



New Brancepeth Primary School 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

Detail	Data
School name	New Brancepeth Primary School
Number of pupils in school	104
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22, 2022/23 and 2023/24
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Jayne Gibson
Pupil premium lead	H L Templeton
Governor / Trustee lead	Jayne Gibson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,180
Recovery premium funding allocation this academic year	£3,230
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	£62,410

Part A: Pupil premium strategy plan

Statement of intent

At New Brancepeth Primary School our practice is developed to ensure the individual needs of our pupils are met, including those of our most vulnerable pupils.

As a result all our work, Pupil Premium Funding is allocated based upon our understanding of the needs of the individual pupils, ensuring that they benefit from individualised programmes based on accurate understanding of what support best suits each pupil.

Through this we aim to overcome barriers to learning and accelerate progress so that these pupils achieve similar outcomes to their peers and diminish the difference between those pupil entitled to Pupil Premium and those who are not.

This is even more important currently in light of Covid 19 and the time length of time some children have been away from school. During the lockdown period we worked hard to support our disadvantaged families offering places in school, working with outside agencies and continuing to fund support through our school counsellor and occupational therapy service.

We maintained regular contact with our families through teams meetings and telephone calls on a weekly basis. We offered our children a full programme of teaching via teams on a daily basis. Almost half of our pupils accessed provision in school during the second lockdown period. We have spent time reintegrating our children running a modified curriculum and work on building key basic skills through structured interventions and over teaching. Across the summer term 2021 we delivered the National Tutoring programme to all of our PP children using allocated catch up premium.

As we move into the new academic year we have a clear focus on :

- Accelerating progress
- Closing gaps in learning
- Supporting children's social and emotional skills
- Further developing attendance

Challenges

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

Challenge number	Detail of challenge
1	The impact of Covid 19 lockdowns on children's attainment and progress
2	Gaps in children's learning as a result of lockdowns particularly in relation to basic skills

3	Supporting social, emotional and mental health so children are ready to learn following on from the disruption of Covid 19
4	To widen children's life experiences beyond the local area to impact on their understanding of the curriculum
5	To continue to address attendance in 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
Academic progress and attainment improves	<ul style="list-style-type: none"> Progress measures across school show at least good progress from children's end of summer assessments (2020) At the end of the academic year children are in line with or closer to their predicted end points
Gaps in children's learning close so they are able to access the appropriate academic tasks in line with their historic attainment (pre covid)	<ul style="list-style-type: none"> Attainment is in line with that predicted historically (prior to covid) based on EYFS and KS1 end points. Children's progress accelerates with evidence of good or very good progress in all classes
Children's social, emotional and mental health improves which impacts on improved behaviours for learning.	<ul style="list-style-type: none"> Children report being happy and settled in school Where children have additional SEMH needs the appropriate access to services is sought and accessed to facilitate access to learning Children's behaviour for learning is good in all classes As behaviour for learning improves this impacts positively on outcomes and progress across the curriculum
Attendance is in line with that nationally	<ul style="list-style-type: none"> Persistence absence is below that nationally Attendance across school is in line with national picture Non attendance is challenged within clear timescales and appropriate support in place.

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: £32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Class sizes reduced to reflect the needs of children within cohorts and percentage of FSM children within these. Clear focus on keeping children up with the curriculum and the use of meta-cognition strategies.</p>	<ul style="list-style-type: none"> • Allows for more teacher contact time • Focused 1:1 and small group feedback <p>Use of assessment for learning to clearly target teaching to children's next steps and gaps in skills and knowledge. Interventions delivered to keep up by class teachers so children access same day interventions.</p> <p><i>Reducing class sizes EEF 28th August 2018</i></p>	<p>All Children</p>
<p>CPD identified for teaching assistants in relation to specific interventions</p>	<ul style="list-style-type: none"> • Professional Development to support knowledge of strategies to support children 1:1 and in small groups <p>Ta's support the delivery of 1:1 interventions e.g. 1:1 reading, precision teaching and maths basic skills.</p> <p><i>Teaching Assistant Guidance EEF 13th November 2018</i></p>	<p>All Children</p>
<p>Release time for staff in relation to curriculum and evidence based research to support high quality teaching for all children</p>	<ul style="list-style-type: none"> • Professional Development both external and inhouse to support the quality of teaching • Time for collaboration and support across school and our Federation • Support for Early Career Teachers <p>Release times allow staff to develop expertise in their year group curriculum and subject area so they can provide specific support and development to colleagues impacting on improved outcomes for children across the curriculum through a high quality curriculum.</p> <p><i>EEF Guide to pupil premium</i></p>	<p>All Children</p>

