

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 | Briscoe Primary School & Nursery |
| Number of pupils in school | 262 pupils Years 1-6 67 pupils Year R and nursery |
| Proportion (%) of pupil premium eligible pupils | 138 pupil Year 1-6 53% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022/23 to 2025/26 |
| Date this statement was published | September 2023 |
| Date on which it will be reviewed | September 2024 |
| Statement authorised by | Terri Chudleigh Head of School |
| Pupil premium lead | Terri Chudleigh Head of School |
| Governor / Trustee lead | Eugene Pullan |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £210,975 |
| Recovery premium funding allocation this academic year | £21,170 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £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 | £232,145 |

Part A: Pupil premium strategy plan

Statement of intent

At Briscoe Primary school we aim to provide an education that ensures that regardless of their background or challenges that they face all pupils make good progress and achieve highly across all of the curriculum. Our pupil premium strategy has the aim to support our disadvantaged pupils to achieve their full potential and ensure that they receive high quality experiences and opportunities that they may not receive outside of school.

At present, our pupil premium strategy focusses on ensuring high quality teaching and learning for the most vulnerable pupils. Historically, this has had the greatest impact on diminishing the difference in the attainment gap while also benefitting the non- disadvantaged pupils in our school. It should be noted that it is intended that non-disadvantaged attainment will be sustained and improved alongside the acceleration of progress for disadvantaged children. High quality Teaching and Learning is partly achieved in our strategy through the partial funding of the HEARTS Academy Trust school improvement team.

In line with our wider school plans for education recovery following the national pandemic, we aim to provide targeted support through a school led tuition programme for those pupils (including non-disadvantaged) whose education has been impacted negatively during the partial school closures.

We aim to be responsive to common challenges that are faced by our disadvantaged pupils and their families as well as individual needs. This is a particular challenge in the face of the current economic crisis. This is a whole school approach in which all staff take responsibility for high expectations of disadvantaged pupils and their outcomes.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Assessment data shows that outcomes for disadvantaged children in Reading, Writing, Maths and phonics are often lower than that of their non-disadvantaged peers. This is the case nationally. |
| 2 | We have identified through a range of means, including assessments, conversations and observations that the oral language skills of disadvantaged pupils are under developed and that vocabulary gaps are widening between pupil premium and non-pupil premium children are widening. |
| 3 | Attendance data shows that disadvantaged pupils attend school less regularly than non-disadvantaged pupils at our school and that their punctuality is often an issue, resulting in gaps in learning. |

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| 4 | Poverty and hunger is often a barrier for some of our pupils who receive pupil premium. They often attend school without having a healthy breakfast or snack. Teacher referrals to the learning mentor to address these issues have increased both during and in the wake of school closures. |
| 5 | Some of our disadvantaged children do not have the necessary equipment or uniform needed for school. This means that their self-esteem can be negatively impacted and they can often be reluctant to join in with activities as a result. |
| 6. | Our assessments (including pupil surveys), observations and discussions have identified social, emotional and mental health well-being issues for some pupils which have been exacerbated by a lack of enrichment during school closures and because of lack of finances. These challenges have particularly affected disadvantaged children. In addition, there are a number of children in receipt of pupil premium funding who have experienced early trauma in their childhood and have poor mental health and well-being as a result. |
| 7. | Surveys, observations and discussions have identified that children at Briscoe from disadvantaged families have a lack of experiences and opportunities when compared to those not receiving pupil premium funding. This results in these children having a lack of cultural capital. |
| 8. | Data has shown that disadvantaged pupils attend extra-curricular activities less than their non-disadvantaged peers even when activities are provided free of charge. As poverty is a barrier to these children attending outside of school activities (which are often charged for) it would be beneficial for their self-esteem and well-being to access those provided through school. |

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 |
|--|--|
| Attainment data for disadvantaged pupils will be in line with their non-disadvantaged peers. | <ul style="list-style-type: none"> *Quality CPD for all class-based staff members to improve the quality of teaching and learning supported by the improvement and curricular leaders across the Trust. *Aspirational Trust wide curriculum designed by experienced subject leaders across the HEARTS Academy Trust. *Targeted tuition for identified children disadvantaged due to school closures during Covid19 led by senior leaders *Small class sizes of 22/23 children maximum *Regular and rigorous pupil progress meetings to identify, track and plan for children's needs. *Quality interventions led by qualified teachers *Support staff do not teach new learning but supervise recall and revision lessons. *Assessments, book scrutinies, observations will show that gaps are diminishing and engagement is high from all children. |

