# Pupil premium strategy statement

## 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 | Brady Primary School |
| Number of pupils in school  | 271 |
| Proportion (%) of pupil premium eligible pupils | 11% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-2024 (currently under development) |
| Date this statement was published | September 2021 |
| Date on which it will be reviewed | September 2022 |
| Statement authorised by | Michael Nunn |
| Pupil premium lead | Charlotte Zaayman |
| Governor / Trustee lead | Kerry Galagher |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £ 31,935 |
| Recovery premium funding allocation this academic year | £ 1,945 (Sept 2021- March 2022 |
| 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 | £33,880 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| *You may want to include information on:** *What are your ultimate objectives for your disadvantaged pupils?*
* *How does your current pupil premium strategy plan work towards achieving those objectives?*
* *What are the key principles of your strategy plan?*
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## 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 | Lack of parental engagement in identifying children as PP |
| 2 | Writing- due in part to lockdown, phonics, writing stamina and writing accuracy have been highlighted as weaknesses  |
| 3 | Attendance- to ensure that persistent absence is monitored and family meetings are held when required- current attendance is strong at 96.25% for PPG children.  |
| 4 | Lack of life experiences- many of the children in the school have limited life experiences outside of school. This has an affect on their attainment especially in Writing.  |
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## 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 |
| Ensure that all families that are eligible apply for PPG funding | * Encourage families to identify as PP
* Include the application form (process) as part of all new starters pack
* Send periodic reminders throughout the year to all families to register
* Link to information and sign up process on website PP page
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| Reduce persistent absence in the PPG group so that their attendance is in line with their peers. Provide support to families to improve punctuality. IMPACT: Attendance and punctuality data | * Refer to first day calling whenever a child is off
* Children are tracked with the attendance officer and EWO when required
* Meetings take place with families as and when required to ensure they know the importance of being in school
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| Enrich children’s life experiences and therefore raise their expectations and aspirations by removing financial barriers so that they can fully participate in school life IMPACT: Internal data, engagement (pupil voice) | * Brady Cultural offer is strong to ensure all children get to experience new opportunities
* Cultural offer runs across all year groups and is fair and consistent
* All trips and visits are capped at £10 for the parents to ensure that full access is not prohibited by finance
* Parents have access to additional funding for residential trips
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| PROGRESS:Reduce the gap in progress between pupils eligible for PPG and their non-eligible peers, so that 3 terms data displays comparable progress in each year group IMPACT: National data if available / internal tracking. | * Half termly pupil progress meetings have a focus on PPG children ensuring that their data is tracked and trends are analysed to ensure progress is being made at the same rate or better than their peers
* Interventions are carefully planned to ensure that targeted children are selected
* School led tutoring grant used to support PPG beyond the classroom
* PPG SEND judged against PPG not SEND
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| ATTAINMENT:Ensure that the % of PPG children achieving the expected standard in reading, writing and mathematics is in line with the ‘all pupils’ figure nationally, as measured by the end of Key stage assessments in May. IMPACT: National data |

## 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: £ 3,500

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Curriculum leases and licences | Continuous CPD throughout the year for all staff, across all subject areas as part of HSIS school improvement package has ensured that teacher work hard to deliver high quality first teaching (Teaching over time records, CPD feedback forms, staff spotlights in staff meetings, QA visits, SIP visits, Governor link visits, Cluster meetings) |  |
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £ 25,500

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Curriculum support staff | ‘Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress.’ EEF (Making Best Use of Teaching Assistants, (<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants> )Schools employment of an ELSA will ensure that children take part in, ‘Interventions which focus on improving social interaction’ as these ‘tend to be more successful (+6 months) than those focusing on personal and academic outcomes (+4 months)’ EEF Teaching-Learning Toolkit,(<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning> ) |  |
| Beyond school tutoring  | School led tutoring to be used to target interventions to small groups- EEF suggests that such interventions have +4 months impact. ‘Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school’s pupil premium strategy’ EEF Toolkit (<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition>) |  |

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

Budgeted cost: £ 3,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Curriculum supplies and experiences | EFF Teaching- Leaning Toolkit identifies the positive impact that Arts participation and inspiring events can have (Cultural offer, capping of trip costs, school- school art project) |  |
| ICT learning resources |  |  |
| Attendance award  | Attendance is above national average and on a continued upward trend over the past five years.The winning class attendance is celebrated at the weekly Star of the Week assembly and pupils who achieve 100% attendance have a film afternoon at the end of each term and a gift voucher at the end of the year.  |  |

**Total budgeted cost: £** 32,000

# 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 2020 to 2021 academic year.

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| *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?* Internal school assessments were completed as per our Assessment and Monitoring Cycle, with formative at the end of each half term and Summative at the end of each term. This allowed for us to closely track all children in the school. Pupil progress meetings are then held each half term with one of the focus groups being PPG children. These pupil progress meetings help to form the intervention schedules for each class for the next half term. These interventions are then tracked for impact. This was of course made more difficult during the National lockdowns, however our online learning platform worked effectively along with face to face lessons from each teacher. When asked the question “The school responded effectively during the National lockdowns and moving to remote learning” 90.2% of 102 parents agreed or strongly agreed. No one strongly disagreed. Below is the Remote Learning attendance for January& February 2021

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| Reception (51pupils) | 91.3% |
| Year 1 (30 pupils) | 91.4% |
| Year 2 (30 pupils) | 92.7% |
| Year 3 (30 pupils) | 92.9% |
| Year 4 (30 pupils) | 96.1% |
| Year 5 (27 pupils) | 95% |
| Year 6 (26 pupils) | 99.1% |
| Whole school total | 94% |

The school also applied for, received and distributed all of the free devices that the DFE assigned as well as the SIM cards that offered family free data. The PPG children and their families were prioritised first for all of the devices we received. The end of Year assessments show that the gaps between the PPG children and their peers have either stayed the same or increased slightly, this is of course a concern, but it is a National picture through the periods of the lockdowns. We created as many opportunities for the PP children as everyone else, however for many of them their home circumstances made this impossible to close the gaps. These are now the focus children for this academic year again.The chart below shows the attainment of Year 1 to 6 Pupil premium children against non-pupil premium children

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| --- | --- |
| % at ARE Pupil premium (26) | % at ARE Not pupil premium (142) |
| Sept 2020 | July 2021 | Sept 2020 | July 2021 | Gap Sept 20 | Gap July 21 |
| 36 | 54 | 51 | 69 | -15 | -15 |
| 36 | 46 | 48 | 64 | -12 | -18 |
| 36 | 46 | 48 | 64 | -12 | -18 |

This picture does however look different if you remove the children who are PPG and also SEN as you can see from the cart below.

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| --- | --- |
| % at ARE Pupil premium with SEN (3) | % at ARE Not pupil premium without SEN (21) |
| Sept 2020 | July 2021 | Sept 2020 | July 2021 |
| 0 | 0 | 33 | 70 |
| 0 | 0 | 47 | 60 |
| 0 | 0 | 40 | 55 |

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## 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 |
| Now Press Play | Now Press Play |
| Learning Village | Learning Village |
| Cornerstones Maestro | Cornerstones |
| White Rose Maths | White Rose Maths |
| Literacy Shed | Edshed |
| Spelling Shed | Edshed |
| Oxford Owl | Oxford University Press |
| Target Tracker | Juniper  |

# 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.* |