

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

At Brierley we know that all children, but in particularly disadvantaged children's learning has been heavily impacted as a result of the pandemic. The attainment gap has widened significantly, reversing the past decade's progress that we had achieved in narrowing the gap between our disadvantaged and non-disadvantaged learners.

The two grants - pupil premium and recovery premium – will help support us as a school to be able to use effective tools to address these challenges. We will redouble our efforts to make sure that resources are used in ways that make the biggest difference to our children.

Contextual details

Brierley is a smaller than average single form entry primary with nursery provision. The vast majority of families in the school live in rented homes run by the local housing authority. Local authority accommodation is, relatively easily accessible in the area. Levels of domestic mobility are high, with families moving around rented homes in the Crewe area.

The proportion of pupils known to be eligible for Pupil Premium is significantly higher than national (over the last two academic years this has fluctuated with mobility between 33 and 39%).

Detail	Data			
School name	Brierley Primary School			
Number of pupils in school (December 2021)	221			
Proportion (%) of pupil premium eligible pupils		NOR – whole school	PP	%
	2020-21 Autumn Census	208	77	37.0%
	2021 Spring Census	218	84	38.5%
	2021 Autumn Census	220	74	33.63%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025			
Date this statement was published	December 2021			
Date on which it will be reviewed	July 2022			
Statement authorised by	Coral McIntosh, Headteacher			
Pupil Premium lead	Coral McIntosh, Headteacher			
Governor / Trustee lead	Mike Birchall, lead for disadvantaged pupils			

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96,150.00
Recovery premium funding allocation this academic year	£6,360.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£102,510

PART A: PUPIL PREMIUM STRATEGY PLAN

STATEMENT OF INTENT

All members of staff and governors accept responsibility for 'socially disadvantaged' children and are committed to meeting their pastoral, social and academic needs within the school environment.

At Brierley we strive to close the gap and the pupil premium funding forms a vital part of that process. The governors reserve the right to allocate the pupil premium funding to support any children or groups of children the school has legitimately identified as being disadvantaged.

The pupil premium strategy is a three-year plan to tackle gaps in attainment and progress between the disadvantaged cohort and our non-disadvantaged cohort. Our approach will be responsive to common challenges and individual needs, rooted in diagnostic assessment, our knowledge of our families and our community and not based on assumptions about the impact of disadvantage.

At the heart of the strategy is high quality teaching, both in the classroom and in other areas of school life. The Educational Endowment Fund identifies an effective teacher in front of every class as a key ingredient to the success of pupil premium strategies. "Great teaching is the most important lever schools have to improve outcomes for their pupils" (School Improvement Report - EEF 2021). This is something taken seriously and high quality teaching and learning is always high priority.

Staffing throughout school deployed to effectively teach and challenge our pupil premium children is a main focus of our strategy. Targeted academic support is also key. Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress (The EEF Guide to Pupil Premium - EEF 2021).

Brierley's strategy is outlined below but the intent is that intervention is targeted, delivered effectively by high quality staff and that the impact is properly monitored. The intervention strategy is also integral to wider school plans for education recovery, notably the catch-up funding programme to support children whose education has been worst affected, including non-disadvantaged children.

Wider strategies will also play a key role. Fundamental to the plan is a long-term community strategy to ensure disadvantaged families; children and parents feel a sense of belonging within the school community.

The intention is to ensure that children eligible for Pupil Premium funding and their parents are proportionally represented across all positive aspects of our school life and feel fully integrated into the community.

Underpinning all of the above is attendance. If children are not in school the strategy is simply words on a page, attendance is key to success. Therefore, attendance will always be a focus for our strategy. This includes 'active attendance' as simply being in school is not enough; our children need to be in the right place, with the right mindset each day to ensure they are making progress.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged children.
- ✓ For all disadvantaged children in school to make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the children
- Ensuring that appropriate provision is made for children who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged children are adequately assessed and addressed
- When making provision for socially disadvantaged children, we recognise that not all children who receive free school meals will be socially disadvantaged
- We also recognise that not all children who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the pupil premium funding to support any pupil or groups of children the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time. Our intention is that all children, 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 children to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable children, 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.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged children' attainment will be sustained and improved alongside progress for their disadvantaged peers.

