Plan as required.</li> <li>• Modification to school routines as required.</li> </ul>

## 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: £ 7567

Activity	Evidence that supports this approach	Challenge
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		number (s) addressed
<p>Improve the quality of English Teaching and Learning</p> <p>Purchase of <i>Talk For Writing/Teaching Live</i> programme and training for staff.</p>	<p>Talk for Writing is an engaging teaching framework developed by Pie Corbett, supported by Julia Strong. It is powerful because it is based on the principles of how children learn. It enables children to imitate the language they need for a particular topic orally, before reading and analysing it, and then writing their own version. Research found that “School staff reported that the project had a positive impact on pupils’ writing skills and improved their confidence with teaching writing”.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/talk-for-writing">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/talk-for-writing</a></p>	2
<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>Training for all staff on <i>MindUp</i> approach</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><a href="https://educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p> <p>MindUp is an evidenced based programme grounded in neuroscience, mindful awareness, positive psychology and social and emotional learning. Children who have received MindUp showed the following outcomes:</p> <ul style="list-style-type: none"> <li>• Better stress regulation as assessed by the stress hormone cortisol.</li> <li>• Improved academic performance, especially in math, language and arts.</li> <li>• More prosocial, trustworthy and liked by their peers.</li> <li>• Enhanced tools and strategies for self-regulation.</li> <li>• Demonstrated positive effects on reducing aggression and managing stress.</li> <li>• Increased optimism and happiness.</li> </ul> <p><a href="https://mindup.org/research/">https://mindup.org/research/</a></p>	1 and 3
<p>Improve the quality of English Teaching and Learning</p> <p><i>Whole Class Reading – Reading Explorers – John Murray – Teaching materials and training for staff.</i></p>	<p>John Murray is a recognised specialist in developing children’s reading and comprehension.</p> <p>The training focuses on how to develop and embed core reading skills to improve and secure your learners’ progress in reading.</p> <p>Through the training, participants will gain an understanding of what the barriers to comprehension are and how they can be overcome using a structured approach that can be adopted as a whole school.</p> <p>The course will consider the content and structure of Guided Reading using a layered approach so that specific</p>	Challenge 2 and 3

	<p>reading skills can be taught explicitly and with different readers in mind.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/primary-pupils-reading-skills-boosted-by-programme-which-gets-them-to-question-texts">https://educationendowmentfoundation.org.uk/news/primary-pupils-reading-skills-boosted-by-programme-which-gets-them-to-question-texts</a></p>	
<p>To improve the quality of teaching and learning.</p> <p>Bought in support from a <i>T and L consultant and virtual consultancy for formative assessment.</i></p>	<p>Support for staff from someone with teaching experience now serving as a consultant has proven to have a positive impact. Their focus is in training and supporting members of the educational community in pedagogical practice, classroom policies and student achievement. Supporting teachers with planning, delivery, classroom organisation in order to enhance Quality First Teaching. Formative assessment encapsulates what is most important in education: empowering children to become confident learners who know how to learn. Through virtual consultancy, principles of formative assessment and encouraging teachers to experiment with ways in which they might be applied will be developed.</p>	<p>Challenge 1, 2 and 3</p>
<p>Purchase of standardised diagnostic assessments</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>Challenge 2</p>

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

Budgeted cost: £ 10,188

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose</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="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2</p>

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.		
Early Help Support Drafting of School Support Plans in conjunction with outside agencies.	All strategies within School Support Plans come from training, discussion and advice from external agencies including Acorn Psychology, Chorley Inclusion Support Services, Golden Hill Inclusion Support Team.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a>	Challenges, 1, 2 and 3
Improvement in reading and application of phonics.  <i>Daily Reading with an adult for identified pupils. Modelling of phonics in action.</i>	Studies in England have shown that pupils eligible for free school meals/disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	Challenge 2 and 3.

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

Budgeted cost: £ *costed above with Early Help Assessment*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the quality of social and emotional (SEL) learning.  SEL approaches will be embedded into routine educational practices	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):	Challenge 1, 2 and 3

<p>and supported by professional development and training for staff <i>ELSA training</i></p>	<p><a href="https://www.educationendowmentfoundation.org.uk/EEF%20Social%20and%20Emotional%20Learning.pdf">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a> ELSA is designed to build the capacity of schools to support the emotional needs of their pupils from within their own resources. This is achieved by training teaching assistants to develop and deliver individualised support programmes to meet the emotional needs of children in their care. It recognises that children learn better and are happier in school if their emotional needs are also addressed.</p>	
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**Total budgeted cost: £ 17,755**



## 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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 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.

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.

KS2 Attainment for academic year 2020 - 2021	Disadvantaged Pupils (school)	Other Pupils (school)
% <b>attaining</b> the expected standard or above in R/W/M combined at end of KS2		
% <b>attaining</b> the expected standard or above in reading at end of KS2	1/3 = 33%	16/29 = 55%
% <b>attaining</b> the expected standard or above in writing at end of KS2	1/3 = 33%	11/29 = 38%
% <b>attaining</b> the expected standard or above in maths at end of KS2	1/3 = 33%	12/29 = 41%
Progress score for reading at end of KS2	1/3 = 33%	25/29 = 86%
Progress score for writing at end of KS2	1/3 = 33%	19/29 = 65%
Progress score for maths at end of KS2	1/3 = 33%	18/29 = 62%

<b>KS1 Attainment for academic year 2019/20</b>	<b>Disadvantaged Pupils (school)</b>	<b>Other Pupils (school)</b>
% attaining the expected standard or above in reading at end of KS1	0/2 = 0%	20/29 = 69%
% attaining the expected standard or above in writing at end of KS1	1/2 = 50%	23/29 = 79%
% attaining the expected standard or above in maths at end of KS1	0/2 = 0%	22/29 = 76%
% exceeding the expected standard in reading at end of KS1	0/2 = 0%	5/29 = 17%
% exceeding the expected standard in writing at end of KS1	0/29 = 0%	2/29 = 7%
% exceeding the expected standard in maths at end of KS1	0/29 = 0%	4/29 = 7%