



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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 | Brierley C of E Primary |
| Number of pupils in school | 205 |
| Proportion (%) of pupil premium eligible pupils | 27% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2024-2025 to 2026-2027 |
| Date this statement was published | September 24 |
| Date on which it will be reviewed | December 24 |
| Statement authorised by | Sam Benson |
| Pupil premium lead | Sharon Gough |
| Governor / Trustee lead | Mrs D Cartwright |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £80,440 |
| Recovery premium funding allocation this academic year | £3,444 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year Additional costs subsidised from school budget. | £83,884 |

Part A: Pupil premium strategy plan

Statement of intent

In order to meet the Government's requirements for Pupil Premium children and the spending of the grant, Brierley CE Primary School will ensure that provision is made which secures 'quality first teaching' and learning opportunities that meet the needs of all pupils. Our first priority will be to improve pupils' handwriting and presentation so there is a consistent approach across school. Remaining priorities will then be focused around:

- Increasing attainment in spelling
- Assessment of writing and foundation subjects
- Reviewing the curriculum
- Promotion of Oracy
- Supporting ECTs
- Personal development

Providing support to facilitate effective school engagement from both children and their parents / carers including higher attendance rates; Establishing a range of opportunities both in and out of school for disadvantaged pupils to access. In addition, we offer high challenge to ensure that pupils reach their full potential.

As part of the additional provision for pupils who are vulnerable to possible underachievement, Brierley CE Primary will ensure that the needs of lower achieving pupils are adequately assessed and addressed so no child is left behind.

In making provision for children who are falling behind, we recognise that not all children who qualify for Pupil Premium Funding will be disadvantaged. We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. The Governors reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils identified as being vulnerable or falling behind. The range of provision includes; Facilitating pupils' access to education through and a rich and varied curriculum which motivates and excites learning; Additional teaching and learning opportunities; Alternative support and interventions which meets individuals specific needs and is delivered by well trained staff; Additional learning resources to ensure all children are able to access 'Quality First Teaching';

Many of our pupils in receipt of the Pupil Premium Funding face barriers to reach their full potential. At Brierley CE Primary we are determined to provide the necessary support and guidance for these children to overcome such barriers, particularly in their first years at school.

The success criteria for the Pupil Premium Strategy is for :

- Early intervention and support for children who are falling behind and an expectation that all pupils will reach or exceed their full potential.
- A high percentage of children identified will meet their individual targets.
- Effective parental pupil support.
- An effective system for identifying, assessing and monitoring pupils.
- A consistent and equitable whole school approach.
- A positive school atmosphere where pupils' differences are recognised and valued as full members of the school community; developing confident and independent learners.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Our attendance data over the last 3 years indicates that attendance and punctuality among disadvantaged pupils has been between 9% lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism and low punctuality is negatively impacting disadvantaged pupils' progress. |
| 2 | Assessments, observations, and discussions with pupils suggest some disadvantaged pupils generally have lower motivation and readiness to learn. |
| 3. | Some disadvantaged children begin their learning journey with a lower vocabulary which means they often find learning to read harder than other non-disadvantaged children. |
| 4. | Our baseline assessments and observations of the current FS2 cohort show that 83% of disadvantaged pupils are well below expectations for personal, social and emotional development. |
| 5. | There is limited engagement from some parents of disadvantaged children, which means these children do not get the same level of support and encouragement as non-disadvantaged children. |
| 6. | Some disadvantaged children do not have the same access to opportunities to widen their cultural education outside of school as non-disadvantaged children. |
| 7. | Some disadvantaged children have lower self-esteem than non-disadvantaged children and present social & emotional difficulties including medical, behavioural and mental health issues. |

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 |
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| 1. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | <p>Gaps identified for children who are not phonics ready and intervention in place.</p> <p>Intervention & catch up sessions in phonics planned, delivered, resourced and evaluated effectively to ensure maximum impact</p> <p>Children in line or above with school policy and Read Write Inc expectations for each term.</p> <p>Lesson observations show teaching and learning in phonics is at least good.</p> <p>All pupil Premium children to achieve pass in PST unless specific identified special need.</p> |
| 2. Increased motivation and engagement of disadvantaged children in their learning and wider curriculum. | <p>Increased number of disadvantaged children who attend visits, workshops, extra-curricular activities and clubs.</p> <p>Increased number of disadvantaged children taking positions of responsibility in school. For example school councillor, worship ambassador, playground leaders, reading buddy etc.</p> <p>Engagement in opportunities for fundraising and our school's commitment to courageous advocacy</p> |
| 3. Disadvantaged children in KS2 make progress in line with non-disadvantaged children | <p>End of year assessments show that disadvantaged children in KS2 have been supported to achieve age related expectations or higher by the end of each school year and end of KS2 assessments.</p> |
| 4. Improved communication and language of disadvantaged children early in EYFS | <p>Disadvantaged children with gaps in their vocabulary will be identified immediately and intervention put into place.</p> <p>Following this, Intervention & catch up sessions in phonics planned, delivered, resourced and evaluated effectively so that they begin their learning journey in reading in line with non-disadvantaged children.</p> |
| 5. Disadvantaged children have the same level of personal and social development as non-disadvantaged children. | <p>At the end of FS2, all disadvantaged children in will achieve Age Related Expectations. Therefore, they will be able to express the same level of personal</p> |

