

Pupil premium strategy statement – Brindle Gregson Lane Primary School

This statement details our school's use of pupil 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	189
Proportion (%) of pupil premium eligible pupils	9.5%
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 - 2026
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	Kulsum Esa Headteacher
Pupil premium lead	Kulsum Esa Headteacher
Governor / Trustee lead	Lisa Latham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 26,190
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>	£26,190

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 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	<p><u>Pastoral/Nurture support</u></p> <p>Analysis of the role of the learning mentor indicated that 73% of children at Pupil Premium had accessed 1:1 pastoral/nurture support through the role of the learning mentor. This included support for:</p> <ul style="list-style-type: none"> - Understanding and managing social interactions with peers so as to promote positive connections with peers during both social and learning time. - Strategies on making friends, nurturing friendships and managing peer conflict. - Understanding how positive home routine/sleep routine and how this can help with behaviour for learning. - Managing conflict with siblings at home. Understanding how difficulties at home can impact on concentration, motivation and engagement with school. - Building resilience for learning – building behaviour for learning skills. - Coping with split parent households. - Coping with moving home. - Understanding healthy lifestyle choices including diet, sleep, screen time. <p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to instability of home routine, lack of enrichment opportunities, lack of positive social interactions with adults outside of school. These challenges particularly affect disadvantaged pupils, impacting on their engagement, motivation, concentration and ultimately their attainment at school.</p>
2	<p><u>Attendance</u></p> <p>Analysis of attendance trends across 2023-2024 showed that pupils at pupil premium have lower attendance averages across all year groups when compared to non-pupil premium children.</p>

3	<p><u>Attainment</u></p> <p>Analysis of attainment data across 2023-2024 showed that pupils at pupil premium have lower attainment across Reading, Writing and Maths when compared to non-pupil premium children.</p>
4	<p><u>Enrichment</u></p> <p>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.</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 attendance amongst disadvantaged pupils.	<ul style="list-style-type: none"> • The attendance gap between pupil premium children and non-pupil premium children is reduced. • School attendance officers build positive connections with families. Families are open to support. School is able to work with families and external agencies to provide early help and support as appropriate.
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. Pupils feel a belonging to the school and school community. • Pupils demonstrate increase in behaviour for learning attitudes including engagement and motivation.
Increased access to enrichment activities leading to greater motivation and lifelong love for learning.	<ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations indicate that children are active, invested learners in their own learning journey.

	<ul style="list-style-type: none"> • 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. • Analysis of school spider bookings demonstrate school's commitment to providing first-hand learning/enrichment opportunities for PP children.
Improved attainment amongst disadvantaged pupils in reading (including phonics), writing and maths.	<ul style="list-style-type: none"> • The attainment gap between pupil premium children and non-pupil premium children is reduced. • Interventions and catch-up support systems are rigorous, timely, well-planned and well delivered.

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

Budgeted cost: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Success for All Phonics – release time for Phonics lead	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	3
John Murray Whole Class Reading	<p>John Murray is a recognised specialist in developing children's reading and comprehension. 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 reading skills can be taught explicitly and with different readers in mind.</p>	3

	https://educationendowmentfoundation.org.uk/news/primary-pupils-reading-skills-boosted-by-programme-which-gets-them-to-question-texts https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	
Mastering Number	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths	3
Maths Hub – releasing staff	https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf?v=1729585865	3
CPD from Ian Wilson MCC	https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1729592745education-evidence/guidance-reports/digital	3
Showbie app		
Developing the role of learning mentor	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	1

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

Budgeted cost: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lightning Squad	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies?utm_source=/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies&utm_medium=search&utm_campaign=site_search&search_term=reading%20interventions	3, 1
Mastering Number	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies?utm_source=/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies&utm_medium=search&utm_campaign=site_search&search_term=reading%20interventions	3, 1
Emile	https://emile-education.com/primary-school-competitions-mtc-cup/	3, 1
LbQ	https://my.chartered.college/impact_article/learning-by-questions-using-evidence-to-develop-teaching-and-learning-software/	3, 1

Digital Applications Nearpod Socrative	https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1729592745education-evidence/guidance-reports/digital	3. 1
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Role of Learning mentor	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	1, 2
Role of attendance officer	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/understanding-the-use-of-attendance-family-liaison-officers-as-a-school-level-strategy-to-improve-attendance?utm_source=/projects-and-evaluation/projects/understanding-the-use-of-attendance-family-liaison-officers-as-a-school-level-strategy-to-improve-attendance&utm_medium=search&utm_campaign=site_search&search_term=attend	1, 2
Focus on First-hand learning	https://www.teachwire.net/news/build-knowledge-by-doing-why-first-hand-experiences-are-vital-in-early-year/ https://www.ukonward.com/reports/beyond-school-school-enrichment/	4

Total budgeted cost: £ 27,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Support from Learning Mentor	73% of children at pupil premium received targeted 11: support from learning mentor. Focus was on understanding healthy choices, home routine, behaviour for learning, managing friendships, promoting positive social interactions, understanding strategies for regulation.																														
End of KS2 SATS	0% of pupils at pupil premium met expected standard at the end of year 6 in Reading, Writing and Maths Non pp children – Reading 63%, Writing 63%, Maths 58																														
Attendance	<table border="1"> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>PP</td> <td>85%</td> <td>94%</td> <td>94%</td> <td>93%</td> <td>90%</td> <td>90%</td> <td>96%</td> </tr> <tr> <td>Non PP</td> <td>96%</td> <td>97%</td> <td>97%</td> <td>97%</td> <td>96%</td> <td>97%</td> <td>98%</td> </tr> </table>															PP	85%	94%	94%	93%	90%	90%	96%	Non PP	96%	97%	97%	97%	96%	97%	98%
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In school data – R/W/M	<table border="1"> <thead> <tr> <th>Achieving EXPS or higher</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>PP Children</td> <td>44%</td> <td>38%</td> <td>40%</td> </tr> <tr> <td>None PP Children</td> <td>82%</td> <td>60%</td> <td>76%</td> </tr> <tr> <td>Difference</td> <td>-38%</td> <td>-22%</td> <td>-36%</td> </tr> </tbody> </table>							Achieving EXPS or higher	Reading	Writing	Maths	PP Children	44%	38%	40%	None PP Children	82%	60%	76%	Difference	-38%	-22%	-36%								
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