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

Budgeted cost: £21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Release time for teaching staff to provide targeted interventions across an afternoon to promote catch up to keep up	Targeted academic support via: <ul style="list-style-type: none"> • Same day interventions • One to One Support • Small Group Tuition <p><i>Research has shown (John Hattie and Sutton Trust toolkit) that small group interventions are successful in prompting pupil progress.</i></p> <p><i>EEF Pupil Guide to Pupil Premium</i></p>	All Children
Teaching Assistant support is identified to allow the provision of targeted interventions in terms of 1:1/small group reading, HFW together with a range of social skills and physical interventions.	Targeted academic support via: <ul style="list-style-type: none"> • Same day interventions • One to One Support • Small Group Tuition <p><i>Research has shown (John Hattie and Sutton Trust toolkit) that small group interventions are successful in prompting pupil progress.</i></p> <p><i>EEF Pupil Guide to Pupil Premium</i></p>	All Children
School Led Funding Support 0.5 teacher for 22 weeks	Targeted academic support focused on basic skills via: <ul style="list-style-type: none"> • One to One Support • Small Group Tuition <p><i>Research has shown (John Hattie and Sutton Trust toolkit) that small group interventions are successful in prompting pupil progress.</i></p> <p><i>EEF Pupil Guide to Pupil Premium</i></p>	All PP Children 54 Children
Subscriptions to online learning platforms extended to support interventions and homework particularly in English and math Maths Shed, Bug Club	Technology is used to supplement other teaching, rather than replace more traditional approaches. It is used to support home work and consolidation of in class teaching.	All Children

Reading, Purple Mash, TTRS	<i>Digital Technology Teaching and learning Toolkit October 2018</i>	
Booster classes for identified children in year 2 and year 6 to accelerate progress following Autumn term data and to commence across the Spring term	<p>Targeted academic support focused on basic skills via:</p> <ul style="list-style-type: none"> • Small Group Tuition <p><i>Research has shown (John Hattie and Sutton Trust toolkit) that small group interventions are successful in prompting pupil progress.</i></p> <p><i>EEF Pupil Guide to Pupil Premium</i></p>	Year 2 and Year 6 Children (33 children)

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

Budgeted cost: £11,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
To support children's ability to calm and regulate so they are ready to learn through targeted counselling and wellbeing services	<p>While most pupils in most lessons are well-behaved, we recognise that behaviour can have a lasting impact on the outcomes of the pupils in the class. As a highly inclusive school we aim to support all of our children to achieve to their full potential.</p> <p><i>EEF Improving behaviour in school 7th June 2019</i></p> <p><i>EEF Social and emotional learning 4th February 2019</i></p>	20 children across the academic year through access to counselling and wellbeing.
<p>To provide additional support to parents to remove barriers to children's attendance in relation to mental health and wellbeing the following :</p> <ul style="list-style-type: none"> • Personal invites to events – in person or by phone calls home. Resource packs provided to those unable to attend in person. • Children to be actively encouraged and invited to undertake extracurricular activities out of school hours. Any clubs that occur over the 	<p>We are committed as a school to supporting our parents to engage in their child's education as research has shown this has a positive impact on outcomes for children.</p> <p><i>EEF working with parents to support Children's learning 7th December 2018</i></p> <p><i>EEF Improving behaviour in school 7th June 2019</i></p>	All PP children

<p>year to monitor attendance and proportion of PP children attending.</p> <ul style="list-style-type: none"> • Monitored involvement of PP children in school roles and responsibilities. • Subsidise any paid for extra-curricular activities and trips • Support with the purchase of uniform and PE Kits for individual children as the need arises to support families with financial concerns 	<p><i>EEF Social and emotional learning 4th February 2019</i></p>	
<p>To provide all children with breakfast or snack in school to support readiness to learn</p>	<p><i>EEF statement: re-publication of the evaluation of school breakfast clubs 13th December 2019</i></p>	<p>All PP Children</p>
<p>Member of staff to target attendance daily when no phone call is received to notify school and monitor attendance weekly and ½ termly sending out appropriate letters in relation to children’s levels of attendance and organising meetings with parents, producing action plans and updating referrals to one point as necessary.</p> <p>Persistent absence to be supported through breakfast club places, where applicable, to encourage attendance daily and improved monitoring.</p>	<p><i>Gov.uk 2016 - Central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated – pupils need to attend school regularly to benefit from their education.</i></p> <p><i>EEF working with parents to support Children’s learning 7th December 2018</i></p>	<p>All Children</p>
<p>To provide additional staff time to track attendance using CPOMS software and liaise with Counsellor in relation to specific families</p>	<p><i>EEF working with parents to support Children’s learning 7th December 2018</i></p>	<p>All Children</p>

Total budgeted cost: £ 64,400 (overspend to be met from core budget)

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.

Summer Summary

There is no numerical data this academic year due to Covid 19 and the cancellation of all statutory assessments.

In school assessments have shown that although a large proportion of children are working within their year group they are not secure in these expectations.

- Writing attainment is the weakest area of attainment in school currently
- Word reading is stronger than comprehension
- There are specific gaps in maths which are cohort dependent linked to coverage of curriculum due to remote teaching, pod closures and individual self-isolation. Common themes are fractions, multiplication and division.

Children all returned to school and we used the term to:

- Complete assessments.
- Identify gaps in children's learning.
- Continue to support families with remote learning when classes closed or individual self-isolation was in place.
- Children continued to access counselling sessions
- We continued to support vulnerable families through wider work with services and our counselling and wellbeing service in relation to attendance and a return to school

Catch Up

All tablets continue to be used for daily support in class and support catch up accessing online platforms.

National tutoring programme was in place for all children across school. This had a positive impact on children's confidence and self esteem but did not have a significant impact on attainment and progress.

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
None	

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?	None
What was the impact of that spending on service pupil premium eligible pupils?	None