



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	Brunswick School
Number of pupils in school	129
Proportion (%) of pupil premium eligible pupils	15.5
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	December 2021
Date on which it will be reviewed	July 2022
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	£26,900
Recovery premium funding allocation this academic year	£1,620
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£28,520

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 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 resulting in knowledge gaps (school closures and less opportunities to access settings prior to school i.e. playgroup/nursery).

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.
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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.

Intended outcome	Success criteria
Improved communication and language skills among disadvantaged children	Assessments and observations indicate improved communication and language among disadvantaged pupils. This should be triangulated with other evidence such as quality of interactions, engagement in lessons and ongoing formative assessment.
Improved phonics and reading attainment at KS1 amongst disadvantaged pupils	Phonics outcomes in 2024/25 show that at least 71% of disadvantaged pupils passed the screening. Reading attainment in 2024/24 shows 62% of disadvantaged pupils met the expected standard Pupil voice indicates more children read at home and enjoy reading
To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged children	Sustained high levels of wellbeing from 2024/25 demonstrated by: <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.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • The overall absence rate for all pupils being no more than 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.

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: £ 17,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DFE validated Systematic Synthetic Phonics Programme	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
Purchase of phonics training and in-school deliberate practice and coaching	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
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
Engage with the CCC Educational Psychologist to train a member of support staff to be an 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
Engage in high quality CPD via membership of the Prince's Teaching Institute (PTI). Two middle leaders to access CPD via	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	1, 4

Cumbria's Inspiring Leaders and National Qualification for Early Years Leadership	<p>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.</p> <p>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.</p> <p>https://tdtrust.org/leading-cpd/why-is-cpd-so-important/</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 4,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve communication and language	<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: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>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 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>	1
Engaging with the National Tutoring Programme to provide school-led tutoring and an Academic Mentor for pupils. A significant proportion of	<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: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p>	2

those who receive tutoring will be disadvantaged, including those with high prior attainment	Small group tuition Toolkit Strand Education Endowment Foundation EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 6,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff review of our behaviour policy	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	3
Embedding educational experiences across the curriculum including forest school visits	Evaluation suggests forest schools impacts on children's: confidence, social skills, communication, motivation, social skills, physical skills and knowledge and understanding. https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/	1,3
School will provide a social work student a work based placement for 70 days	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 file:///C:/Users/samw/Downloads/372-Article%20Text-404-1-10-20150218.pdf	3,4

Total budgeted cost: £ 28,800

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.

The academic year 2020 to 2021 was significantly impacted by COVID-19. Children returned to school having missed significant opportunities to socialise and access educational or pre-school settings during periods of lockdown and social restrictions.

Well-being, readiness to learn and reading was prioritised alongside the priority learning areas identified in other curriculum areas following the pandemic.

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.

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

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

