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Pupil premium strategy statement - Brixworth CEVC Primary School

This statement details our school’s use of pupil 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

Metric	Data
School name	Brixworth CEVC Primary School
Pupils in school	466 – 01 September 2021
Proportion of disadvantaged pupils	12.02% - 01 September 2021 (68 pupils out of 468 – updated Apr 22 – 14.5%)
Pupil premium allocation this academic year	£104,080
Academic year or years covered by statement	2021-22 (3 year plan will be finalised from September 22)
Publish date	01 September 2021 (revised Apr 22)
Review date	31 July 2022
Statement authorised by	Mrs Kathryn Young
Pupil premium lead	Mrs Sharon Marsh
Governor lead	Mrs Sue Tomalin

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use the pupil premium funding to help us improve and sustain higher attainment for disadvantaged pupils at our school that is comparable with that of non-disadvantaged pupils nationally.

During the period of this strategy plan we will focus on the key challenges that are preventing out disadvantaged pupils from attaining well.



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Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils. .
- To support disadvantaged pupils with social and emotional barriers to enable them to make increased progress.
- To improve support for disadvantaged pupils with SEMH and attachment difficulties.
- To ensure that attendance of disadvantaged pupils improves and is in line with non- disadvantaged pupils.
- To provide increased enrichment opportunities for disadvantaged pupils.

We aim to do this through:

- Ensuring that all pupils receive quality first teaching.
- To ensure all disadvantaged pupils are challenged in the work they are set.
- Act early to intervene at the point the need is identified, so that they are able to 'keep up' with non-disadvantaged pupils.
- Targeted academic support for disadvantaged and vulnerable groups.
- Providing additional SLT capacity to allow dedicated time to improve attendance and fostering links with parents of disadvantaged pupils.
- Support payments for enrichment opportunities (music lessons, trips and clubs).

Achieving these objectives

- : • Ensuring that all teaching is of a high standard through effective training in key teaching and learning strategies.
- Training on the teaching of early reading/vocabulary as a tool to improve reading and writing across the curriculum.
- Training on the teaching of phonics and spelling ensures progression across the whole primary phase.



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- To allocate teaching assistant capacity to each year group so pupils benefit from timely pre-teaching/pot-hole support.
- To increase the capacity for addressing social and emotional barriers to learning for key disadvantaged pupils through the addition of a pastoral support assistant (trained ELSA).
- To provide nurture provision support for pupils who need specific support to target their SEMH needs.
- To remove social and emotional barriers to learning through effective pastoral care through staff training and intervention provided by class TAs.
- To provide timely support for the development of early oral language skills and pupils specific SLCNs (speech, language and communication needs) through employing a SALT who will work directly with pupils/staff each week.

Challenges to future attainment (for pupils eligible for PP, including high ability)	
1	A number of PP children this year were below the expected standard in writing: Overall 39% of PP pupils are below ARE in writing compared to 19% of non-PP. Foundation – 50% Year 1 – 38% ARE, Year 2 – 50%, Year 4 – 57% ARE, Year 5 – 55% A number of PP children this year were below the expected standard in reading: Overall 28% of PP pupils are below ARE compared to 13% of non-PP pupils PP Pupils who are ARE Foundation – 50%, Year 1 – 50%, Year 4 -75%, Year 5 – 78%
2	A significant number of PP children this year do not achieve the GDS in reading (40% non-PP achieved GDS compared to 21% PP) and writing (12% of PP pupils compared to 24% non- PP).
3	Spelling is an area of development across the school and is a barrier to some PP children not achieving ARE in writing.
4	A number of children enter school in Foundation Stage with poor oral language skills, as well as speech and language difficulties.
5	A number of our disadvantaged children have emotional and mental health difficulties; including attachment needs, which may impact on their academic progress and ability to access teaching and learning,
6	Some low-income families find it hard to afford extra enrichment activities and access appropriate support so pupils can reach their potential.
7	A number of disadvantaged children have suffered adverse childhood experiences (ACE's), which impacts on their ability to reach their potential.
8	Attendance of PP pupils compared to non-PP pupils shows variation (0.67%)



