

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Brierley Hill Primary School
Number of pupils in school	225
Proportion (%) of pupil premium eligible pupils	55.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2024-2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 2023
Statement authorised by	Mrs T Allport
Pupil premium lead	Mrs D Johnson
Governor / Trustee lead	Miss J Donnelly

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£155,440
Recovery premium funding allocation this academic year	£16,240
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Looked After Child funding for this academic year	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£171,680

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

When creating our Pupil Premium Strategy, we recognised the importance of considering the context of the school and the additional barriers that these children and their families face. Advice from the EEF will be used to ensure that our strategy is robust and conceived with our children at the heart of it, ensuring the usefulness of each strategy and the subsequent impact that this has is considered.

Common barriers to learning that we have identified in our PP children include poor language and communication skills (especially on entry) lack of confidence and aspirations, lack of support at home (including the inability for parents to help their children) attendance and punctuality issues and some behaviour issues. Of course, we recognise that these barriers are not evident in all children, as one size does not fit all, and more complex situations may be in force. Ultimately we are working towards these barriers being broken to such an extent that they do not have a detrimental effect on the children long term education.

One of the most important assets that we have within school, which has been recognised by the EEF, is the high quality teaching staff. As the EEF states 'good teaching is the most important lever schools have to improve outcomes for disadvantaged students' and we are ensuring this continues through monitoring and high quality/impactful CPD of teachers and teaching assistants within school.

Currently the key principles of our strategy are:

- High quality teaching across the board – rather than bolt-on strategies
- Best staff to work with disadvantaged students
- Decisions based on data and respond to evidence – this to be fluid and frequent
- Individualised approach to teaching – based on need of child
- Inclusion – ensuring our most disadvantaged can access out of class learning
- Promoting high aspirations for all
- Clear, responsive leadership – responsible for raising attainment for all staff

We recognise that these approaches will overlap and will need to be approached differently dependent on key stage. As per the advice from the EEF, we will be

focusing on a small number of strategies at a time to ensure that they are achievable and have an impact.

Moving forward over the next 3 years our objectives will be:

- To narrow the attainment gap between disadvantaged and non-disadvantaged children, ensuring more children are leaving at age related expectations

Year 21-22:

End of KS2 – Children achieving expected level and above in SATS

SPAG	PP – 43%	Non PP – 60%	Gap – -17%
Reading	PP – 64%	Non PP – 80%	Gap – -16%
Writing	PP – 71%	Non PP – 73%	Gap - -2%
Maths	PP – 43%	Non PP – 80%	Gap - -37%
Combined R/W/M			
	PP – 36%	Non PP – 57%	Gap - -21%

End of KS1 – Children achieving expected and above at end of Year 2

Reading	PP – 53%	Non PP 60%	Gap - -7%
Writing	PP – 41%	Non PP 60%	Gap - -19%
Maths	PP – 53%	Non PP 70%	Gap - -17%
R/W/M	PP – 41%	Non PP 60%	Gap – -19%

Phonics – Children achieving a pass mark in the phonics check

	PP – 71%	Non PP 77%	Gap - -6%
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The gap seen at the end of key stage assessment is still large and this continues to be a priority for 22/23

- For all PP children to make 1 level progress from entry to year group

Year 21-22

Children making at least 1 level progress from entry to Year group

Year 1

Reading	59%
Writing	41%
Maths	65%

Year 2

Reading	End of Year 1 (2021) 73%	End of Year 2 (2022) 75%	+2%
Writing	End of Year 1 (2021) 100%	End of Year 2 (2022) 56%	-44%
Maths	End of Year 1 (2021) 100%	End of Year 2 (2022) 75%	-25%

Year 3

Reading	End of Year 2 (2021) 10%	End of Year 3 (2022) 55%	+45%
Writing	End of Year 2 (2021) 0%	End of Year 3 (2022) 64%	+64%
Maths	End of Year 2 (2021) 0%	End of Year 3 (2022) 82%	+82%

Year 4

Reading	End of Year 3 (2021) 40%	End of Year 4 (2022) 57%	+17%
Writing	End of Year 3 (2021) 25%	End of Year 4 (2022) 48%	+23%
Maths	End of Year 3 (2021) 35%	End of Year 4 (2022) 48%	+13%

Year 5

Reading	End of Year 4 (2021) 47%	End of Year 5 (2022) 74%	+27%
Writing	End of Year 4 (2021) 37%	End of Year 5 (2022) 74%	+37%
Maths	End of Year 4 (2021) 53%	End of Year 5 (2022) 68%	+15%

Year 6

Reading	End of Year 5 (2021) 43%	End of Year 6 (2022) 47%	+4%
Writing	End of Year 5 (2021) 43%	End of Year 6 (2022) 80%	+37%
Maths	End of Year 5 (2021) 43%	End of Year 6 (2022) 60%	+17%

- For all PP children to have attendance in line with national average (94.4%)
Year 21-22

Attendance from September to July

PP children – 92.11%

Non PP children – 94.19%

- To provide opportunities to ensure that all disadvantaged students engage in the wider curriculum

Uptake in trips for Pupil Premium children in Years 21-22 was high, trips were subsidised where needed in order for all children to be able to gain vital experiences.

