

# Pupil Premium Strategy Statement

## Brickhouse Primary School

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
School	Brickhouse Primary School
Number of Children in School	214
Percentage of eligible Pupil Premium Children	45.7%
Academic Years covered by our Pupil Premium Strategy Plan	2021-22 to 2024-25
Date of Publication	November 2024
Review Date	October 2025
Pupil Premium Lead	Mr. P. Newby - Headteacher
Governor Lead	Mrs. K. Williamson - Chair of Governors

### Funding Overview

Detail	Amount
Pupil Premium Funding Allocation 2024-25	£132,420
Pupil Premium Funding carried forward from 2023-24	£0
<b>Total budget for this academic year</b>	<b>£132,420</b>

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

Our intention is that all children, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged children to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable children, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged children require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged children in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged children' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for children whose education has been worst affected, including non-disadvantaged children.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help children excel. To ensure they are effective we will:

- ensure disadvantaged children are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged children' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge Number	Detail of Challenge
------------------	---------------------

1	<p>Assessments, observations and discussions with children indicate underdeveloped oral language, vocabulary gaps and low reading and inference skills among many disadvantaged children.</p> <p>These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged children than their peers.</p>
2	<p>Assessments, observations and discussions with children suggest disadvantaged children generally have greater difficulties with phonics than their peers.</p> <p>This negatively impacts their development as readers.</p>
3	<p>Assessments indicate that mathematics attainment among disadvantaged children is significantly below that of non-disadvantaged children.</p> <p>On entry to Reception class in the last three years, between 70-80% of our disadvantaged children arrive below age-related expectations compared to 55-65% of other children. This gap remains steady to the end of KS2.</p>
4	<p>Assessments and observations indicate that the education and wellbeing of many of our disadvantaged children has been impacted by the disruption of the last few years, to a greater extent than for other children. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps, leading to children falling further behind age-related expectations, especially in writing and maths, and particularly at KS 1.</p>
5	<p>Assessments, observations and discussions with children and families have identified social and emotional issues for many children, especially with regard to socialisation and the impact of bereavement during the pandemic and a lack of enrichment opportunities due to the disruption of the last few years. These challenges particularly affect disadvantaged children, including their attainment.</p> <p>Teacher referrals for support have markedly increased during and since the pandemic. 65 children (51 of whom are disadvantaged) currently require additional support with social and emotional needs, with 33 (28 of whom are disadvantaged) receiving small group interventions.</p>
6	<p>Our attendance data over the last three years indicates that attendance among disadvantaged children has been between 2 - 3% lower than for non-disadvantaged children.</p> <p>25 - 30% of disadvantaged children have been 'persistently absent' compared to 15 - 20% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged children's progress.</p>

## Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current Pupil Premium Strategy Plan** in 2024-25, and how we will measure whether they have been achieved.

Intended Outcome	Success Criteria
Improved oral language skills, vocabulary and reading and inference skills among disadvantaged children.	Assessments and observations indicate significantly improved oral language and vocabulary skills among disadvantaged children, which support improved reading and inference skills.  This is evident when triangulated with other sources of evidence, including engagement in lessons, work scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged children.	KS2 reading outcomes in 2024-25 show that more than 60% of disadvantaged children met the expected standard.
Improved writing attainment among disadvantaged children.	KS2 writing outcomes in 2024-25 show that more than 70% of disadvantaged children met the expected standard.
Improved maths attainment for disadvantaged children at the end of KS2.	KS2 maths outcomes in 2024-25 show that more than 70% of disadvantaged children met the expected standard.
Achieve and sustain improved wellbeing for all children in our school, particularly our disadvantaged children.	Sustained high levels of wellbeing from 2024-25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, child and parent surveys and teacher observations</li> <li>• high quality support provided for children who suffer/suffered bereavement during and since the pandemic</li> <li>• a significant improvement in child's social interactions, which is evidenced by a reduction of behaviour incidents over time.</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged children</li> </ul>
Achieve and sustain improved attendance for all children, particularly our disadvantaged children.	Sustained high attendance from 2024-25 demonstrated by: <ul style="list-style-type: none"> <li>• the overall absence rate for all children being no more than 4%, and the attendance gap between disadvantaged children and their non-disadvantaged peers being reduced by 1.5%.</li> <li>• the percentage of all children who are persistently absent being below 15% and the figure among disadvantaged children being no more than 5% lower than their peers.</li> </ul>

