# Pupil premium strategy statement

*Before completing this template, you should read the guidance on* [using pupil premium](https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability#online-statements).

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

## 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

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| Detail | Data |
| School name | Brinsworth Howarth Primary School |
| Number of pupils in school |  |
| Proportion (%) of pupil premium eligible pupils |  |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-2024 |
| Date this statement was published | 20th September 2021 |
| Date on which it will be reviewed | September 2022 |
| Statement authorised by | M Crawford |
| Pupil premium lead | M Crawford |
| Governor / Trustee lead | M Stubbs |

**Funding overview**

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| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £57,800 |
| Recovery premium funding allocation this academic year | £5,200 |
| 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 | £63,020 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Brinsworth Howarth is committed to enabling all pupils to achieve to the best of their abilities. We intend to invest our pupil premium grant in better learning and will, therefore, allocate money to raise the *aspirations* and *achievement* of our children from more disadvantaged backgrounds. However, we also recognise that not all children who receive free school meals will be socially disadvantaged and we also recognise that not all children that are disadvantaged have free school meals. We reserve the right to allocate Pupil Premium funding to support any child the school has identified as being socially disadvantaged. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Many of our pupil premium children do not experience visits or trips due to deprivation. This impacts on their vocabulary acquisition and knowledge of the world. |
| 2 | Our pupil premium children do not make as rapid progress in their reading as non-pupil premium children. |
| 3 | The attendance of our pupil premium children is lower than that of the whole school. |
| 4 | The mental health of our pupils is important to us and requires support. |

## 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.

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| Intended outcome | Success criteria |
| For pupil premium children to enjoy the wide range of enrichment activities we have to offer at Brinsworth Howarth Primary School. | * A wide-range of extra-curricular activities will be offered to support our school connection to Children’s University. Children can earn bonuses through attending the clubs. * Pupil premium children who chose not to join a club in the autumn term will be prioritised in the spring and summer terms. * Discounts in line with our charging policy will continue to apply to pupil premium families for all enrichment opportunities to include visits, residentials, trips, music lessons etc. * Extended School Partnership Officer – John Bell to organise and deliver after school clubs and holiday clubs. |
| For attendance of our PP children to be in line or above non-PP children. For attendance to be ‘good’ compared to national attendance (96%0 | * Attendance officer will promptly call families who have an absent child without reason. * Early Help referral to be made if concerns around historic attendance. * Fines discussed with Governors for non-attendance. * Use of attendance reward system in place through school. Whole class extra playtimes, film afternoons, popcorn, hot chocolate etc. |
| Pupil premium children will make good or better progress in reading – this will help vocabulary acquisition. | * PP children will develop a love of reading * All reading will be carried out at school in KS2 and for our vulnerable groups of children in KS1 to ensure that reading is supported daily. * Book spine is fully in place through school for children to access a variety of lovely books. * Online reading phonic books (Rising Stars) in place. Use of an ipad or laptop from school for our vulnerable families and pp children. * New post in school – TLR to support all children in making good and better progress in Reading. * School Library service accessed to develop a love of reading through school |
| For all children including PP to receive support for their mental health. | * All staff to be fully trained in Attachment * All staff to be fully trained in Autism * All staff to be fully trained in ‘Trauma Informed Approach’ * X1 TA to receive 6 weeks of training in ELSA * X3 – SLT to receive training in ‘The Millennial Child’ |

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: £20,020

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Twilights looking at Reading and phonics teaching approach through school | Class teachers to be aware of the PP children within their classes and to track their progress carefully in Reading and phonics. | 2 |
| Train staff in phonics teaching and to monitor the progress of all pupils. | Children to receive a bespoke phonics curriculum which has a consistent approach. | 2 |
| KS2 staff to adopt the Ashley Booth Reading approach. System to be fully embedded by Summer 2022. | Our children need more than just being listened to read. School which have a consistent approach achieve good results. | 2 |

