



Brentry Primary School - Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Brentry Primary
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers	2023/24
Date this statement was published	November 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Geraint Clarke, Head Teacher
Pupil premium lead	Claire Ransom, Deputy Head Teacher
Governor / Trustee lead	Chris Pullin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88 755
Recovery premium funding allocation this academic year	£9 307
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	£ 98 062

Part A: Pupil premium strategy plan

Statement of intent

The Government introduced the Pupil Premium (PP) Grant in April 2011. This grant, which is additional to main school funding, is seen by the government as the best way to address the current underlying inequalities between children eligible for free school meals (FSM), Looked After Children and their peers, by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

At Brentry Primary School, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve well across all subject areas. We use Pupil Premium funding to support disadvantaged pupils to reach these goals by supplementing high quality teaching with strategies to help these pupils overcome what additional challenges may exist. We use a combination of research based evidence, knowledge of our own school context, diagnostic assessment and individual pupil needs to help guide our spending.

Our strategy is also integral to wider school plans for education recovery, for pupils whose education has been worst affected by the pandemic, including non-disadvantaged pupils.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Challenges

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

Challenge number	Detail of challenge
1	Poor basic skills, including number, communication and language skills – exacerbated by the lockdowns
2	Social, emotional and mental health needs – exacerbated by the lockdowns
3	1/3 of disadvantaged pupils have special educational needs or disabilities
4	Attendance is below that of non-PP pupils. This was narrowing, but the pandemic has seen the gap grow again.
5	Wellbeing – PP pupils often don't have the same opportunities or levels of care as non-PP peers
6	There can be a lack of educational support, interest and aspiration at home

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
Children make expected or better progress in reading, writing and maths.	Differences seen on entry are diminished over time. The gap in outcomes between PP and non-PP peers reduces.
Children are able to build and maintain relationships with peers, to talk about feelings and resolve disputes sensibly. Behaviour is conducive to learning.	Children retain more friendships and have less fall-outs. Children need less support in class time to resolve friendship issues. Timeouts/exclusions reduced
Children with additional needs are given high quality, individualised support.	Provision for SEN/D pupils is fully in line with new Code of Practice. SEN/D PP pupils make the same rate of progress as their non-pp peers
The attendance of PP children improves	Reduction in the number of persistent absentees among pupils eligible for PP. The gap in attendance % between PP and non-PP peers reduces.
Opportunities for enrichment supported/provided. Welfare issues are addressed in partnership with families and other agencies as necessary	PP pupils involved in enrichment opportunities. Targeted PP pupils supported with wrap around care. Fewer welfare issues are recorded for PP pupils
Children are supported with their learning and talk with enthusiasm about their academic future. Children want to be in school.	Targeted pupils are supported by a known adult. PP pupils talk openly and positively about their education and ambitions

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: £ 8 000

Activity	Success Criteria	Challenge number(s) addressed
Purchase of a Synthetic Phonics Programme (SPP) to secure stronger phonics teaching for all pupils.	Programme purchased, resourced and in place	1, 3
Train key staff in implementation of new SPP and provide general CPD focused on early reading	SPP embedded across the school. Phonics delivery improved. Outcomes for PP in check improve	1, 3
Introduce regular, timetabled assessment of phonics attainment and track progress from Reception to Year 3	All appropriate classes undertaking assessments at consistent points. Data is analysed and shows progress at expected levels	1, 3
Daniel Sobel training provided and strategies introduced in each classroom	25 – 30% of PP children receiving personalised, targeted support from class teachers, focused on core subjects & soft data	1, 4, 5, 6
Undertake training around disadvantaged pupils which provides practical ideas as to how to make a difference	New ideas are identified, considered and introduced, immediately or in the future	All