## 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: **£60,000**

Activity	Evidence that supports this approach	Challenge Number(s) addressed
<p>Purchase of standardised diagnostic assessments, particularly for Year 3 to 6.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition/">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/teaching-assistant-interventions/">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2, 3, 4
<p>Embedding dialogic activities across the school curriculum.</p> <p>These can support children to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/oral-language-interventions/">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 4
<p>Purchase of EEF recommend mathematics scheme to develop effective delivery of mathematical concepts</p> <p><b>(Maths Mastery – Ark Curriculum)</b></p>	<p>The focus is on improving the quality of teaching. Excellent maths teaching requires good content knowledge, but this is not sufficient. Excellent teachers also know the ways in which pupils learn mathematics and the difficulties they are likely to encounter, and how mathematics can be most effectively taught.</p>	2, 4

	<p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/Mathematics-in-Key-Stages-2-and-3-EEF">Mathematics in Key Stages 2 and 3   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will support teachers to embed key elements of guidance in school and to access appropriate resources and CPD</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/61221/mathematics-guidance-key-stages-1-and-2-covers-years-1-to-6.pdf">Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/Mathematics-in-Key-Stages-2-and-3-EEF">Mathematics in Key Stages 2 and 3   EEF (educationendowmentfoundation.org.uk)</a></p>	3, 4
<p>Improve the quality of social and emotional learning.</p> <p>All approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://www.educationendowmentfoundation.org.uk/EEF-Social-and-Emotional-Learning-pdf">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/social-and-emotional-learning-EEF">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	5, 4

## Targeted Academic Support (for example, Tutoring, One-to-One Support Structured Interventions)

Budgeted cost: **£37,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide funding for a LSP to deliver a group language intervention in Nursery and Reception	Oral language interventions can have a positive impact on children's language skills. Approaches that focus on speaking,	1, 4

to support disadvantaged children who have relatively low spoken language skills. <b>(NELI, TalkBoost, Wellcomm)</b>	listening and a combination of the two show positive impacts on attainment: <a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	
Provide funding for a LSP to deliver a group intervention to improve early writing skills for disadvantaged children who have relatively low writing skills. <b>(SEWP – Sandwell Early Writing Intervention)</b>	Writing interventions can have a positive impact on children’ skills. Approaches that focus on reading into show positive impacts on attainment: <a href="https://educationendowmentfoundation.org.uk">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 4
Purchase of a programme to phonic and reading and comprehension strategies for disadvantaged children who have relatively low phonic and reading skills. <b>(FFT Lightening Squad &amp; FFT Reciprocal Reading)</b>	Reading interventions can have a positive impact on children’ reading and interference skills. Approaches that focus on phonics and reading comprehension strategies in a combination of the two show positive impacts on attainment: <a href="https://educationendowmentfoundation.org.uk">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://educationendowmentfoundation.org.uk">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 4
Additional phonics sessions targeted at disadvantaged children who require further phonics support. <b>(FFT Lightening Squad, FFT Reciprocal Reading, Sound Discovery, Precision Teaching, Code X)</b>	Phonics approaches have a strong evidence base indicating a positive impact on children, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="https://educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a>	2, 4

## Wider Strategies (for example, Related to Attendance, Behaviour, Wellbeing)

Budgeted cost: **£35,420**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional training for the Pastoral Team to support children with their well-being, particularly with regard to bereavement and self-regulation,</p> <p>This will involve training and release time for staff to develop and implement new interventions and create or purchase appropriate resources.</p>	<p>These interventions target social and emotional learning and seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/Social-and-emotional-learning-EEF">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/Social-and-emotional-learning-EEF">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	5, 4
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and funding of external Attendance Officer to support Attendance Lead in improving whole school attendance through letters, daily home visits, parental meetings and support to prosecute.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><a href="https://www.gov.uk/improving-school-attendance-support-for-schools-and-local-authorities">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a></p>	6
<p>Contingency fund for acute issues.</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>	All

**Total budgeted cost: £132,420**



## **Part B: Review of the previous academic year**

### **Outcomes for disadvantaged pupils**

This details the impact that our pupil premium activity had on children in 2023-24

#### **Success of the 2023-24 Plan**

We have analysed the performance of our school's disadvantaged pupils during the 2023-24 academic year using Key Stage 1 and 2 performance data, phonics checks results and our own internal assessments.