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

Budgeted cost: £20,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Reading interventions to take place regularly throughout the school day, including breaks. | Higher attainment in reading indicates better life chances.  Reading a wide variety of genres will support vocabulary acquisition. | 2,3 |
| 1:1 pupil progress meeting with teachers and the head teacher & SENDCO. | There is a collected responsibility for PP children’s progress in order to make accelerated progress. Staff will know who they are, their barriers to learning and any strategies needed to meet their educational and emotional needs. | 4 |
| SENDCO and staff to attend all SEN reviews. | Quality time given for SENDCO and class teachers to meet and discuss the needs of the child with parents/carers present. | 4 |
| ELSA support groups to be offered to pupils struggling with mental health | We wish for this to continue as children feel safe and valued during the sessions. Fully training a second member of staff in this area. | 4 |

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

Budgeted cost: £23,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Exciting visits, trips and residential (Y6) will be planned to enhance the curriculum. | Children who are exposed to these have an enhanced knowledge and understanding of the world. When finance isn’t a factor for families, they almost always want their children to experience these. | 1 |
| Peripatetic music teaching – Y3 and Y4 | Children to follow their hobbies and passions without finance being a barrier will be able to foster a love of music raising their self-esteem. | 1 |
| Engaging with families | Using emails, twitter and seesaw to inform parents of their child’s success in school. | 4 |

**Total budgeted cost: £63,020**

# 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.

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| The impact of Covid-19 has affected our data and I wish for this to be taken into consideration. Due to being in lockdown last summer 2020. We have no KS1 SATs data for our Year 3 children so cannot analyse progress using this starting point for this year group.   |  |  |  |  | | --- | --- | --- | --- | | Year Group | Below Target POS | Below | At and Above | | 1 |  |  | 100.00% (1/1) | | 2 |  | 75.00% (6/8) | 25.00% (2/8) | | 3 |  | 33.33% (1/3) | 66.67% (2/3) | | 4 |  | 55.55% (5/9) | 44.44 (4/9) | | 5 |  | 28.57% (2/7) | 71.42% (5/7) | | 6 |  | 66.66% (4/6) | 33.33% (2/6) |   **Pupil Premium Reading Progress Summer 2021**  All children who are Pupil Premium have been identified and are being carefully monitored. PP children in current Y3 and Y5 are receiving intervention support for Reading and phonics. The children who are making below average progress are also SEND.  **Pupil Premium Writing Progress Summer 2021**   |  |  |  |  | | --- | --- | --- | --- | | Year Group | Below Target POS | Below | At and Above | | 1 |  |  | 100.00% (1/1) | | 2 |  | 75.00% (6/8) | 25.00% (2/8) | | 3 |  | 100% (3/3) |  | | 4 |  | 57% (4/7) | 43% (3/7) | | 5 |  | 57% (4/7) | 43% (3/7) | | 6 |  | 50% (3/3) | 50% (3/3) |   Our aim is to target the Reading and phonics as this will then support the writing. Covid – 19 and Lock down has caused the children’s writing to decline. This is due to the lack of teaching and practise the children received.  **Pupil Premium Maths Progress Summer 2021**   |  |  |  |  | | --- | --- | --- | --- | | * Year Group | * Below Target POS | * Below | * At and Above | | 1 |  |  | * 100.00% (1/1) | | 2 |  | 50% (4/4) | 50% (4/4) | | 3 |  | 100% (3/3) |  | | 4 |  | 66% (6/9) | 33% (3/9) | | 5 |  | 57% (4/7) | 43% (3/7) | | 6 |  | 33% (2/6) | 66% (4/6) |   Children are receiving fist class teaching with support from the TA to support prior learning. All teachers are teaching maths mastery and the support of Maths Meetings to boost mental maths concepts. |

## 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*

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| --- | --- |
| Programme | Provider |
| TT Rockstars |  |
| Seesaw |  |
| Rising Stars |  |
| Numbox |  |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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| --- | --- |
| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? |  |
| What was the impact of that spending on service pupil premium eligible pupils? |  |

# Further information (optional)

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| *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.* |