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| | <ul style="list-style-type: none"> *Single age year groups rather than mixed year groups |
| Improved oracy skills and improved use of vocabulary among disadvantaged pupils | <ul style="list-style-type: none"> *All staff will attend CPD on speech and oracy difficulties and stages of development to raise awareness *Key staff will be trained in the delivery of intervention programme (ican) *Swift identification of children across the school needing additional targeted support. *Assessments and observations will show significantly improved oracy skills among disadvantaged pupils. *Rigorous tracking of interventions and assessments mean that gaps are identified and addressed swiftly *High quality texts will be evident across the curriculum and in classrooms *Explicit teaching of key vocabulary in all subjects *Exposure for all pupils to high quality poetry and poetic language |
| Attendance data to show pupil premium attendance will be in line with their non-disadvantaged peers and the national average. | <ul style="list-style-type: none"> *Improved attendance data for PP children which is in line with national expectations and non-disadvantaged peers. *Attendance manager will track, monitor and support key families to improve attendance through identification of barriers. *Families will be signposted for support *Monitoring will show rigorous attendance procedures have been followed. *Case studies of pupils receiving pupil premium will show improved attitudes towards school and improved attendance |
| All pupil premium children will receive a healthy breakfast and snack each day. | <ul style="list-style-type: none"> *Observations, surveys and discussions will show that disadvantaged children are ready for learning each morning, having eaten a healthy and filling breakfast *Bagels will be provided for all pupils everyday *PP children will attend breakfast club at a reduced rate *Healthy snack will be provided for PP children if needed |
| To ensure that all children in receipt of pupil premium have the correct uniform and equipment for school. | <ul style="list-style-type: none"> *Children in receipt of pupil premium funding will report a sense of pride and belonging *All children will receive a school tie, free of charge, as part of the uniform change *Second hand uniform is available from the school office *All staff vigilant to children's needs regarding this and will sign post to relevant place within school. |

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| <p>All children who require support with their mental health and well-being will receive this support in school through our school learning mentor, school counsellor, Thrive practitioners and Mental Health First Aid Champions.</p> | <ul style="list-style-type: none"> *Surveys, observations and discussions will show an improvement in the mental health and well-being of pupils *All children needing support will receive it *Children will be aware of adults they can talk to for support *School counsellor/learning mentor will have good communication lines in order to support children appropriately *All staff to receive training in Thrive ethos, principles, assessments and action planning *Thrive practitioner and mental health lead training for key members of staff *School will adopt Thrive as a whole school approach to identify and target children for support with gaps in SEMH development. It is expected that *Pupils receiving pupil premium will make progress in Thrive assessments thus evidencing that gaps in SEMH development have been addressed |
| <p>All children at Briscoe Primary School will have the same opportunities and the same experiences regardless of their socio-economic background.</p> | <ul style="list-style-type: none"> *All disadvantaged children will attend curriculum trips and experiences *School lunches will be provided for these trips *Barriers to attending trips and experiences will be explored with individual families and school will work to remove these. |
| <p>Increase in the number of disadvantaged pupils attending extra-curricular clubs provided free of charge by the school.</p> | <ul style="list-style-type: none"> *Number of disadvantaged children attending extra—curricular clubs will increase *All disadvantaged children wanting to attend a club will be given priority * Barriers to attending extra-curricular clubs will be explored with individual families and school will work to remove these. *A wide range of clubs will be provided to cater for various interests *Pupil voice will be considered when identifying clubs to run *Tracking of club attendance to ensure positive targeting for disadvantaged pupils |

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: £ 125,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Continued training for staff, particularly ECTs to use 'Wellcom' resources | Early identification of children with poor speech and language skills will enable targeted and swift intervention to ensure that gaps are closed as soon as possible. EEF Early Language Intervention | 1, 2 |
| Support from HEARTS Academy Trust school improvement team -curriculum development and planning -improving quality of teaching and learning -subject leadership development -development of middle leaders -quality CPD for all staff /expert advice | EEF evidence for effective CPD – in house, taking into account the context of our school and Trust EEF Effective Professional Development | 1,2, 7 |
| Intensive out of class support for ECTs to ensure they are quickly knowledgeable about the HEARTS curriculum and pedagogy, improving standards of teaching and learning, meaning better outcomes for pupils | The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils. EEF – Quality First Teaching | 1,2 |
| Small class sizes and straight year groups | The gains from smaller class sizes provide increased flexibility for organising learners and the quality and quantity of feedback the pupils receive. EEF Reducing class size | 1 |