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 level

#### **Attendance**

Disadvantaged overall has remained the same. Ever 6 FSM has improved on the previous year, as has FSM. Children in receipt of EYPP have improved their attendance the most. Overall this remains below national and needs to be an area of focus.

#### **EYFS (14 children)**

Our disadvantaged children were broadly in line with national with 71% achieving GLD. This was also well above our non-disadvantaged children where only 45% achieved GLD.

#### **Year 1 Phonics (9 pupils)**

Our disadvantaged children were broadly in line with national with 78% achieving the expected standard. This was also well above our non-disadvantaged children where only 62% achieved GLD.

#### **Multiplication Check (8 pupils)**

Our disadvantaged children were broadly in line with national average mark with our average being 19 and the national average being 20.6. This was also above our non-disadvantaged children mark with their average being 17.9

#### **KS2 (13 pupils)**

**RWM Combined** - Our disadvantaged children were well below national with 31% achieving RWM Combined. This was also well below our non-disadvantaged children where 47% achieved RWM Combined.

**Reading** - Our disadvantaged children were below national with 62% achieving the expected standard in reading. This was also below our non-disadvantaged children where 71% achieved the expected standard in reading.

**Maths** - Our disadvantaged children were well below national with 46% achieving the expected standard in maths. This was also below our non-disadvantaged children where 53% achieved the expected standard in maths.

**Writing** - Our disadvantaged children were well below national with 46% achieving the expected standard in writing. This was also below our non-disadvantaged children where 59% achieved the expected standard in writing.

**GPS** - Our disadvantaged children were well below national with 46% achieving the expected standard in reading. This was also well below our non-disadvantaged children where 77% achieved the expected standard in reading.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has now narrowed in the EYFS and KS 1 and in most cases they are now outperforming their peers. This however is not the case in KS2, where outcomes at the end of KS2 were well below national for the cohort, as well as for disadvantaged. This is a priority for next year.

These results mean that we are on course to achieve some of the outcomes that we set out to achieve by 2024-25, as stated in the Intended Outcomes section above.

## **Other**

Engagement with the National Tutoring Programme has been very successful however. The Tutoring with the Lightning Squad tutoring has seen the disadvantaged make as much progress over time as the non-disadvantaged, despite their differing starting points. This therefore is supportive of the disadvantaged closing the gap on their peers and therefore is a programme that school will continue to invest in.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly high. The impact on disadvantaged pupils has been particularly acute. We used pupil premium funding to provide wellbeing support for all children, and targeted interventions where required.

We are building on that approach with the activities detailed in this plan, and particularly with our Year 3 and 6 classes, where we are placing additional support to

develop effective learning behaviours, for the disadvantaged children in that class, which is then adversely affecting their learning.

Partnerships with families, particularly those with additional needs, has strengthened.

Breakfast club has helped to settle some pupils at the start of the day.

Greater involvement in clubs and school visits has broadened the experience and opportunity for disadvantaged pupils.

### **Development Points for 2024-25 Onwards**

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.

- Improve attainment, with a specific focus on KS2 outcomes
- Embed the curriculum so that it is fully inclusive
- Target to improve attendance to 95% for disadvantaged group
- Support for SEMH and Behaviour ensures that children are able to access the curriculum
- Engagement of families and support for wider experiences

## **Externally Provided Programmes**

<b>Programme</b>	<b>Provider</b>
Tutoring with the Lightning Squad	Fisher Family Trust
TT Rockstars	Maths Circle
Testbase	Double Struck
Jigsaw	Jan Lever Group
Mastery Mathematics	Ark Curriculum

## Further Information

### Additional Activity

Our Pupil Premium Strategy will be supplemented by additional activity that is not being funded by Pupil Premium or Recovery Premium. This will include:

- embedding more effective practice around feedback. [Feedback | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk) demonstrates this has significant benefits for children, particularly disadvantaged children.
- utilising [Senior Mental Health Lead Training - GOV.UK \(www.gov.uk\)](https://www.gov.uk) the training we have completed is now supporting us:
  - to develop our understanding of our children's needs
  - to support children's well-being in a variety of areas, but especially bereavement and self-regulation
  - to develop an even more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged children will be encouraged and supported to participate.

### Planning, Implementation and Evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We triangulated evidence from multiple sources of data including assessments, engagement in class work scrutiny, conversations with parents, children and teachers in order to identify the challenges faced by disadvantaged children.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged children.

We used the [Putting Evidence to Work - A School's Guide to Implementation | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for children.