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Year 6 Disadvantaged pupil progress scores* for last academic year (* not available) - % of pupils achieving ARE/GDS (19 pupils)

Measure	ARE + Age related expectations (GDS)
Reading	84% (26%)
Writing	89% (5%)
Maths	84% (37%)
Combined	84% (5%)

Strategy aims for disadvantaged pupils at the end of KS2 (2021-22) 9 pupils (33% of whom have SEND)

Measure	Score	ARE + (GDS)
Reading		. 78% (22%)
Writing		78% (11%)
Maths		89% (22%)
Measure	Activity	
Priority 1	To provide targeted small group intervention based on evidence-based research to raise attainment for disadvantaged pupils in reading, writing and maths. Provision will be provided by a member of the SLT with specialist knowledge in core areas.	
Priority 2	To provide pot-holes and pre-teaching to disadvantaged pupils to give them the confidence and knowledge when accessing new teaching and learning objectives in maths.	
Priority 3	Ensure all disadvantaged pupils have equal access to KS2 study guides to support their learning. School to purchase these for disadvantaged pupils.	
Barriers to learning these priorities address	Fewer disadvantaged pupils have historically not achieved age related expectations in English and Maths. This is further complicated when a number of disadvantaged pupils also have identified SEND. Small group teaching and peer support is proven to be effective in raising attainment.	
Projected spending	Costed below (more detail given on PP Strategy Plan	



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Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Increase the percentage of disadvantaged pupils who achieve age related expectations in reading across the school. Increase the percentage of pupils who achieve above expectations at the end of KS2 in reading.	July 22
Progress in Writing	Increase the percentage of disadvantaged pupils who achieve age related expectations in writing across the school. Increase the percentage of pupils who achieve above expectations at the end of KS2 in writing.	July 22
Progress in phonics and spelling	Ensure all disadvantaged pupils reach the expected standard in phonics at the end of Year 2. Ensure at the end of Year 1 school data is above national expectations in phonics. Improve pupils spelling so this is no longer a barrier to pupils reaching age related expectations in writing.	July 22
Progress in Mathematics	Increase the percentage of pupils who achieve above expectations at the end of KS2 in maths.	July 22
Emotional regulation	Improve Boxall profile scores of pupils where social, emotional and mental health needs are evident.	July 22
Attendance	Improve attendance of disadvantaged pupils compared to non-disadvantaged pupils (gap no greater than 0.5%).	July 22



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Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1

Measure	Activity
Priority 1 <i>Improve reading fluency and comprehension skills.</i>	Daily high-quality reading sessions will be provided across the school which focus on the VIPERS.
Priority 2 <i>Improve attainment in writing (including increasing the number of pupils who achieve above expectations).</i>	CPD provided to all staff to improve the teaching of writing across the school. Regular whole school monitoring of the teaching of writing through learning walks and book scrutiny. Ensure regular planned opportunities are provided to pupils to engage in extended writing both in English lessons and throughout the curriculum.
Priority 3 <i>Improve the teaching of phonics and spelling across the school.</i>	CPD provided to staff to ensure high quality teaching of spelling and phonics in both KS1 and KS2. Phonics Lead to monitor the teaching of phonics and spelling.
Priority 4 <i>To improve pupils emotional literacy skills and their ability to self-regulate.</i>	CPD will be provided to ensure the Zones of Regulation is fully understood and embedded across the whole school. All pupils will understand the language linked to each zone and will learn strategies to help them self-regulate as required.
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions Pupils spelling skills will improve and this will increase the number of those reaching age related expectations in writing. There will be increased consistency of the teaching of spelling across the school. Pupils in KS1 who failed the PSC will pass this at the end of Year 2.
Projected spending	£10,000

Targeted academic support for current academic year

Measure	Activity
Priority 1 <i>Improve reading fluency and comprehension skills.</i>	Provide group intervention using Reading Gladiators in Years 2, 4 and 6. Ensure disadvantaged pupils who are off track in reading are heard reading on a regular basis.