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

Budgeted cost: £ 33,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Speech and Language intervention programme Purchase of high quality texts/ resources to enhance curriculum | Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impact on attainment. EEF recommends the use of 'highly skilled coaches' EEF Oral Language Interventions | 1, 2 |
| School- led tuition programme | 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: EEF one to one tuition And in small groups EEF Small group tuition | 1 |

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

Budgeted cost: £ 85,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Contribution towards Attendance manager salary in order to embed principles of good practice set out in the DFE's 'Improving school attendance' advice Contribution towards attendance support from Trust to target cusp children and reinforce school systems – reducing persistent absence of PP children | DFE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence | 3 |
| Engagement in National Breakfast Scheme to ensure that all children have a healthy and filling breakfast | Maslow's hierarchy of needs shows that if children are hungry they are unable to function at a higher level until that basic need has been satisfied. Trauma Perceptive Practice training confirms this. | 1, 3, 4 |

| | | |
|---|--|-----|
| Subsidising school trips/ experiences for PP pupils so that cost is not a barrier to attendance | <p>Studies have shown that school trips are a valuable supplement and addition to classroom instruction as well as an excellent way to prepare students for future learning.</p> <p>‘An Unequal Playing Field’ Gov research demonstrates the importance of extra-curricular activities and the fact that children from low income families are less likely to attend citing finances as a barrier.</p> | 7 |
| Support with uniform needs/ equipment so that children are ready to learn | Maslow’s hierarchy of needs shows that if children are not equipped to learn they will not be able to access learning. | 5 |
| Learning mentor/ School counsellor/ Mental Health First Aid Champions/ Thrive programme | <p>ACES training</p> <p>Thrive Approach- training for all staff</p> <p>Trauma Perceptive Practice</p> <p>Mental Health Lead training</p> <p>Thrive practitioner training</p> | 6 |
| After/ before/ lunch clubs provided free of charge so that cost is not a barrier to attendance | ‘An Unequal Playing Field’ Gov research reviewing importance of extra-curricular activities and how children from low-income are 20% less likely to attend, citing finances as a barrier | 5,8 |
| Contingency fund for acute reasons | Based on our school experiences, we have identified a need to set a substantial amount of funding aside to respond quickly to needs that have not yet been identified | All |

Total budgeted cost: £ 235,000

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 2022 to 2023 academic year.

In 22/23 there was a focus on reducing persistent absence (particularly for pupil premium children) with a new school attendance lead and support in the summer term from the Trust attendance lead. This resulted in an in year reduction for all children of 6.2% between 1.1.23 and 1.7.23. During the same period persistent absence for pupil premium children also reduced but only by 3.9%. The additional capacity has also meant that staff have been able to collect key students from the home if needed to ensure they are in school, accessing education. This continues to be a focus for the school with the focus being on reducing persistent absence for pupil premium students.

A program of tuition and catch up for children delivered by highly skilled teachers was employed across all key stages. This included Easter schools for year 2 and year 6 pupils which were very well attended. The outcomes for all pupils in all key stages, in all subjects were above or the same as those nationally. Gaps between disadvantaged pupils and their non-disadvantaged peers in KS2 diminished in all subjects.

Throughout the year a continued emphasis was placed on mental health and well-being. It became clear that children had gaps in the development of their mental health and well-being and an investment by way of training staff and the development of a whole school approach which will benefit the majority of pupils (including those receiving pupil premium) was sought. Training of key members of staff to become mental health leads and Thrive practitioners has paved the way for the roll out of the Thrive initiative and program for all staff and pupils this academic year. The addition of the student counsellor last year added much needed capacity to support parents and carers so that they may be better able to support their children. This is to be continued this year.

All pupils in all year groups attended a school trip or experience regardless of their socio-economic status. Those families who couldn't afford to pay for the extra-curricular activity were supported so that their child could still attend/ take part. This included the providing of equipment for residential visits/ sleepovers if needed.

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 |
|-----------|----------|
| | n/a |
| | |

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? | n/a |
| What was the impact of that spending on service pupil premium eligible pupils? | n/a |

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.