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| | and social development as non-disadvantaged children. For instance they will share, take turns, identify and control emotions, use manners, show kindness to each other and be helpful, show respect to staff and each other, know and adhere to behaviour rules. |
| 6. Increased engagement of parents/carers of disadvantaged children. | Disadvantaged children will have improved attainment in spelling, reading, times tables and all curriculum learning that is reinforced and can be practiced at home. |
| 7. Disadvantaged children will have equal access to life enhancing cultural opportunities | Disadvantaged children will have had opportunities to visit museums, galleries, theatres, farms, wildlife parks and botanical gardens. They will also have the opportunity to go on a residential visit at the end of year 6 where they will prepare food and take part in physical challenges |
| 8. All disadvantaged children will have had support to feel they make a successful contribution to our school community | Disadvantaged children will have appropriate support to raise their self-esteem, manage emotional and social difficulties by regulating their emotions and manage their behaviour. |

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: £ 71400.54

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------------------------------|---|-------------------------------|
| Professional Development: | <p>EEF Priority 1:</p> <p>Through individual meetings, monitoring, performance management and whole staff meetings, SLT to maintain development of staff using the four mechanisms recommended by the EEF to develop high quality teaching: Build knowledge, motivate staff, develop teaching techniques, embed practice</p> <p><i>High quality teaching improves pupil outcomes and effective professional development offers a crucial tool to develop teaching quality and subsequently enhance children's outcomes in the classroom. (EEF)</i></p> | 1, 2, 3, 4, 5, 6, 7, 8 |

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| | https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development | |
| CPD | <p>EEF Priority 1:</p> <p>All staff receive and request training throughout the year and disseminate their learning to other staff members within school.</p> <p><i>Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending. (EEF)</i></p> <p>https://educationendowmentfoundation.org.uk/news/new-pupil-premium-support-resource-for-schools</p> | 1, 2, 3, 4, 5, |
| Mentoring | <p>EEF Evidence Priority 1:</p> <p>Mentoring will ensure ECTs feel more supported, with EEF reporting that in recent studies, the confidence, knowledge and pedagogical skills of mentees had increased.</p> <p><i>A common form of support for teacher professional development is mentoring and/or coaching, particularly for early career teachers. Schools should carefully consider the mechanisms, for example, whether they are going to be adopting a mentoring or coaching approach. (EEF)</i></p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/mentoring-for-early-career-chemistry-teachers?utm_source=/projects-and-evaluation/projects/mentoring-for-early-career-chemistry-teachers&utm_medium=search&utm_campaign=site_search&search_term=mentoring</p> <p>Subject leader mentoring</p> <p>As a school we have found that mentoring by a subject leader can greatly enhance a teacher's subject and pedagogical knowledge. Therefore disadvantaged children in their classes then experience high quality teaching.</p> | 1, 2, 3, 4, 5, |
| Recruitment | <p>EEF Evidence Priority 1:</p> <p>We have a strong culture of wellbeing in our school and have adapted our policies and procedures to match the evidence within the DFE workload reduction toolkit.</p> <p><i>Schools can motivate teachers to enter the profession by ensuring that careers in teaching are attractive, sustainable and rewarding. Managing workload and supporting the delivery of effective professional development are key to retaining great teachers. (EEF)</i></p> <p>https://www.gov.uk/guidance/school-workload-reduction-toolkit</p> | 1, 2, 3, 4, 5, 6, 7, 8, |
| Technology | <p>EEF Evidence Priority 1:</p> <p>As a school we use a range of different technologies in the classroom to enhance and enrich opportunities for</p> | 1, 2, 3, 4, 5, 6, 7, 8 |

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| | <p>our disadvantaged children to learn. Children will each have access to a fully functioning laptop and is taught how to use different programmes effectively throughout the curriculum.</p> <p><i>The question is no longer whether technology should have a place in the classroom, but how technology can most effectively be integrated in ways which achieve improved outcomes for young people. (EEF)</i></p> <p>https://educationendowmentfoundation.org.uk/news/new-eef-guidance-report-published-using-digital-technology-to-improve-learning?utm_source=/news/new-eef-guidance-report-published-using-digital-technology-to-improve-learning&utm_medium=search&utm_campaign=site_search&search_term=technology</p> | |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £9500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Language, Literacy and Numeracy</p> <p>KS1</p> <p>Vocabulary interventions in FS2</p> <p>Phonics interventions in FS2</p> <p>Vocabulary interventions in Year 1</p> <p>Phonics and reading interventions in Year 1</p> <p>Phonics and reading interventions in Year 2</p> <p>Numeracy interventions in FS2</p> <p>Numeracy interventions in Year 1</p> <p>Numeracy interventions in Year 2</p> | <p>EEF Priority 2: Targeted academic support</p> <p>We have found that language, literacy and numeracy interventions are vital for those disadvantaged children who do not receive support or encouragement to develop language or a love of reading outside of school.</p> <p><i>Language and literacy provide us with the building blocks not just for academic success, but for fulfilling careers and rewarding lives. (EEF)</i></p> <p><i>Evidence on Language and literacy from EEF</i></p> <p>https://educationendowmentfoundation.org.uk/</p> <p><i>Evidence on Numeracy from EEF</i></p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/mathematics</p> | 1, 2, 3, 4, 5, |