Year 6 residential trip – 12/14 PP children attended the trip (86%)

- To ensure that high aspirations among our most disadvantaged are encouraged. High aspirations for all children was encouraged and modelled throughout Year 21-22. We had virtual author visits for all year groups as well as I rock band to deliver an assembly. Aspirations have been championed by both staff and subject leaders – this has also been a focus for PSHE sessions

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	The progress of the pupil premium children as a group is lower than that of their non-pupil premium counterparts
2	The proportion of pupil premium children, leaving their year group at age expected, to be more in line with national expectations
3	The attendance of the pupil premium students as a group is lower than that of the non-pupil premium cohort
4	Cohesive whole school leadership and approach surrounding narrowing the gap
5	Consistently high quality first teaching in all classrooms
6	Awareness of all staff of PP students and their individual needs (including any known barriers) to enable targeted support in and out of the classroom
7	Ensuring that PP children are given the opportunity to engage with the wider curriculum and experience cultural capital
8	To increase the aspirations of our PP children, allowing opportunities to aid this

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
Progress of pupil premium children to improve in all year groups	Progress data in all year groups will show a narrowing of the gap. Statutory, end of key stage results will show a narrower gap. The difference between PP and non-PP will be comparable 21/22 - See previous data
Proportion of PP children to leave year group in line with national expectations	Progress data in all year groups will show a narrowing of the gap between % of PP and non-PP children attaining age related at end of year group 21/22 – See previous data
Attendance gap of PP students and non PP students to reduce. PP attendance to be in line with the national average	Attendance of PP students will be in line with national average of 94.4% 21/22 – attendance just below at 92.11%

<p>Increased focus and awareness of PP children by teachers and teaching assistants, with regular professional dialogue taking place with pp lead</p>	<p>Regular contact will be made between PP lead and class teachers regarding PP students and their progress/barriers.</p> <p>Pupil Premium to be shared at staff meeting.</p> <p>Monitoring of PP parents engaging in parents evening and staff to be aware of this <u>21/22</u> – PP information shared with staff and these children were monitored individually within out cohort review meetings.</p> <p>Teachers considered the barriers for this group of children and looked at what we could do in order to overcome these.</p> <p>Children were monitored throughout the year along with parental engagement</p> <p>Parents evening attendance was logged</p>
<p>Pupil premium children students to participate in a range of enrichment activities offered at school</p>	<p>Tracking of PP children taking part in extra curriculum activities offered and PP children encouraged to join in.</p> <p>All PP children to actively take part in music opportunities.</p> <p>PP children will have socio-economic barriers removed to support the development of skills essential for personal development</p> <p><u>21/22</u> – Uptake on trips/activities were high and subsidised where required</p> <p>All children were given the opportunity to learn musical instruments, in groups and individual, these included the clarinet, African drums and flutes</p>
<p>Quality/child focussed teaching in all classrooms, taking into account principles of effective classroom practice and being aware of potential barriers</p>	<p>All students to experience lessons and quality first teaching that allows them to make at least good progress</p>
<p>Aspirations of children will be increased and more pp children will be putting themselves forward for roles of responsibilities</p>	<p>A higher percentage of PP children will be applying for positions such as: head boy/girl, house captains, school council, junior pcso's, playground leaders.</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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £80,902

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of senior leader to oversee PP strategy	EEF implementation guide states that 'school leaders play a central role in improving education practices through high-quality implementation' "Successful schools have clear, responsive leadership"	4, 6, 8
CPD for all staff, support given to RQT	EEF Toolkit – Research into Practice – showed that CPD helps with positive changes in teachers' attitude and allowed teachers to embed quality and effective practice CPD for early careers teachers – increases knowledge and self-efficacy	1,2
Regular pupil progress meetings to identify student needs, concerns and look at interventions	EEF Toolkit – Mentoring + 2 months impact	1, 2, 6
Use of lightning maths and English sessions in order to cover any gaps that may have occurred due to covid	EEF toolkit – A targeted support for low achieving pupils - + 3 months DFE document – closing the gap states that a good education can transform lives for the better – on average there is a 4.3 months gap at start of school between disadvantaged and their peers.	1, 2, 6
Targeted in class small group interventions, using support staff (English and Maths)	EEF toolkit – Small group tuition - + 4 months impact DFE – School led tutoring guidance - + 4 months impact	1, 2

