

# **Pupil Premium 2022 – 2023 Brigg Primary School**

## **Pupil Premium 2022 - 23**

For 2022-23 the Pupil Premium funding is £1,385 for primary-aged pupils who have been registered as eligible for free school meals at any point in the last six years based. This also includes eligible children of families with no recourse to public funds. For each pupil identified as a looked after by the local authority, or those who have been adopted from care or left care, the school receives £2,410.

## **Service Pupil Premium (SPP)**

Pupils in state-funded schools in England attract service pupil premium funding, at the rate of £320 per eligible pupil in 2022 to 2023, if they meet one or more of the following criteria:

- one of their parents is serving in the regular armed forces (including pupils with a parent who is on full commitment as part of the full-time reserve service, and also pupils whose parent is serving in the armed forces of another nation and is formally stationed in England) – and they are recorded in the October school census as being a 'service child'
- they have previously been registered as a 'service child' in any school census in the last 6 years
- one of their parents died while serving in the armed forces, and the pupil receives a pension under the Armed Forces Compensation Scheme or the War Pensions Scheme

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 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	Brigg Primary School
Number of pupils in school	349
Proportion (%) of pupil premium eligible pupils	40% (140 pupils)
Academic year/years that our current pupil premium strategy plan covers	3 (22021/2022, 2022/02023, 2023/2024)
Date this statement was published	December 2022
Date on which it will be reviewed	Autumn 2023
Statement authorised by	Sarah Spencer, Headteacher
Pupil premium lead	Michelle Archer, Deputy Headteacher
Governor	Avril Newton, Governor responsible for Pupil Premium

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£147,300
Recovery premium funding allocation this academic year	£17,690
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£164,990</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is to lay the foundations for a fulfilling future for all children by offering a positive, rich experience for all children, enabling them to make good progress and achieve their full potential. High quality teaching will deliver a well-designed curriculum, that excites and engages every child, providing them with a wide range of opportunities to acquire the knowledge, skills and dispositions to drive their own futures to greater success; becoming well-rounded individuals, global citizens and lifelong learners.

We will provide a happy, safe and supportive environment which focuses upon the emotional, academic and physical resilience of all children and adults, promoting positive mental health and wellbeing. We will use on going assessment to identify those pupils who have been most affected by the period of school closures, both disadvantaged and non-disadvantaged, and target support using the National Tutoring Programme and a school based Academic Mentor.

We believe that children should feel that there are no barriers to their learning and no limits to what they can achieve, including mental and emotional wellbeing barriers. Our highly skilled nurture team will work with pupils of all abilities and backgrounds to identify these and develop strategies to overcome them.

### Challenges

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

Challenge number	Detail of challenge
1	Baseline assessments show that on entry many children are below the national average in key areas.
2	Assessments and monitoring shows that children's phonetical knowledge and understanding is below that of previous years. At the end of the summer term 2021 and again in 2022, only 59% of Year One pupils were assessed to be on track to achieve the standard.
3	For many disadvantaged pupils, exposure to a positive reading culture and access to range of appealing and engaging literature is limited. Engagement in home reading has fallen following the periods of school closure.
4	Many disadvantaged pupils have limited access to opportunities and experiences outside of the immediate locality of the school. This

	impacts on their understanding of the wider world and the role they can play within it.
5	Assessments and observations show lower attainment and progress by disadvantaged pupils in some year groups. The children have gaps in their knowledge, some misconceptions and find it difficult to retain/recall prior knowledge.
6	Pupils and their families have social and emotional difficulties, including medical and mental health issues. This has been compounded by the effects of lockdown and the COVID-19 pandemic. These difficulties can present significant barriers to learning.
7	Attendance

## 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
All groups of pupils in the Foundation Stage, including disadvantaged, make good progress.	<p>The percentage of children achieving a GLD is at least in line with the national average.</p> <p>All groups of children achieve at least in line with National including disadvantaged.</p> <p>Children become more independent, resilient, increase their self-help skills and are able to negotiate and play collaboratively.</p>
Improve the progress of disadvantaged pupils in reading, including phonics, and continue to instil a positive reading culture throughout school.	<p>Imagination Library sessions engage children and parents in the Foundation Stage.</p> <p>Systematic synthetic phonics scheme is implemented and delivered consistently.</p> <p>Phonics interventions in Key Stage Two are in line with the chosen scheme.</p> <p>The percentage of Year One children achieving the expected standard in phonics is at least in line with national.</p> <p>The percentage of children achieving the expected standard at the end of each Key Stage increases.</p>
Improve the wellbeing of all children in the school, in particular disadvantaged children.	Boxall Profiles show progress for those children identified as needing support.