CHALLENGES

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

Challenge	Detail of challenge
1	<p>Lack of access to learning opportunities during the COVID-19 pandemic has resulted in a significant widening of the attainment gaps for some pupil premium children as despite being offered devices or a place within school; they were unable to/did not access daily learning.</p> <p>On average, compared to pre pandemic, pupil premium children at Brierley now have lower attainment and make slower progress rates than their peers in all year groups, in all subject areas. Overall, PP children have knowledge gaps and find it difficult to retain/recall prior knowledge.</p>
2	<p>Some of our PP children have the most significant learning and medical needs. Some of our EHCP children were unable to attend school for significantly longer periods than the lockdown due to being clinically extremely vulnerable/ill. Their ability to access remote education was limited due to their significant needs.</p> <p>This resulted in larger learning gaps. For the group of children accessing Pre Key Stage Standards their learning is unable to be measured in termly tests and is measured through small teacher assessed tasks.</p>
3	<p>Children typically enter Brierley Primary School with lower levels of attainment across all areas, literacy in particular and, more specifically, oracy skills. This includes speech and language difficulties and a lack of exposure to a wide range of vocabulary and reading opportunities.</p>
4	<p>Some children in receipt of pupil premium have limited life experiences beyond their home and immediate community, creating a 'cultural capital' disadvantage.</p>
5	<p>Attendance of disadvantaged children is below other children and below the National average In addition, the % of disadvantaged pupils who are persistently absent has risen significantly</p>
6	<p>Some pupils in receipt of pupil premium are not socially and emotionally ready to access learning due to a lack of self-belief, determination and resilience. They can struggle to reflect and evaluate their own learning and often lack self-motivation and confidence to improve.</p> <p>Behaviours for learning are not in place for a small group of children for whom return to school life has been difficult, including children who have developed anxiety about leaving the home.</p> <p>Some disadvantaged children arrive in school not ready to learn due to high levels of deprivation, various child protection issues including parents with mental health issues, domestic violence and abuse. Lack of pupil/family aspiration – poor understanding of importance of education for future success and lack of role models in home/community is evident.</p>
7	<p>A high proportion of disadvantaged pupils across school also have English as an Additional Language. These families often speak in their first language at home. Many of the new arrivals are both new to England and new to, as many have never attended an educational setting.</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
<ul style="list-style-type: none"> Disadvantaged pupils make at least expected progress, from their individual starting points, across all areas of the curriculum and, more specifically, in Reading, Writing and Maths. The gap is narrowed in the progress and attainment of PP and other children, both in school and nationally. 	<ul style="list-style-type: none"> The % of disadvantaged pupils achieving GLD in Literacy is at least in line with all other areas The gap in phonics attainment between disadvantaged pupils and other pupils is closing and is below the national gap By the end of KS1, the gap between disadvantaged and other pupils (in-school and nationally) is closing in RWM. A significant proportion of pupils achieve RWM combined at the end of KS2 and the gap between PP and NPP is statistically less significant . Quality of teaching across school is good or better. <p>How this will be achieved</p> <ul style="list-style-type: none"> Rigorous and forensic monitoring of ongoing attainment data will be used to identify key children (specifically the bottom 20%) who need additional support. Targeted small group and 1:1 intervention will be delivered to those who need to make accelerated progress across core areas of the curriculum and in phonics. Little Wandle Phonics – the new validated programme will be used with fidelity across KS1 (and specific children in KS2). School will embed additional resources to support home reading, matched to in-school phonics teaching. High quality, class literature (classics and contemporary) will be sourced to match the curriculum aims. These will be used in English and reading lessons. Standardised tests will be initiated each term for all children. These will be used to inform teaching, learning and intervention. Pupils will have regular/weekly opportunities to rehearse, practise and consolidate key skills in reading, spelling, handwriting and mental and written arithmetic. Support staff and class teachers will support learning effectively using strategies to identify and address learning gaps and misconceptions. High quality CPD to be delivered to all staff focusing on oracy, phonics, early reading, writing, maths and SEN.

