

Pupil premium strategy statement Brigg Primary School 2024/2025

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	331
Proportion (%) of pupil premium eligible pupils	42% (140 pupils)
Academic year/years that our current pupil premium strategy plan covers	2024/2025 to 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	Autumn 2025
Statement authorised by	Trish Atkinson, Headteacher
Pupil premium lead	Michelle Archer, Deputy Headteacher
Governor	Jackie Rae, Lead for Disadvantaged Pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£162,800
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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>	£162,800

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, enabling children to make good progress and achieve their full potential. High quality teaching will deliver a well-designed curriculum, one 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 that 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 target areas of learning, of both disadvantaged and non-disadvantaged pupils, and provide additional support in these areas.

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	Outcomes for disadvantaged pupils in reading, writing and mathematics are inconsistent across school with data and assessments, both internal and external, showing cohort specific areas for development.
2	For many of the school's disadvantaged pupils, exposure to a positive reading culture and access to a wide range of appealing and engaging literature remains limited. Engagement in home reading is lower than in previous years with assessments and observations showing gaps in vocabulary for many children.
3	Increasing numbers of pupils and their families are requiring school's support with social and emotional difficulties, including medical and mental health concerns. These challenges particularly affect disadvantaged pupils, including their attainment. Emotional health and well being of all pupils but in particular disadvantaged pupils.

	Teacher and parent referrals for support remain high with 52 pupils currently accessing in school nurture provision (not including Forest School). Of these pupils, 77% are disadvantaged.
4	Many disadvantaged pupils at Brigg Primary School have limited access to experiences and opportunities outside of the school's immediate locality. This can impact on their understanding of the wider world and the role they can play within it as well as limiting their own aspirations.
5	Although the attendance percentage of the school's disadvantaged pupils was at least in line with the national average it continues to be a challenge for the school with many resources needed to maintain this. It is known that absenteeism negatively impacts disadvantaged pupils progress.
6	In school EYFS baseline assessments show that 75% of disadvantaged pupils were below age related expectations on entry to Reception in September in word reading, writing and number. Of the whole cohort, 58.3% were assessed as being below in word reading, 58.3% in writing and 47.2% in number. Low starting points in EYFS. Of the disadvantaged pupils assessed using WellComm, 75% were identified as experiencing barriers to speech and language development.

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
Disadvantaged pupils make good progress throughout the school	KS2 outcomes in 2026/2027 show that the percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics combined is at least in line with national.
Improve and sustain the progress of disadvantaged pupils in reading, including phonics, and continue to instil a positive reading culture throughout the school	The percentage of disadvantaged pupils achieving the expected standard at the end of KS2 in 2026/2027 increases. The percentage of disadvantaged pupils passing the phonics screening test at the end of Year One remains above the national average. Systematic synthetic phonics scheme continues to be implemented and delivered consistently.

	Phonics interventions in Key Stage 2 are in line with the scheme and delivered consistently.
To improve and sustain improved wellbeing for all pupils including those identified as disadvantaged	<p>Boxall Profile assessments continue to show progress for those children identified as needing support from the school based nurture team.</p> <p>Student voice, parent questionnaires and feedback from parents through EHM, SEN reviews etc indicate increased levels of wellbeing.</p> <p>Class based staff are able to support the work of pastoral team with class based activities and resources.</p> <p>Feedback from My Happy Mind staff surveys indicates an improvement in children's resilience and understanding of how they can support their own wellbeing.</p>
To raise the aspirations of all children, particularly the disadvantaged, through exposure to the world beyond the local neighbourhood.	<p>Children continue to be able to experience a wide range of trips and visits to support their learning in class.</p> <p>Children are aware of a greater number of careers and how their own learning in school can make these achievable in later life.</p>
Attendance of all pupils, in particular disadvantaged children, continues to remain above the national average	<p>The percentage of children persistently absent and classed as late continues to remain 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>

<p>All groups of pupils in the Foundation Stage, including disadvantaged, make good progress.</p>	<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>
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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 (for example, CPD, recruitment and retention)

Budgeted cost: £84, 927

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of an additional Key Stage Two teacher	<p>Reducing class sizes in Key Stage 2 and keeping single age group classes allows staff to have quality interactions with pupils and provide quality feedback to all learners. Although research shows the direct impact of reducing class sizes is small, it does allow for increased flexibility in organising learners and the quality and quantity of feedback learners receive.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	1/3/5
<p>Deliver a programme of high quality in school CPD that follows the Effective Professional Development guidance report recommendations</p> <p>Effective Professional Development EEF</p>	<p>Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. PD has great potential; but it also comes with costs. We know that teachers engage in professional development activities whilst balancing multiple and, at times, competing commitments and time pressures. The need is clear, therefore, for PD to be well-designed, selected, and implemented so that the investment is justified</p>	1/2/5/6
Subject leader release time to ensure the curriculum continues to impact on pupil progress and attainment in all subjects	<p>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.</p>	1/2/4/5/6

Subscription to Cornerstones Curriculum	A broad, balanced and effectively sequenced curriculum that can be adapted to the needs of our school is essential to provide children with the opportunity to expand their knowledge and develop skills.	1/2/4/5/6
Purchase of standardised diagnostic assessments for English and Mathematics	When used effectively, standardised tests can provide reliable insights into gaps in learning and the specific strengths and weaknesses of each pupil, to allowing effective deployment of additional support and targeted interventions. Diagnostic Assessment EEF	1/2
Purchase of No More Marking subscription	With secure teacher assessments in writing, gaps in learning can be identified and addressed. Comparison to other schools nationally provides a benchmark for teaching and assessment as well as exemplars of attainment.	1
Accelerated Reader	Without a wide range of engaging texts, children will not develop a lifelong love of reading. The Accelerated Reader programme Research shows that pupils using Accelerated Reader enjoy reading more. The greatest impact will be seen when Accelerated Reader is used in partnership with quality 'real' books matched to the reader's ability and taught reading comprehension skills. Reading Comprehension EEF	1/2

