



Pupil Premium Strategy Statement – Briary Primary School

This statement details our school's use of pupil premium (and recovery 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

Detail	Data
School name	Briary Primary School
Number of pupils in school	301
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 Years
Date this statement was published	September 2021
Date on which it will be reviewed	January 2022
Statement authorised by	Nicky Murrell
Pupil premium lead	Tracy Cripps
Governor / Trustee lead	Simon Blight

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£117015
Recovery premium funding allocation this academic year	£13920
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	£130935

Part A: Pupil premium strategy plan

Statement of intent

At Briary Primary School, we believe that the highest possible standards can only be achieved by having the highest expectations of all learners. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to help them reach their full potential, including the pupil premium grant (PPG).

The PPG was created to provide funding for three key areas:

- Raising the attainment of disadvantaged pupils and closing the gap with their peers.
- Providing funding for LAC and previously LAC (PLAC).
- Supporting pupils with parents in the armed forces.

This document outlines the amount of funding available, the school's strategy for spending the PPG effectively, and the procedure for ensuring the funding is allocated correctly.

At Briary Primary School, our ultimate objectives for our disadvantaged pupils are to:

- Diminish the difference between disadvantaged pupils and their peers
- Focus on well-being through our health and well-being offer
- Develop character providing enriched opportunities for cultural capital
- Have parental engagement in all aspects of academy life, to support learning in and out of the classroom.

Our current pupil premium plan is focused on the above four objectives, ensuring that through targeted support, an enriched curriculum and development of teacher pedagogy, our most disadvantaged pupils will achieve in-line or above their peers.

Challenges

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

Challenge number	Detail of challenge
A	Special Educational needs – ADHD, ASD, Sensory processing, Moderate or Specific Learning difficulties
B	Wellbeing - low confidence/ low self-esteem, social and emotional needs leading to behavioural issues
C	PP children are still attaining lower in Maths at the end of KS1 compared to children who are not PP
D	Application of GPS skills to writing
E	Poor oral language skills on entry to EYFS
F	Low attendance and parental engagement

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
A. Targeted intervention to improve attainment and progress for PP children on the SEN register	PP children make rapid progress by the end of the year and meet age related expectations
B. Improve wellbeing and confidence of PP children. Behavioural difficulties addressed	Fewer incidents of behaviour recorded. Pupil surveys demonstrate a more positive response to wellbeing and confidence
C. Higher rates of progress for children across both key stages in maths and more PP children achieving expected standard at KS1	PP children make as much progress as non PP children in KS2 maths. Measured by successful SATs outcomes
D. Higher rates of progress for children across both key stages in writing and more PP children achieving expected standard	PP children make as much progress as non PP children in KS2 writing. Measured by successful SATs outcomes
E. Accelerated rates of language acquisition and improved oracy in EYFS and KS1	PP meet age related expectations at end of Foundation Stage and KS1
F. Increased attendance rate for PP children	Reduced number of persistent absentees from PP children. Overall PP attendance improves from 93% to 96%

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: £63505

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adopt Visible Learning approach to teaching to develop children's metacognition (learning to learn) and involvement in their own learning.</p> <p>Creative approach to children's responses enabling them to demonstrate their understanding of a concept in their own way</p> <p>Development Peer & Self-assessment in order to become reflective learners</p>	<p>Some PP children have low engagement in more structured learning in class. Visible Learning has proven to be a successful tool to engage all pupils in learning opportunities.</p>	<p>A, B, C, D</p> <p>Higher levels of engagement Greater involvement in their own learning Improved levels of well-being Develop greater resilience</p>
<p>Purchase of Times Table Rockstars subscription to support rapid recall of number facts and improve efficiency of calculations</p>	<p>Maths outcomes at the end of KS2 have been inconsistent with PP children making slower progress</p> <p>Targeted support through quality resources and teaching strategies will enable rapid progress</p>	<p>C</p> <p>Children meet national expectations in Y4 Multiplication check</p> <p>Children in Y5 & Y6 show greater efficiency in their calculations</p> <p>Information to Parent/Carers through an Information Evening and website</p>
<p>Use of Write Stuff approach for the teaching of writing including the use of Sentence Menus</p>	<p>Writing across the school has produced inconsistent results and results lower than other subjects.</p> <p>Progress in writing has been slower for PP</p> <p>Targeted support through quality resources and teaching strategies will enable rapid progress</p>	<p>D</p> <p>Quality First Teaching in writing improves</p> <p>Children make rapid progress in writing Information to Parent/Carers through an</p>