<ul style="list-style-type: none"> • The language deficit for student in receipt of pupil premium funding is diminished • Provision for disadvantaged/EAL pupils, is of the highest quality. This will ensure the gap between EAL and non-EAL pupils is closing rapidly. 	<ul style="list-style-type: none"> • High quality teaching of a well-planned, progressive language rich curriculum ensures rapid acquisition and use of vocabulary across all areas of the curriculum. • The attainment gap between EAL and Non EAL will close rapidly • 90% EAL pupils on Continuums to make better than expected progress from their individual starting points.
<ul style="list-style-type: none"> • Disadvantaged pupils develop the necessary cultural capital, allowing them to engage in their programmes of study, preparing them for success in their next phase of education and in life outside/beyond school. • Children have high aspirations for themselves and others 	<p>How this will be achieved</p> <ul style="list-style-type: none"> • Vocabulary development is inherent within the school curriculum, with children exposed to higher level vocabulary in all lessons. • Targeted pupils receive additional speech and language support and intervention. • Wellcomm will be used with key children in EYFS/Year 1 to close the gap in receptive and expressive vocabulary. • Additional staff based in EYFS to support language acquisition and small group Wellcomm interventions. • All EAL children will have access to Flash Academy both in school and at home to support language acquisition, overlearning and retention. <ul style="list-style-type: none"> • Teachers are highly skilled in imparting curriculum knowledge and use strategies to ensure children retain and apply key knowledge from across the curriculum. • A significant proportion of children achieve the expected standard across foundation subjects. • The gap between PP and other children is closing rapidly. <p>How this will be achieved</p> <ul style="list-style-type: none"> • A highly-ambitious, knowledge-engaged and language rich curriculum ensures children know more, remember more and understand more. • Well-planned visits, which match the school curriculum will allow children to gain an understanding of the wider world outside of their local community. PP children to be supported financially on all trips. • A 'Pupil Premium First' strategy will be employed so that disadvantaged children have first access to extra-curricular clubs • All children in KS2 will have access to TT Rockstars and Athletics at home and in school.

	<ul style="list-style-type: none"> • Children will have access to a well-stocked library giving them access to the latest high-quality texts. • Aspiration assemblies, regular visits, visitors to show what can be achieved/aimed for.
<ul style="list-style-type: none"> • All disadvantaged pupils will meet at least national expectations for attendance and persistent absence. 	<ul style="list-style-type: none"> • Attendance for disadvantaged pupils is at least in line with national other • Persistent absence is halved for disadvantaged pupils. • Punctuality for disadvantaged pupils will be in-line with other pupils across school. <p>How will this be achieved</p> <ul style="list-style-type: none"> • Robust and rigorous attendance tracking will identify key children, increase their attendance and decrease persistent absence. • Attendance letters will be issued for any child under 95% attendance. • The attendance team will support families of persistently absent children. • Punctuality monitoring will take place regularly with the attendance officer and Assistant Headteacher and strategies put in place to diminish this. • Meetings and regular tracking for all parents whose children have attendance of less than 90%.
<ul style="list-style-type: none"> • Well-targeted and effective Pastoral Care including CBT, ensures that our most vulnerable, disadvantaged pupils are fully engaged in all aspects of school life. • SEMH Outcomes will improve across school. 	<ul style="list-style-type: none"> • Pupils involved in pastoral interventions make at least expected progress • Targets for disadvantaged pupils on individual social and emotional plans are met. • Key vulnerable families will be offered/accessing a comprehensive offer of extended services through Early Help. <p>How will this be achieved</p> <ul style="list-style-type: none"> • Developing • A tailored Education for Social Responsibility curriculum delivered through assemblies (in addition to our enhanced PSHE curriculum) in the summer term will equip children with the skills/develop resilience so to safeguard their own mental health and well-being. • Allocate staff resource to best meet the needs of all learners. Support staff are used effectively to challenge and guide children without creating an over-reliance on adult support. • Provide preventative and reactive support to improve outcomes of our disadvantaged children through 1:1/small group work with CPD focussing on behaviour, child development, attachment and attunement. • Training staff on behavioural/pastoral support strategies to provide nurture in all classrooms.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Tailored and specific continuous professional learning and development delivered to all staff in approaches to the teaching of Phonics, Reading, Writing and Maths.</p> <p>This includes cover costs and resources for:</p> <ul style="list-style-type: none"> • <i>Bespoke phonics training by the developer of the Little Wandle validated SSP programme for all staff</i> • <i>Literacy Company scaffolded English writing plans, EYFS – year 6</i> • <i>White Rose Mastery and implementation EYFS – year 6</i> • <i>EYFS Early Maths – First4Maths training</i> • <i>Wellcomm language Training for all EYFS staff</i> 	<p>Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit':</p> <ul style="list-style-type: none"> • <i>Mastery Learning (+ 5 Months)</i> • <i>Phonics (+5 months)</i> • <i>Reading Comprehension Strategies (+5 months)</i> <p>Evidence from Education Endowment Foundation, 'Early Years Toolkit':</p> <p>Early Numeracy Approaches = +6 months</p> <p>Early Literacy Approaches = +4 months</p> <p>Communication and Language Approaches = +6 months</p>	<p>1, 2, 3 & 7</p>
<p>Time allocation for Reading, Writing, Phonics and Maths leads to carry out strategic leadership (cost of cover) 3 hours per week</p> <p>Coaching with ECTs and Teach First student</p> <p>Time allocation for Assistant Head to meet with NVQ support staff trainees within school.</p>	<p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending</p>	<p>ALL</p>