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

Budgeted cost: £23, 145

Activity	Evidence that supports this approach	Challenge number(s) addressed
Programme of intervention to support the Little Wandle phonics DfE validated Systematic Synthetic Phonics programme	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF	1/2

<p>Early identification of SLCN needs in EYFS using Wellcom assessment and implementation of recommended interventions</p>	<p>Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make seven months’ additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p> <p>Early Years Toolkit EEF Communication and Language</p>	<p>1/2/6</p>
<p>Third Space Learning maths sessions for identified pupils in Year Six lead.</p>	<p>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.</p> <p>Teaching and Learning Toolkit EEF One to One Tuition</p>	<p>1</p>
<p>Additional class based TA support to work with identified pupils through targeted interventions and general in class support</p>	<p>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. One to one tuition can be expensive to deliver but approached that deliver instruction through teaching assistants or in small groups can be a cost effective way of providing support. This type of intervention are likely to be particularly beneficial when teaching assistants are experienced, well trained and supported.</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	<p>1/2</p>

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

Budgeted cost: £59, 203

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group targeted pastoral sessions to support emotional health and wellbeing, self-management and positive behaviour for learning	<p>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.</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p>	1/3/5
Forest School sessions for identified pupils to develop self regulation skills and build resilience	<p>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 support children’s learning in the classroom.</p> <p>Benefits of Forest School Plymouth Marjon University.</p>	1/3/5
Subscription to My Happy Mind portal and the delivery of whole school programme to teach children preventative habits to support positive mental health, resilience and self-esteem.	<p>The University of Chester produced an independent Real-World Validation report that showed the positive behaviours developed strengthened pupil mental health, resilience and wellbeing.</p> <p>University of Chester RWV Report Synopsis</p>	1/3/5
Monitoring attendance levels and trends and taking action through a graduated approach and the implementation of the Attend framework.	<p>Further embed the principles of good practice set out in the DfE’s guidance on working together to improve school attendance.</p>	1/5

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.	1/4/5
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Total budgeted cost: £167, 275

Part B: Review of the previous Pupil Premium Strategy

Outcomes for disadvantaged pupils

Intended outcome	Summer 2024
<p>All groups of pupils in the Foundation Stage, including disadvantaged, make good progress.</p>	<p>Despite school outcomes for GLD were below both local and national data at the end of the 2023/2024 academic year, significant progress had been made by all groups of pupils including disadvantaged.</p> <p>Teacher assessments at the end of the Autumn term identified only 12.9% of the cohort to be on track to achieve a good level of development with 61.3% reaching it by the end of the year compared to a Local Authority average of 64.7% and a national average of 67.8%.</p> <p>The percentage of disadvantaged pupils increased from 8.3% at the end of the autumn term to 45.5% at the end of the academic year. (LA average = 49.5%/National average = 51.7%)</p> <p>Staff observations show that the majority of children were more independent and resilient by the end of the academic year, using self-help skills when working and playing collaboratively with their peers.</p>
<p>Improve the progress of disadvantaged pupils in reading, including phonics, and continue to instil a positive reading culture throughout school.</p>	<p>When first introduced, Imagination Library sessions in school were held regularly and well attended by families. Unfortunately due to staffing constraints this was not maintained as consistently as school would have liked.</p> <p>The embedding of Little Wandle phonics scheme resulted in a 15% increase in the number of pupils passing the phonics screening test in Year One in 2024 (85%) compared to 2023 (70%).</p>

	<p>Supporting phonics interventions in Key Stage Two have been introduced and continue to be embedded this academic year.</p> <p>The percentage of pupils assessed as being at ARE for reading at the end of Key Stage One increased slightly and remained broadly in line with previous national data published in 2023.</p> <p>At the end of Key Stage Two, the percentage of children achieving the expected standard in reading was significantly above the national average (89% v 74%). The percentage of pupils achieving greater depth was also above the national average. Both were an increase on the previous year.</p> <p>Although the in school gap between disadvantaged and non disadvantaged pupils in reading was slightly higher than the gap nationally, disadvantaged pupils performed better than both the local and national average.</p>
<p>Improve the wellbeing of all children in the school, in particular disadvantaged children.</p>	<p>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.</p> <p>During the academic year 2023/24 the team worked with 99 pupils. 60% of these pupils were disadvantaged. Of the 99 pupils, 75% made at least expected progress in reading, writing or maths over the year with 26% making better than expected progress.</p> <p>Of the disadvantaged pupils, 78% made at least expected progress with 28%</p>

	making better than expected progress during the academic year.
Attendance of all pupils, in particular disadvantaged children, continues to remain above national average.	<p>Pupil absence has fallen from 7.9% (highest 20% of schools) in the academic year 2021/22 to 5.5% in 2023/24 meaning it is now in line with the national average.</p> <p>Persistent absenteeism decreased from 26.9% to 19.1% during the same time period.</p> <p>School works closely with other agencies to help parents support their child's attendance through a variety of strategies including the early help process where appropriate.</p> <p>Attendance is monitored closely and actions taken quickly where needed.</p>

Externally provided programmes

Programme	Provider
Third Space 1:1 Tuition	Third Space Learning