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	<p>Provide identified pupils with additional reading sessions to target fluency and comprehension as part of a before school club.</p> <p>Pupils in FS and KS1 will access small group targeted phonics intervention as required.</p>
<p>Priority 2</p> <p>Close the gap between disadvantaged pupils and non-disadvantaged pupils in maths</p>	<p>Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations.</p> <p>Provide daily pre-teaching and pot-holing sessions for pupils to ensure they can achieve their potential and maximise their success in daily maths lessons.</p>
<p>Priority 3</p> <p>Increase the number of pupils achieving the GDS in reading and writing at the end of KS2.</p>	<p>Small group teaching by English Lead/DHT in upper KS2.</p>
<p>Priority 4</p> <p><i>Improve children’s speech and language skills.</i></p>	<p>Employ a Speech and Language therapist in school for half a day a week to provide 1:1 and small group speech and language intervention.</p> <p>Identify pupils with delayed speech and language skills early in the lower years to ensure targeted support is accessed timely.</p> <p>Use WellComm materials to assess and plan targeted language support.</p>
<p>Priority 5</p> <p><i>Ensure pupils with Social, Emotional and Mental Health needs are accessing an appropriate curriculum to meet their needs.</i></p>	<p>Provide Nurture sessions for 2 groups of pupils in KS1 and KS2 to target under-developed social skills and emotional regulation needs. Sessions will be provided by Nurture UK trained practitioners in The Hive.</p>
<p>Barriers to learning these priorities address</p>	<p>Enthusing pupils to engage in reading and develop their comprehension and fluency skills so an increased number are achieving at least at age related expectations.</p> <p>Ensuring pupils who are off-track in maths gain confidence in new areas of learning and consolidate previous skills and knowledge taught.</p> <p>Disadvantaged pupils with under-developed speech and language difficulties will receive early intervention which will have a positive impact on their wider achievement in school.</p> <p>Pupils with social, emotional and mental health needs will be able to access an appropriate curriculum and learning environment to enable them to succeed in school.</p>
<p>Projected spending</p>	<p>£60,080</p>



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Wider strategies for current academic year

Measure	Activity
<p>Priority 1</p> <p><i>Disadvantaged pupils with emotional and mental health needs; including attachment difficulties and early trauma, will be identified by staff and appropriate support will be put in place.</i></p>	<p>Employ a full-time Pastoral Support Assistant who will provide targeted support for children’s social, emotional and mental health needs (ELSA).</p> <p>Targeted interventions will be provided for pupils such as Drawing and Talking or Lego Therapy. Pupils will also access support from key adults such as daily meet and greet or time to talk when needed.</p> <p>Zones of Regulation will be embedded across the school to improve pupils emotional literacy skills and support them in learning strategies to promote self-regulation.</p>
<p>Priority 2</p> <p><i>Parents/Carers will be more able to access help and financial support to ensure their children are not disadvantaged and can access enrichment opportunities.</i></p>	<p>Provide parents of disadvantaged pupils with a credit that can be used towards educational visits, music lessons, sports activities or uniform.</p>
<p>Priority 3</p> <p><i>Appropriate support will be allocated to disadvantaged pupils who may have suffered early trauma.</i></p>	<p>Adoption support group provided for families who wish to receive this support. Regular home/school communication provided to families to ensure pupils needs are well understood. Specialist assessments accessed where it is felt this is important for the child.</p>
<p>Priority 4</p> <p><i>Attendance will be monitored when it falls below 95% and families will receive appropriate support.</i></p>	<p>Inclusion Manager to support families with attendance issues and acute needs (Early Help). Head teacher and Inclusion Manager will monitor pupil attendance to ensure timely intervention is provided.</p>
<p>Barriers to learning these priorities address</p>	<p>Improving attendance, curriculum entitlement and emotional health of pupils to ensure they can achieve their potential.</p>
<p>Projected spending</p>	<p>£34,000</p>

