



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 | Brunswick School |
| Number of pupils in school | 127 |
| Proportion (%) of pupil premium eligible pupils | 23.6 |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/22 to 2024/25 |
| Date this statement was published | October 2022 |
| Date on which it will be reviewed | July 2023 |
| Statement authorised by | Sam Waugh Headteacher |
| Pupil premium leads | Sam Waugh & Amanda Henderson (Assistant Headteacher) |
| Governor lead | Jan Osborne |

Funding overview

| Detail | Amount |
|--|----------------|
| Pupil premium funding allocation this academic year | £41,500 |
| Recovery premium funding allocation this academic year | £2,592 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £44,092 |

Part A: Pupil premium strategy plan

Statement of intent

As an infant school, we believe that a clear focus on the development of the whole child and well-being alongside personal, social, health and economic education provides the building blocks on which all children learn and thrive.

Our intention is that all pupils, irrespective of the challenges that they face outside of school, make good progress and are successful; that they are happy, healthy and enjoy school and develop a love of learning.

We will consider the challenges faced by vulnerable children, such as those with a social worker or those requiring additional support due to family difficulties but who do not meet the social work threshold. The activity we outline is also intended to support their needs, regardless of whether they are disadvantaged or not.

High quality teaching for all children has the greatest impact on attainment and is key in closing the attainment gap between disadvantaged and non-disadvantaged children. This is fundamental to our approach and focus. Our approach is also driven by our School Development Plan.

Our approach identifies common challenges but also treats each child as an individual. Staff are adept at identifying need at the earliest point, targeting support and are clear how we can all have an impact on achievement.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Baseline assessments, observations and discussions with family indicate low communication and language skills among many disadvantaged pupils. |
| 2 | Assessments, observations and discussions with children and families suggest disadvantaged pupils have greater difficulties with phonics and lack practise at home. This negatively impacts their development as readers and love of reading. |
| 3 | Assessments, observations and discussions with families indicate education and well-being of many dis-advantaged pupils has been impacted by the pandemic (school closures and less opportunities to access settings prior to school i.e. playgroup/nursery). This has resulted in knowledge gaps and children falling further behind age-related expectations. |

| | |
|---|---|
| 4 | Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 0.53-3.49% lower than for non-disadvantaged pupils. |
| 5 | <p>Assessments and observations indicate writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>On entry to Reception last year, 78% of our non-disadvantaged arrive below age-related expectations compared to 70% of our disadvantaged pupils. The progress made by non-disadvantaged resulted in 29% remaining below at exit as opposed to 59% of disadvantaged pupils.</p> |

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 |
|--|--|
| Improved communication and language skills among disadvantaged children | <p>Assessments and observations indicate improved communication and language among disadvantaged pupils.</p> <p>This should be triangulated with other evidence such as quality of interactions, engagement in lessons and ongoing formative assessment.</p> |
| Improved phonics and reading attainment at KS1 amongst disadvantaged pupils | <p>Phonics outcomes in 2024/25 show that at least 71% of disadvantaged pupils passed the screening.</p> <p>Reading attainment in 2024/24 shows 62% of disadvantaged pupils met the expected standard</p> <p>Pupil voice indicates more children read at home and enjoy reading</p> |
| To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged children | <p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> Assessments, observations and student and parent feedback indicates a significant improvement, particularly among disadvantaged children Children are happy, confident and able to make friends and resolve problems. |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | <p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> The overall absence rate for all pupils being no more that 4.5%, and the attendance gap between disadvantaged children and their non-disadvantaged peers being reduced by 0.5% The percentage of pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 2% higher than peers. |

| | |
|--|---|
| Improve writing attainment for disadvantaged pupils at the end of KS1. | KS1 writing outcomes in 2023/24 show more than 60% met the expected standard. |
|--|---|

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: £ 24,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Embed the newly purchased DFE validated Systematic Synthetic Phonics Programme 'Unlocking Letters & Sounds' | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF | 2, 5 |
| In-school deliberate practice, coaching and monitoring to ensure quality as well as fidelity to the phonics scheme | High-quality in school training from the phonics provider followed by in-school support and coaching to improve children's progress. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1102800/Reading_framework_teaching_the_foundations_of_literacy_-_Sept_22.pdf | 2 |
| In-school deliberate practise, coaching and monitoring to ensure the quality of the teaching of writing. | The teacher should provide appropriate support that models the process of writing which is gradually reduced over time so the child is ultimately capable of completing the activity independently https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf?v=1666721028 | 5 |
| Purchase of a spelling scheme and in-school practise and coaching to ensure teaching of spelling is improved and embedded in writing | Spelling should be explicitly taught. Teaching could focus on spellings that are relevant to the topic or genre being studied. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf?v=1666721028 | 5 |
| Further purchase of phonetically decodable books | Decodable books enable children to practise at home and at school. They enable children to feel successful and speed up the time required to gain sufficient accuracy needed to read a wide range of children's literature. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1102800/Reading_framework_teaching_the_foundations_of_literacy_-_Sept_22.pdf | 2 |