	<p>RISE questionnaire shows an increase in resilience and self belief.</p> <p>Student voice, parent questionnaires and feedback from parents through EHM, EHCP etc indicate increased levels of wellbeing.</p> <p>Class based staff able to support the work of the Pastoral team with class based activities and resources.</p>
<p>Attendance of all pupils, in particular disadvantaged children, continues to remain above national average.</p>	<p>The percentage of children persistently absent and classed as late reduces to below national.</p> <p>Lead Learning Mentor, Attendance Officer, Pupil Premium Lead and Headteacher are in regular dialogue around disadvantaged pupils and discuss any concerns or trends in school absence.</p> <p>Graduated attendance approach supports parents early to improve attendance.</p> <p>Timely liaison with external agencies when and where appropriate.</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: £ 19,490

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subject leader release time to ensure the curriculum has the greatest impact on pupil progress and attainment in all subjects	Dedicating time to curriculum development and implementation, at the same time supporting staff well-being, ensures the strongest possible outcomes in learning. With protected time, subject leaders are able to plan and monitor learning for all children to ensure it has the greatest impact on progress and attainment.	2/3/4/5
Purchase of standardised diagnostic assessments for English and Mathematics	Standardised tests can provide reliable insights into gaps in learning and the specific strengths and weaknesses of each pupil, to allow effective deployment of additional support and targeted interventions.	3/5
Implementation of the Little Wandle phonics programme to ensure a strong and consistent approach to teaching phonics across the school	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.	2/3
Purchase of additional books to support the Accelerated Reader programme in place throughout Key Stage Two	Without a wide range of engaging texts, children will not develop a lifelong love of reading. The Accelerated Reader programme Research shows that disadvantaged pupils using Accelerated Reader make accelerated progress compared to non-disadvantaged pupils enrolled on the programme and children not using Accelerated Reader. The greatest impact will be seen when Accelerated Reader is	2/3/5

	used in partnership with quality 'real' books.	
Continue to purchase additional resources for the outdoor learning environment in the EYFS.	Well planned and resourced outdoor play environments provide opportunities for children to make progress in both their thinking and understanding.  Physical development is the pre-requisite for children's growth in many areas including motor skills and co-ordination, balance and body awareness.	1
Purchase of pupil planners and book bags to support the link between home and school	Children make better progress when home and school work together in partnership. The use of planners to record home reading and learning as well as achievements outside of school will strengthen this relationship. Providing a book bag to all new starters in Foundation Stage and Key Stage One ensures all pupils start school with the correct equipment.	3/6/7

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

Budgeted cost: £ 92,533

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the children who access this provision will be disadvantaged, including those who are high attainers	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 and in small groups	5

Third Space Learning maths sessions for identified pupils in Year Five and Year Six	One to one tuition, focusing on identified gaps in learning and misconceptions, has proven to increase the progress made by children as well transform mind set and attitudes towards mathematics.	5
Additional class based TA support to work with identified pupils through targeted interventions and general in class support	In order for interventions, for example additional phonics interventions, pre-learning sessions and precision teaching activities, the presence of an additional adult in the classroom is needed. These targeted interventions are most effective when delivered by regular, safe and informed adult with whom the child can communicate.	2/3/5/6/7
Additional member of teaching staff three afternoons per a week during the Spring term in Year 6	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 and in small groups	5

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

Budgeted cost: £ 53,851

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
1:1 and small group targeted pastoral sessions to support emotional health and wellbeing, self-management and positive behaviour for learning	Tailored wellbeing support, identified through the use of the Boxall Profile, have positive overall effects. Behaviour interventions can produce moderate to good improvements in academic performance with approaches that focus on self-management associated with the greatest impact.	5/6/7
Forest School sessions for identified pupils to develop self regulation skills and build resilience	Research shows that regular, long term participation in Forest School improves confidence, self-esteem, social skills, communication, motivation, physical skills as well as knowledge and understanding of natural surroundings. All of these are transferable skills that will also	4/5/6/7



	support children's learning in the classroom.	
Monitoring attendance levels and trends and taking action through a graduated approach and the implementation of the Attend framework.	Research has shown a correlation between the attendance and attainment of pupils. This disproportionately effects vulnerable, disadvantaged and Pupil Premium children. Good attendance also leads to improved aspirations for both children and families.	5/6/7
Subsidise extra-curricular opportunities (clubs, trips etc)	The EEF discusses the importance of physical activity and other opportunities to help support vulnerable and disadvantaged pupils. Visiting places outside of the locality of the school widens children's experiences and raises aspirations.	4/5/6/7