Monitoring and Implementation

Area	Challenge	Mitigating action
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Teaching	<p>Ensuring enough time is given over to allow for staff professional development</p> <p>Ensuring consistency of teaching and learning across the school in English and Maths</p>	<p>Use of INSET days and additional cover being provided by senior leaders/cover as required.</p> <p>Ensure time is allocated for subject leads and SLT to complete learning walks.</p>
Targeted support	<p>Ensure time is allocated for Reading Gladiators intervention and DHT/English Lead to provide small group intervention.</p> <p>Motivating targeted disadvantaged pupils to attend the before school reading club.</p>	<p>English Lead is returning after maternity leave which will provide additional specialist input for pupils in upper KS2.</p> <p>Gain pupil voice to understand motivating factors which would enable them to attend. Speak to parents to problem solve any difficulties surrounding their child attending.</p>
Wider strategies	<p>Engaging the families facing most challenges</p> <p>Accessing timely specialist support for vulnerable pupils (particularly in light of delays in support due to Covid-19)</p>	<p>Working closely with the LA and wider professional to ensure timely intervention is provided.</p> <p>Regular communication between Inclusion Manager and wider professionals to ensure interim support is provided when needed.</p>

PART B

Review: last year's aims and outcomes 2020-21

Aim	Outcome
Progress in writing (including those achieving GDS).	Increased consistency of the teaching and learning across the school of Talk for Writing. Equally it was recognised that there needs to be an increased quantity of planned longer writes for pupils to ensure they have the opportunity to develop their creative flair. The gap between PP and non-PP pupils is greatest in FS/KS1 it is reassuring that approaches used are evidencing the gap has closed by the end of KS2. There are still too few disadvantaged children achieving GDS in writing.



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<p>Progress in reading</p>	<p>Reading ages of disadvantaged pupils have improved significantly. By the end of KS2 there was only 1% variation in the number of disadvantaged children compared to non-disadvantaged who did not reach age related expectations. Daily reading lessons and the focus on VIPERS has had a significant impact on pupil progress. Reading Gladiators has historically proved to be successful for pupils although the delivery of this intervention was interrupted due to the January school closure. 82% of pupils in Year 1 passed the phonics screening check although this is still an area of development for disadvantaged pupils where fewer reached age-related expectations.</p>
<p>Progress in maths</p>	<p>Staff and pupils are positive about the use of pre-teaching and pot-holes to support in maths. Pupils are given sufficient time to address areas of learning that have proved to be challenging and pre-teaching enables pupils to feel more confident about future learning. Attainment in maths by the end of KS2 shows no variation between disadvantaged and non-disadvantaged pupils.</p>
<p>Improve pupils speech and language skills</p>	<p>A qualified speech and language therapist has worked in school to provide 1:1 or group support to pupils as well as staff. This support has been beneficial ensuring pupils make rapid progress in their speech and language development. Staff are positive about being able to access specialist support, advice and resources more readily and parents have reported the benefits of accessing early intervention.</p>
<p>Support for pupils with social, emotional and mental health needs</p>	<p>Nurture provision has been set up and four members of staff are trained in Nurture UK principles. A group of pupils benefited from this provision to ensure they could access a curriculum appropriate to their developmental needs. Pupils have learnt skills to support their emotional regulation and social interaction with their peers. Pupils and parents have reported the benefits of accessing this provision to meet their needs Our ELSA has completed her training and she supported both individuals and small groups of pupils with a range of needs e.g. anxiety, bereavement, transition, social interaction and self-esteem. There are an increased number of pupils with emotional and mental health needs and a full-time pastoral support assistant has been appointed for September 2021. There is also the need to ensure pupils are supported with their emotional regulation needs across the school.</p>
<p>Enrichment opportunities</p>	<p>Due to the reduction in extra-curricular opportunities and educational visits this has been more challenging to provide for pupils. Wherever possible parents of disadvantaged pupils have been supported to access music lessons, purchase uniform and support educational visit/in-school visitors. Notivate did not go ahead due to Covid-19 this year but this will be provided for pupils next year if possible. Parents will be informed of their credit amount for enrichment activities in September 2021 for the academic year.</p>
<p>Improve attendance of disadvantaged pupils</p>	<p>Attendance of disadvantaged pupils has improved over the past 3 years. Regular meetings between the Inclusion Manager and Headteacher have ensured timely intervention for pupils where attendance goes below 90%. Meetings have been held with some families to support and plan strategies</p>



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	to improve pupils attendance. Close liaison between home and school ensures timely intervention is achieved when attendance issues arise.
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