		Information Evening and website
Part funding AHT (Recovery) role to provide targeted PD for TAs	There is good emerging evidence that TAs can provide noticeable improvements to pupil attainment. (EEF Making Good Use of TAs)	A, C, D

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

Budgeted cost: £56 385

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistants target support through in class support and interventions.	The gap between PP pupils and non PP pupils needs to narrow in all subjects	A, C, D TAs use specific interventions to support vulnerable pupils: phonics, Better Reading Partnership, Sensory Circuits, 1:1 reading, Early morning catch up, precision teaching, Lego therapy
EYFS offer high quality language provision to develop oral language skills.	EEF Research demonstrates the effectiveness of quality early intervention and feedback and its impact on progress. Some children with speech and language difficulties find learning new concepts a barrier. Use of NELI programme	A, E Early identification of need and targeted interventions for Speech & Language link Support for all pupils by providing a visual and rich language environment, together with intervention for pupils who are assessed as needing extra support Participation in Nuffield Early Language Intervention pilot
Delivery of small group targeted support to close gaps that have arisen as a result of school closures in line with the National tutoring programme	Tutoring is one of the most effective ways to accelerate pupil progress. Evidence suggests that small group and one-to-one tuition can boost progress by 3 to 5 months per pupil (Gov.uk)	A

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

Budgeted cost: £11045

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidising school trips and in school visitors/events including swimming Subsidising Year 6 Residential visit	Many PP pupils wish to take part in after school events or extra-curricular activity but are hindered by financial difficulties. This intervention will allow opportunity for all children to take part and achieve	B, F This intervention allows all pupils to take a full and active part in the curriculum and enrichment
Embed the use of TrackIt Lights to support the positive reinforcement of behaviour expectations	Whole school approach. Monitored remotely by SLT and PST enabling them to 'drop-in' on classes doing well and support in de-escalating situations as needed. Evidence suggests a visual response supports children's independent moderation of behaviour.	B
Lunchtime provision for vulnerable pupils	Some children find unstructured time in school a challenge and therefore need support to address their anxieties and behavioural difficulties. A safe space will allow children the opportunity to develop resilience and the skills required to deal with social situations more effectively	B, F Provide opportunity for development of social skills Provide support for pupils to talk about their learning and any difficulties they may be experiencing Provide a safe space (The Ark or Quiet Area) for children who find unstructured times a challenge
The FLO works with vulnerable families, supporting with attendance and pastoral support. This includes Talking Time and social skills groups. Pastoral team to provide 1:1 support where necessary	Some PP children remain on the persistent absence list – this needs to be addressed. Some children not arriving to school well prepared for their learning	A, B, E Support children to overcome barriers on their learning and make progress in line with peers. To engage with hard to reach parents
Enrichment activities provided for LAC and PLAC children	Enrichment activities extend children's learning through new experiences and opportunities that are key to academic success, personal and social development.	B, F To raise the self-esteem of pupils and confidence and to support them in feeling a part of the school Provide opportunity for development of social skills Provide support for pupils to talk about their learning and any difficulties they may be experiencing

Total budgeted cost: £130 935

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

2020 – 2021: Data

After 1st lockdown in this academic year, the academy focused on well-being to ensure SEMH needs were met, and pupils were integrated back into school life after a disrupted and prolonged period of time away from school.

Disadvantaged pupils attained the following:

End of KS1 2021:

Reading: 40% ARE / GD 10%

Writing: 10% ARE / GD 10%

Maths: 30% ARE / GD 0%

End of KS2 2021:

Reading: 60% ARE / GD 0%

Writing: 50% ARE / GD 0%

Maths: 55% ARE / GD 0%

Combined: 45% ARE / GD 0%

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