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

Budgeted cost: £30,844

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Reading interventions for students in KS2 who are still accessing the phonics programme or have just finished this.</i>	EEF Toolkit – Reading comprehension - + 6 months impact	1, 2
<i>Targeted in school intervention sessions – English and Maths</i>	EEF Toolkit – Small group tuition - + 4 months impact DFE – School Led Tutoring Guidance - + 4 Months impact	1, 2
<i>Targeted after school tutoring sessions – English and Maths</i>	EEF Toolkit – extending the school day - + 3 months impact	1, 2, 6
<i>Extra allotted catch-up sessions (lightning learning) for English and Maths to counteract the impact of covid on previous learning.</i>	EEF toolkit – A targeted support for low achieving pupils - + 3 months EEF Toolkit – Same day intervention	1, 2, 5

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

Budgeted cost: £59,933

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Weekly virtual assemblies (to be moved to face-to-face when allowed) to develop cultural understanding and look at British values</i>	Life skills and enrichment from DFE states that children need an all-rounded approach. Children need to be well-rounded and culturally rich.	7,8
<i>Creation of Pupil Premium champion to maintain focus of PP throughout the school, liaising with staff to monitor and signpost</i>	EEF Toolkit – Putting Evidence to Work, A Guide for Implementation. This highlights the need for leadership to facilitate projects	4, 6

<i>interventions and barriers</i>		
<i>Increased parental engagement through regular contact with staff.</i>	EEF Toolkit – Parental Engagement - + 4 months impact	3, 6
<i>Designated attendance officers to closely monitor all PP students' attendance, build relationships with families and implement strategies where needed</i>	EEF – Parental engagement - + 4 months impact	3
<i>Introduction of school app to allow easy access to newsletters, school information and other information – to raise the awareness of school and foster relationships/engagement</i>	EEF – Parental engagement - + 4 months impact	3
<i>Allow access to extra-curricular activities and school trips.</i>	EEF Toolkit – Arts Participation - + 3 months impact	7, 8

Total budgeted cost: £171,680

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.

21/22 – This is the first year that the children have been back at school with limited interruptions, however the start of the year saw cohorts having to be isolated due to outbreaks of covid. The attainment scores are still showing that pupil premium children are not achieving as well as their peers at the end of key stage assessments and during the phonics check, measures were put in place last year, through lightning maths and English sessions in class along with the national tutoring fund being used to allow teachers to target individual groups to help them ‘catch up’ The impact of these sessions are expected to be evident as we move into the school year 22/23.

Progress scales throughout the year groups again show that pupil premium children are making slower progress than that of their peers, however it has also highlighted that GDS progress scores are higher for reading, writing and maths in most year groups.

Throughout the year the quality of teaching has been constantly monitored and is robust, CPD has been given where needed and RQT/mentor time has been used to support and ensure the quality is consistent throughout the school. This practise is becoming more embedded, however still needs to be monitored carefully and support issued where required. Knowledge of pupil premium children to be shared with new class teachers and strategies to engage and overcome their barriers to be discussed.

Attendance still appears as a large barrier to learning, new attendance officer has been employed to oversee this and look at ensuring that the attendance figure comes more in line with national.

20/21 - Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

For the year 2020-21, the achievement of students in the pupil premium cohort has been based on teacher assessed grades, following the agreed school data collection process. The progress of pupil premium children for this period was (average reading, writing and maths combined) +3.85 compared to the non-pupil premium cohort which was + 4.13

During the academic year 2020-2021 the teaching throughout school has been monitored and a consistent approach to all teaching has been seen, support has been given to any areas that needed it. Due to the disrupted year we have just had, this continues to be a priority and will be monitored to ensure that a consistent approach is embedded throughout the school. Knowledge of the pupil premium children and the progress/attainment of these will also be monitored.

Remote learning was introduced during this year to ensure that all children still had access to quality first teaching from their teacher. All children had access to live on-line learning as well as access to the recorded lessons. Lessons were delivered through teams. Training was provided to all staff prior to lockdown, along with detailed instructions and constant support if required. Pupils/parents were given step by step instructions and staff acted as IT support throughout lockdown. Engagement with lockdown was monitored with PP children with an average of 86.5% engaged with live lessons and work. Government issued chrome books were issued to PP families, along with data cards to ensure that no child was disadvantaged due to internet issues. Staff contacted families daily if engagement was low.

National Tutoring Programme for English and Maths was introduced in Summer term, with 60% of PP children being targeted and 2 sessions a week being attended. Staff were pleased with the progress of students that attended the sessions, however attendance with some was sporadic which impacted on their overall progress. This tutoring was supplied by class based staff who knew the children and their educational needs.

Small group intervention sessions for targeted children by TA's were also affective and offered immediate intervention.

Learning Mentor employed to monitor well-being of the PP children and begin to address some of the barriers towards their learning. Relationships were established with parents and aspirations of children addressed,

Attendance of PP students was monitored extensively by the schools attendance officers, with home visits taking place when safe to do so. Our most vulnerable children received daily well-being phone calls. The attendance of PP children was 95.29% Compared to our non PP children 94.92%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.