

# Brisley CE Primary Academy

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	71
Proportion (%) of pupil premium eligible pupils	18.3% (13/71 pupils) 3 x service pupils
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	June 2023
Statement authorised by	Executive Headteacher
Pupil premium lead	Belinda Allen
Governor / Trustee lead	Rachel Wade

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,100
Recovery premium funding allocation this academic year	£2,000
Pupil premium (and recovery premium) funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	£15,100

# Part A: Pupil premium strategy plan

## Statement of intent

Brisley Primary Academy is a small rural village primary school with a lower than average number of pupils in receipt of pupil premium.

We endeavour to create a warm, inclusive and stimulating environment for all children, aiming to ensure that children enjoy school and develop the love of learning. Through partnership with parents we will help all children reach their full potential.

We do this through:

- Developing a sympathetic understanding of the Christian faith and a respect for the other major world religions
- Aiming for the highest possible standards of work and behaviour
- Promoting positive relationships with parents, the Church and the wider community to enable us to provide the best possible learning experiences for our children
- Sustaining a broad and balanced curriculum which meets the needs of our children and promotes their spiritual, moral, cultural, mental and physical development
- Providing a welcoming, stimulating, safe and comfortable environment in which all children have equal opportunity for success and are fully supported so they can reach their full potential
- Encouraging our children to develop personal independence, so fostering an attitude of love and respect towards others and towards God's world

Our intention is that all pupils, regardless of their background or the challenges they face, make good progress and achieve highly (to the best of their ability) ensuring that they reach their full potential.

In order to prioritise our spending, we have adopted a tiered approach, as outlined by the EEF (Education Endowment Fund). We recognise the importance of regularly reviewing the impact of our strategy and making adjustments where needs arise.

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>

## Challenges

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

Challenge number	Detail of challenge
1	SEND
2	Motivating all children to achieve highly across the curriculum
3	Poor oracy skills
4	Attendance
5	Access to wider curriculum opportunities

## 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 will acquire, retain and apply early phonics and reading skills at the same pace as their peers.	<p>Teachers will use early identification strategies to intervene at the first point that need is identified.</p> <p>Children actively engage in phonics and reading lessons and make good progress when assessed. All PP children will pass the phonics check in Year 1.</p> <p>The school will encourage children to develop a love of reading through sending children a 'book in a box' half termly.</p>
Disadvantaged pupils will make expected (or better) progress and attainment (where appropriate) in Reading, Writing and Maths	<p>Teachers use robust diagnostic assessment tools including PiXL to identify and address 'gaps' with specific skills, knowledge and understanding in Reading, Writing and Maths.</p> <p>Children will actively participate in the assessment process and be able to talk about their learning.</p> <p>Children will have an understanding of their targets and what they need to do in order to improve.</p> <p>Teaching assistants will enable children to become more resilient and independent learners.</p>
	Where gaps are identified, interventions will be delivered in an impactful and timely manner.

<p>Provision for disadvantaged pupils with SEND is monitored closely through the 'plan, do review' cycle, to ensure good progress.</p>	<p>School wide engagement in a Trust-led project will enable early identification, consistency of approach and appropriate SMART targets using the 7C's learning portfolio.</p> <p>The school will access external SEND services as required.</p> <p>The school will provide necessary resources to facilitate good progress.</p> <p>Monitoring of SEND will be rigorous and robust and interventions are closely tracked and monitored for impact.</p>
<p>All children can access the wider curriculum</p>	<p>All children where the school is in receipt of pupil premium, will be offered the opportunity to attend peripatetic music lessons.</p> <p>All children have access to Forest Schools.</p> <p>School trips will be funded.</p>
<p>Disadvantaged pupils will have attendance of 95%</p>	<p>Children report that they enjoy coming to school.</p> <p>Children will be motivated and ready to learn.</p> <p>Parents will say that their children enjoy coming to school.</p> <p>Robust and rigorous attendance interventions will lead to positive outcomes for the children.</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: £7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Subscription to 'Little Wandle Letters and Sounds', including their extensive package of CPD and vast resource base for staff to ensure consistently high quality teaching of phonics throughout the school.</p> <p>This figure includes the resources we have purchased to be able to deliver the package.</p> <p>£5,000</p>	<p>EEF research tells us: 'It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.'</p>	<p>1, 2 and 5</p>
<p>Subscription to PIXL Primary which offers diagnostic assessment tools, improves our ability to track the progress and attainment of pupil premium pupils and provides specific strategies and resources to address gaps and individual needs.</p> <p>This package also provides high quality CPD and resources for teachers and leaders which will support our main aim of delivering quality first teaching.</p> <p>Here is an overview of the offer:  <a href="https://www.pixl.org.uk/site/data/files/membership/599AA17C7AD4ACC024F26351D0B107F5.pdf">https://www.pixl.org.uk/site/data/files/membership/599AA17C7AD4ACC024F26351D0B107F5.pdf</a></p> <p>£1217</p>	<p>These links will direct you to the EEF findings about the impact of small focus group tuition and reading comprehension strategies, both of which are supported via subscription to PIXL Primary:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/small-group-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/readingcomprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/readingcomprehension-strategies</a></p>	<p>1 and 2</p>

Some children will be sent 'Book in a Box' to support them to develop a love of reading		
£1283		

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

Budgeted cost: £3,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Intervention groups for Reading, Spelling and Maths delivered to those pupils who have been identified as having 'gaps' in specific areas through PiXL assessments and Teacher judgement – TA overtime  £1,500	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/small-group-tuition</a>	1 and 2
Targeted Intervention groups for Reading, Spelling and Maths delivered to those pupils who have been identified as having 'gaps' in specific areas through PiXL assessments and Teacher judgement – supply cover interventions  £2,000	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/small-group-tuition</a>	1 and 2

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

Budgeted cost: £3,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continuing to embed the PATHs programme both at school and within the wider school community.</p> <p>£500</p>	<p>The EEF says; “Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self management of emotions, rather than focusing directly on the academic or cognitive elements of learning.”</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/social-and-emotionalllearning">https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/social-and-emotionalllearning</a></p>	<p>2 and 3</p>
<p>Forest School continues to be an instrumental part of the school week. Children are highly motivated by the sessions and we believe that they are hugely beneficial for developing the children’s independence, resilience and self-efficacy as well as supporting their wellbeing.</p> <p>£2,000</p>	<p>The EEF says; “The evidence in the Toolkit is primarily focused on academic outcomes. There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork.”</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/outdoor-adventurelearning">https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/outdoor-adventurelearning</a></p>	<p>2 and 5</p>
<p>Contingency fund for acute issues.</p> <p>£600</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

**Total budgeted cost:** 14,100

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Absence among disadvantaged pupils was minimally different compared to their peers in 2021/22, however the minute late was considerably higher and none of our disadvantaged children were deemed as persistent absence.

Our observations and assessments demonstrated that pupil behaviour generally improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute, with the additional needs of those children with external issues.

These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.



## Externally provided programmes

Programme	Provider
Times Tables Rock Stars	Named provider
Forest Schools/alternative provision	Verbatim Therapy