

Brundall Primary School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding to help improve the attainment of our 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 |
|--|---|
| Number of pupils in school | 297 |
| Proportion (%) of pupil premium eligible pupils | 16% |
| Academic years that our current pupil premium strategy plan covers | 2022/23 to 2025/26 |
| Date this statement was published | October 2022 |
| Date on which it will be reviewed | September 2023 |
| Statement authorised by | Sarah Shirras Executive Headteacher |
| Pupil premium lead | Hannah Michael Assistant Headteacher |
| Governor lead | Sophie Mitchell |

Funding overview

| Detail | Amount |
|--|---------|
| Pupil premium funding allocation this academic year | £59,420 |
| Recovery premium funding allocation this academic year | £2,502 |
| Pupil premium funding carried forward from previous years | £0 |
| Total budget for this academic year <i>NB The % of children in our current R & KS1 having registered for FSM is lower than previous years, implying families are not registering for it even when they may qualify for it. We are working to encourage families to register.</i> | £61,922 |

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 highly across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including those who are already high attainers.

We are mindful of the challenges faced by all vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also 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 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. Implicit in the intended outcomes below is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside the progress of their disadvantaged peers.

We understand that many children and families face challenges that do not come under the acknowledged definition of 'disadvantage'. We work closely with families to help us understand the challenges they face, some of which are new and some related to the current economic situation. Our overall strategy is design to ensure high quality teaching and provision for all children, being mindful of those who need additional academic and emotional support.

We understand that some children have compound vulnerabilities, for example a recognised SEND as well as other vulnerabilities. We work closely with families to sure we understand these compound vulnerabilities and the impact they have on children's learning.

We are working hard to ensure that no aspect of school life is 'out of bounds' to any child because of their context. This includes financial cost (eg uniform, trips, residentials, after school clubs) and the practicalities and emotional confidence to attend all events. No aspect of school life should be inaccessible to any child.

Our approach will be responsive to common challenges and individual needs, 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
- ensure we are aware of who has learnt what and adapt future teaching accordingly
- 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.

| Detail of challenge and Intended Outcomes |
|--|
| <p>1. Reception data shows a far smaller % of disadvantaged children reaching a Good Level of Development than non-disadvantaged children. <i>To work closely with our pre school providers and families so that our observation and assessments indicate no significant gaps between our disadvantaged and non-disadvantaged children.</i></p> |
| <p>2. Our data and observation show significantly lower % of PP children achieved the expected level of reading at the end of Year 2 (20% PP 59%/30%). This is observed throughout the school, resulting in a similar gap at KS2 (20% PP, 75%/55% test data). <i>Our observation and assessments indicate no significant gaps between our disadvantaged and non- disadvantaged children.</i></p> |
| <p>3. Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. (Y1 2022 18% PP 81%/29%). <i>Our observation and assessments indicate no significant gaps between our disadvantaged and non- disadvantaged children.</i></p> |
| <p>4. Our writing outcomes do not show the same gaps between disadvantaged and non-disadvantaged children. (Y6 PP outcomes exceeded non-disadvantaged children). However, the overall number of all children reaching the expected level across our school is significantly below national levels. Therefore, improving these outcomes across the school is a key focus for us. <i>Our observation and assessments indicate no significant gaps between our disadvantaged and non- disadvantaged children.</i></p> |
| <p>5. Our data and observation shows lower % of PP children achieved the expected level in mathematics at the end of Year 2 (20% PP 65%/50%). This is observed throughout the school, resulting in a slightly smaller gap at KS2 (20% PP, 76%/66% test data). <i>Our observation and assessments indicate no significant gaps between our disadvantaged and non- disadvantaged children.</i></p> |
| <p>6. Our assessments observations and discussions with pupils and families have identified social and emotional issues for many pupils, some due to disadvantage and others not. Some relate to family circumstances, break ups and some to other forms of well being concerns. As part of our overall strategy, these children and families will be supported regardless of whether they have a recognized disadvantage 'flag'.</p> |
| <p>7. Our attendance data this term does not show a significant difference between the overall attendance of those who are disadvantaged and those not. However, there is a small group of our disadvantaged children who have significantly low attendance.</p> |
| <p>We have 6 Post LAC adopted children and 1 LAC. We are working closely with the Virtual School and individual families to ensure this very specific group of children are supported in the best way for their individual circumstances.</p> |

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.

Quality First Teaching

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>In line with our School Development Plan, we are focusing on 'The Way Teaching Support Pupils to Learn', improving all our teaching to ensure the needs of all children are being addressed. We are focusing on:</p> <ul style="list-style-type: none"> • Responsive Teaching (formative assessment) • Retrieval and practice • Means of Participation/Co-operative Learning | <p>EEF 5-a-day approach EEF 'Teacher Feedback to Improve Children's Learning' https://researchschool.org.uk/news/effective-retrieval-practice-what-should-we-consider https://bennewmark.wordpress.com/2020/12/09/managing-means-of-participation/ 'Teaching Walkthrus' Sherrington and Caviglioli</p> | <p>1, 2, 3, 4, 5</p> |
| <p>To continue to embed the use of Little Wandle phonics teaching for all pupils in Reception, Year 1 and 2 and extending this in to KS2 for those children identified as needing this support.</p> | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p> | <p>3</p> |
| <p>To ensure that our teaching of writing to all children is of high quality, responding in and between lessons to the evidence of their learning.</p> | <p>EEF 5-a-day approach EEF 'Teacher Feedback to Improve Children's Learning' https://researchschool.org.uk/news/effective-retrieval-practice-what-should-we-consider Working with VNET and the Wensium English Hub</p> | <p>4</p> |
| <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources</p> | <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence:</p> | <p>5</p> |

| | | |
|--|---|--|
| and CPD (including Teaching for Mastery training). | Improving Mathematics in Key Stages 2 and 3 | |
|--|---|--|

Targeted academic support

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Additional phonics sessions targeted at pupils who require further phonics support. This will be delivered in collaboration with our local English hub. | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF | 2 |
| Using a range of strategies to instill a love of reading in all children, modelling reading for pleasure as adults and having a wide range of knowledge of books to support children in sourcing books they will love to read (library, adult talk about books, class activity around a range of books) | Research Evidence on Reading for Pleasure DfE 2012 | 2 |
| Tutoring from a trained Maths tutor | 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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF | 4 |

Wider strategies

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--------------------------------------|-------------------------------|
| Working with families to ensure we understand barriers to attending school events and supporting families where finances may prevent equality of opportunity | | 8 |

| | | |
|--|---|------------|
| <p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p> | <p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk) Staff training on Emotion Coaching and When the Adults Change</p> | <p>6</p> |
| <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> | <p>7</p> |
| <p>Contingency fund for acute issues.</p> | <p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p> | <p>All</p> |

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 2021 to 2022 academic year.

For several years, our data has shown lower academic performance for our disadvantaged pupils. Our assessment of the reasons for these outcomes includes 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, which was aided by use of online resources such as those provided by White Rose Maths and The Write Stuff.

The school has undergone a significant period of change. There was a change of headteacher and senior leadership in January 2022 and again in January 2023. The school has had a sharp focus on Quality First Teaching, ensuring consistency across and progress through our school. This will support the progress of our disadvantaged children as well as all others.

Poor attendance at school has had an impact on the learning of some of our most disadvantaged children.

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.

Service pupil premium funding

We have a very low number of Service children (3 in 2022-23). We work with individual families to identify specific areas of need.