Additional TA support in main school and EYFS to facilitate small groups and intervention time.		ALL
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support for children requiring intervention (1:1 and small group support) led by skilled TAs	Evidence from Education Endowment Foundation –‘Teaching and Learning Toolkit’: Individualised instruction = + 4 months One-to-one tuition = +5 months Small group tuition = +4 months Teaching assistant Interventions = +4 months	1, 2, 3 and 7
Appointment of a Maths Teacher and additional teaching assistant to work in small groups with disadvantaged pupils from Years 2-6.		1, 2, 3 and 7
English as an Additional Language support intervention delivered by TA.	Evidence from Education Endowment Foundation, ‘Early Years Toolkit’: Communication and Language Approaches = +6 months Reading Comprehension Strategies = +6 months	1, 3 and 7
Wellcomm delivery for EYFS children - additional staffing to support early language development. Additional staff to support EYFS language acquisition and Wellcomm interventions.		1, 3 and 7
Small reading groups to support levelled reading and comprehension teaching and delivery across the school.		1, 2, 3 and 4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance, behaviour and wellbeing team to address persistent absence, absence below 95% and challenge punctuality	<p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending.</p> <p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Parental Engagement = + 4 Months.</p>	5 and 6
SEN/behaviour preventative and reactive training and support to improve outcomes	<p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending.</p> <p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Behaviour Interventions = +4 months Social and Emotional Learning = +4 months</p>	2, 4 and 6
Enhanced 1:1 reading with all PP children throughout the school. Additional teaching support time.	<p>Evidence from Education Endowment Foundation – ‘Teaching and Learning Toolkit’: Reading Comprehension Strategies = +6 months One-to-one tuition = +5 months</p>	1,2,3 and 7
Well-targeted and effective pastoral care (nurture) by our staff ensures that our most vulnerable disadvantaged pupils are fully engaged in all aspects of school life	<p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach to Spending.</p> <p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Behaviour Interventions = +4 months Social and Emotional Learning = +4 months</p>	4, 5 and 6
Breakfast club and after school places for select disadvantaged pupils.		4, 5 and 6
Purchase of uniform and PE kit		4
Financial support with all trips, residential and visitors to ensure children are not disadvantaged from cultural capital experiences.		4

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
Times Tables RockStars	
White Rose Maths	