| | | |
|---|---|---------|
| | 02800/Reading framework teaching the foundations of literacy - Sept 22.pdf | |
| Use of our Guardian Angel Support and deployment of a HLTA trained ELSA (Emotional Literacy Support Assistant) | 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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) | 3, 4, 5 |
| Engage in high quality CPD via membership of the Prince's Teaching Institute (PTI). Two middle leaders to access CPD via Cumbria's Inspiring Leaders and National Qualification for Early Years Leadership | Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development The difference between the effect of poor teaching and that of highly effective teaching is just under half a year's extra progress for most students. Those from disadvantaged backgrounds are particularly affected: they stand to benefit even more than their classmates from effective teaching, but are similarly more sensitive to poor teaching. This underscores the need to raise the quality of teaching. https://tdtrust.org/leading-cpd/why-is-cpd-so-important/ | 1, 4, 5 |

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

Budgeted cost: £ 8,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Embed the use of Early Talk Boost to improve communication and language development | 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: Oral language interventions Toolkit Strand Education Endowment Foundation EEF Research shows that early language skills, in particular vocabulary, are a key indicator of academic success(Treffers-Dallerand Milton,2013).Without core skills in speech, language and communication young children will not be ready to start school, to make friends and to develop their self-esteem (Snowling et al, 2001).We also know that children from | 1, 5 |

| | | |
|---|--|------|
| | <p>disadvantaged backgrounds are over twice as likely to have poor speech, language and communication skills as those from non-disadvantaged backgrounds(Dockrell et al, 2012).</p> <p>https://speechandlanguage.org.uk/media/4297/early-talk-boost-evaluation2015.pdf</p> | |
| <p>Engaging with the National Tutoring Programme to provide school-led tutoring and an Academic Mentor for pupils. A significant proportion of those who receive tutoring will be disadvantaged, including those with high prior attainment</p> | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | 2, 5 |

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

Budgeted cost: £ 12,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Monitor the impact of the changes made to the behaviour policy</p> | <p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> | 3 |
| <p>Continue to develop the educational experiences across the curriculum and the use of forest school visits</p> | <p>Evaluation suggests forest schools impacts on children's: confidence, social skills, communication, motivation, social skills, physical skills and knowledge and understanding.</p> <p>https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</p> | 1, 3, 5 |
| <p>School will provide a social work student a work based placement for 70 days</p> | <p>The school pupils benefit from having the opportunity to work in small groups or on a one to one basis around issues, which have caused them distress</p> <p>file:///C:/Users/samw/Downloads/372-Article%20Text-404-1-10-20150218.pdf</p> | 3, 4 |

Total budgeted cost: £ 44,500

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 2021 to 2022 academic year.

The academic year 2021 to 2022 saw the return of children to school for a full year. Prioritisation of well-being alongside basic skills for all children was a pragmatic approach given the significant gaps in education and skills children had following the pandemic and breaks in education.

Children returned to school having missed significant opportunities to socialise and access educational or pre-school settings during periods of lockdown and social restrictions. Children's mental health and well-being remained a priority. The Leuven scale was used in school to record well-being amongst all children as this was considered vital to ensure pupils were ready and able to learn. The school worked in partnership with Branch Out to provide a series of Forest School visits for all pupils in Key Stage 1. This had a significant impact on the well-being and confidence children displayed as well as providing a real and relevant context for learning and to build knowledge and skills.

Through the National Tutoring Programme (NTP) the school was able to employ an Academic Mentor (part time in the Summer Term) which helped to address some gaps in learning that remained in Year 2 and a phonics boost for those disadvantaged children that required that input.

With a focus on reading, basic skills and well-being our analysis of the academic outcomes at the end of Key Stage 1 were that attainment and progress was impacted due to the disruption of COVID-19 resulting in gaps in learning.

Phonics results for disadvantaged children in Year 1 was 50% and for non-disadvantaged children 68.75%.

Attendance remained a challenge due to COVID-19 and because less mixing had occurred we saw an increase in common childhood illnesses such as scarlet fever, chicken pox and norovirus. Attendance at the end of 2021/22 was 90.22 for disadvantaged and 92.93 for non-disadvantaged.

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 |
|------------------|-----------------|
| Spelling Shed | EdShed |
| KAPOW | Kapow Primary |
| | |

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? | n/a |
| What was the impact of that spending on service pupil premium eligible pupils? | n/a |

Further information (optional)

The headteacher is utilising a DfE grant to train as senior mental health lead so that practice can continue to be developed.