**Total budgeted cost: £ 165,874**

## 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.

#### Pupil Premium Grant Expenditure 2021 – 2022

**Allocation for 2021 – 2022: £176,151**

#### Allocation

	ACTIVITY	OUTCOME
Staff CPD	The purchase of a whole school subscription to National College.	All staff, including support staff and lunchtime supervisors, completed a range of safeguarding CPD. Members of the wider staff also completed training relevant to their role in school including that which focused on SEND and subject leadership providing strategies and approaches that have impacted on their own practice.
	Subject leader release time.	Curriculum progression across the school is secure and assessment procedures for foundation subjects have been established. This has allowed subject leaders to gain a deeper understanding of the areas of development in their own subject.
Assessment materials	NFER testing purchased and administered in Years One to Five.	The accuracy of teacher assessment and the tracking of pupils continues to improve. The data collected allows close tracking of all pupils and informs planning in English and mathematics. The standardised scores are tracked alongside teacher assessments and used to identify those pupils at risk of not making expected progress with relevant interventions then planned by class teachers.

Reading	The purchase of a validated Systematic Synthetic Phonics programme.	Little Wandle phonics programme purchased and established across Foundation Stage and Key Stage One with catch up sessions in Key Stage Two implemented this academic year. All staff have completed Little Wandle training and fidelity of teaching established throughout the school.
Accelerated Reader	The continuation of the Accelerated Reader subscription and the purchase of additional books to support the programme. increase the comprehension, vocabulary and literacy skills of identified pupils through the tracking of pupils reading practice in school and at home.	All pupils in Key Stage Two are enrolled on the Accelerated Reader programme and pupils in Year Two who have reached the expected standard in phonics. Additional Accelerated Reader resources for the library have also been purchased, specifically books aimed at older lower ability readers and more able readers. In house data shows that the majority of pupils made at least expected progress in reading and increased their reading age.
EYFS	Additional resources purchased for the outdoor learning environment in EYFS.	Positive pupil and parent voice received. Engagement of EYFS pupils in the outdoor area is high. A range of activities in the outdoor environment is planned and facilitated daily.
Academic Planners	Academic planners purchased for all pupils from Nursery to Year Six.	The profile of homework and home reading across the school continues to improve through the use of planners. Additional information to help parents support their child's learning at home are included in the contents.
Targeted Academic Support	Engagement in the National Tutoring Programme through the use of tuition, mentoring and school-led tuition.	Approximately 100 pupils in Key Stage engaged in at least one of the elements of the National Tutoring Programme, including Third Space Mathematics sessions. The majority of these pupils made accelerated progress in at least one of the core subjects and gaps in learning were effectively identified.

	Additional class based teaching assistants used to provide targeted intervention and additional classroom support during afternoon sessions.	Children were provided with specific, targeted intervention and in-class support. Pre-teaching sessions took place to build confidence. TA's led catch-up groups to address misconceptions and close gaps.
	An additional member of teaching staff placed in Year Six three afternoons a week during the Spring term.	Class sizes during afternoon booster sessions reduced in Year Six allowing targeted support of pupils in Mathematics and GPS.
Pastoral Support	To provide support for vulnerable pupils and their families so they can overcome barriers which may impact on educational achievement.	The pastoral support team work with vulnerable children and their families, through the delivery of a variety of intervention programmes. As well as tracking the progress of pupils using the Boxall Profile, school is working closely with families to ensure that children are as successful as they can be, providing both children and parents with strategies that can support mental health and wellbeing as well as academic success.
	To provide regular Forest School sessions for targeted pupils to build confidence and self-esteem and overcome barriers which may impact on educational achievement.	Boxall profile assessments were used to identify 28 pupils who would benefit from Forest School sessions. These same pupils continue to access the provision this academic year.

Attendance	Monitoring of attendance levels and trends, taking action through a graduated approach.	Following Covid and the impact of the lockdowns, the percentage of persistently absent pupils continues to be a cause for concern. The school Attendance Office and Lead Learning Mentor work together to identify not only those who are classed as persistently absent but also pupils whose attendance is causing concern. Appropriate actions are taken including identifying the reason for absence and working with parents to identify strategies that may help.
Extra-curricular opportunities	To subsidise extra-curricular activities to facilitate engagement in, and enjoyment of, learning outside of classroom.	Although a voluntary contribution is requested for workshops, trips and clubs, the cost to disadvantaged pupils is subsidised.  96% of pupil premium pupils in Year Six attended the PGL residential in September 2022.

## Externally provided programmes

Programme	Provider
Accelerated Reader	Renaissance Learning
Star Reader	Renaissance Learning
Third Space Learning	Third Space Learning