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

Budgeted cost: £ 53 000

Activity	Success Criteria	Challenge number(s) addressed
Phonics Intervention Teacher (0.3) – Accelerate progress of PP pupils in R/KS1 with phonics	PP pupils outscore national peers and match non-PP peers in check	1, 3
Numbers Count Teacher (0.3) – Accelerate progress of PP pupils in KS1 with maths	Performance of PP pupils in KS1 compared to national in maths improves	1, 3
Teacher employed to run maths and English focused small group tutoring	Pre & post assessments shows tutoring has impact, and accelerates progress	1, 3
TAs to run interventions – Free Write, Socially Speaking, Talk Boost, Fresh Start, Time2Talk	Pre & post assessments show interventions have impact	1, 3
Reading volunteers in each class – Accelerate progress of PP pupils with reading and improve engagement	PP pupils reading outcomes match that of non-PP peers	1, 3
Homework Club set up for targeted PP children - to support with additional learning	Attendance high and homework completion by PP children improves	1, 6
Booster & revision programme organised and resourced for Year 6 PP pupils	Y6 PP pupils feel prepared for assessments and approach them with confidence	1, 3
Deputy Head tasked as PP Leader and given funded time to oversee/facilitate completion of the tasks in PP Strategy	Strategy is communicated to relevant stakeholders. Actions are facilitated and monitored closely. Impact is evaluated and changes made as required. Individual monitoring flags where additional support is most needed and allows evaluation of individual and whole school practice	All

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

Budgeted cost: £ 38 000

Activity	Success Criteria	Challenge number(s) addressed
Additional SENDCo time funded to improve provision for pupils with SEND	SENDCo ensures Code of Practice followed fully. Regular monitoring of ILP work happens. Pupils given the additional support they need. Outside agencies involved as required. Top-Up applications successful. Lunch Club reduces playground incidents	1, 2, 3, 6
Head Teacher targeted at improving attendance for PP children – raising profile of the issue, compiling & sharing data, liaising with parents & outside agencies and widening accountability	Teachers involved in tracking attendance of PP pupils and helping to support improvement Attendance gap for PP pupils closes. Less PP pupils are persistent absentees	4, 5
Subsidies provided for residential camps and class trips	All PP pupils attend class trips and Year 4 & 6 camps. A high number attend the French Trip	2, 5
Music tuition and instrument hire provided for PP pupils	A large number of PP pupils participate in guitar or violin lessons	2, 5, 6
Free wrap around care offered for PP children.	A large and consistent number of PP pupils attend, especially those targeted	2, 4, 5

Total budgeted cost: £ 99 000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details some of the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Key Stage 2 – End of Year 6	<i>All Pupils Brenty</i>	<i>All Pupils Na- tional</i>	<i>PP Pupils Brenty</i>	<i>PP Pupils Na- tional</i>
% achieving expected standard or above in reading, writing and maths	52	59	40	44
% achieving expected standard or above in reading	83	73	60	60
% achieving expected standard or above in writing	59	72	40	58
% achieving expected standard or above in maths	72	73	50	59
Key Stage 1 – End of Year 2	<i>All Pupils Brenty</i>	<i>All Pupils Na- tional</i>	<i>PP Pupils Brenty</i>	<i>PP Pupils Na- tional</i>
% achieving expected standard or above in reading	78	68	33	54
% achieving expected standard or above in writing	70	60	44	44
% achieving expected standard or above in maths	74	70	44	56
% achieving expected standard in Phonics Screening – Year 1	67	79	63	67
<p>Of the 10 PP children in the Year 6 cohort, 4 had significant SEND needs. 3 had significant Child Protection/Home issues and 1 had just arrived in the country and had very limited English.</p> <p>Of the 9 PP children in the Year 2 cohort, 4 had significant SEND needs. Despite this, the PP groups in both Key Stages were generally only just below their national PP peers. Usually, we are above national PP peers.</p>				

Pupil Premium spending is not simply about academic performance. It is also targeted at improving the wellbeing of disadvantaged pupils. As you can see from the allocation of money, we deliberately focus a significant proportion on wellbeing. It is more difficult to measure the impact of such spending, but we think it is a vital part of our expenditure:

- 16 PP pupils took the opportunity to learn to play a musical instrument
- 8 PP pupils came with us on the Year 4 residential camp
- 13 PP pupils were fully involved in the Year 6 camp
- 14 PP pupils came on the trip to France in December 2022
- Breakfast Club grew in size considerably, and we had 15 - 20 PP pupils using it daily.
- Whilst the gap in attendance between PP children and their peers widened, PP pupil attendance remained ahead Bristol PP peers.
- Volunteer Readers work with PP pupils individually on a weekly basis