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| <p><u>KS2</u></p> <p>Phonics, reading interventions and Fresh Start interventions in Year 3</p> <p>Phonics, reading interventions and Fresh Start interventions in Year 4</p> <p>Phonics, reading interventions and Fresh Start interventions in Year 5</p> <p>Phonics, reading interventions and Fresh Start interventions in Year 6</p> <p>MTC interventions in Year 4</p> <p>1:1 boosting in Year 6</p> | | |
| <p>Targeted academic support for SEND</p> <p>TA for supporting pupils' social, emotional and behavioural needs in FS2</p> <p>TA for supporting pupils' social, emotional and behavioural needs in Year 1 and 2</p> <p>TA for supporting pupils' social, emotional and behavioural needs in Year 5</p> | <p>EEF Priority 2:</p> <p>Our disadvantaged children with SEND benefit greatly from TA's who provide targeted academic or SEMH support throughout the day.</p> <p><i>Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. (EEF)</i></p> <p>Evidence from the EEF: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> | <p>1, 2, 3, 4, 5, 6, 7, 8</p> |
| <p>Teaching Assistants</p> <p>One Teaching Assistant to support the learning of disadvantaged children in class and deliver interventions within each year group</p> | <p>EEF Priority 2:</p> <p>Our Teaching Assistants ensure that disadvantaged children can access the activities given to them by their teacher and complete them with appropriate support. They also ensure that any gaps or misconceptions can be rectified as soon as possible by delivering interventions. This means that each disadvantaged child does not have to overcome gaps in their learning as well as embrace new learning during each lesson.</p> <p><i>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. (EEF)</i></p> <p>Evidence from EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> | <p>1, 2, 3, 4, 5, 6, 8</p> |

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| | evidence/teaching-learning-toolkit/teaching-assistant-interventions | |
| Tutoring Teacher and Head Teacher support for disadvantaged children in after school tutoring for Year 6 children in preparation for their end of KS2 assessments. Music tuition (guitar) in KS2 | EEF Priority 2: 2023 KS2 results showed that one to one tuition of disadvantaged children in Year 6 greatly improved their performance and attainment. <i>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. (EEF)</i> Evidence from EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition | 1, 2, 3, 8, |
| Peer tutoring Disadvantaged children have opportunities to set up and run lunchtime clubs in Year 6. These are sports, book clubs, drama and maths clubs. | EEF Priority 2: Disadvantaged children have opportunities to set up and run lunchtime clubs in Year 6. These are sports, book clubs, drama and maths clubs. Disadvantaged children in lower year groups then participate and learn from the older children. <i>Peer tutoring approaches have been shown to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress within one academic year. (EEF)</i> Evidence from EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring | 1, 3, 4, 6, 8 |

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

Budgeted cost: £ 3819.60

| Activity | Evidence that supports this approach | Challenge number |
|------------------------------|--------------------------------------|------------------------|
| Specific Teaching Assistants | EEF Priority 3: | 1, 2, 3, 4, 5, 6, 7, 8 |

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| for Wider Strategies | <p>We have found that some disadvantaged children are best supported by specific Teaching Assistants who can encourage, motivate, regulate and help manage behaviours.</p> <p>We currently have a TA for social, emotional and behavioural needs in Year FS2, Year 1 and Year 2</p> <p><i>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. (EEF)</i></p> <p><i>Evidence from EEF</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>-</p> | |
| Parent Liaison Advisor Our PSA works to - | <p>EEF Priority 3:</p> <p>Our PSA has improved attendance and punctuality Promoted expectations & value of attendance to parents, carers and pupils. Developed incentives for improved and high attendance for individuals and class groups. Collaborated closely with EWO, providing communication and support to parents Supported low-attending disadvantaged children with social, emotional, communication, mental health and well-being needs</p> <p><i>Parental engagement in children's learning and the quality of the home learning environment are associated with improved academic outcomes at all ages.</i></p> <p><i>The evidence suggests that three areas are particularly worth focusing on:</i></p> <ul style="list-style-type: none"> - supporting parents to have high academic expectations for their children - developing and maintaining communication with parents about school activities and schoolwork - promoting the development of reading habits.(EEF) <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/understanding-the-use-of-attendance-family-liaison-officers-as-a-school-level-strategy-to-improve-attendance?utm_source=/projects-and-evaluation/projects/understanding-the-use-of-attendance-family-liaison-officers-as-a-school-level-strategy-to-improve-attendance&utm_medium=search&utm_campaign=site_search&search_term=attendance</p> | 1, 2, 3, 4, 5, 6, 7, 8 |
| Arts and Sports participation | <p>EEF Priority 3:</p> <p>We have found disadvantaged children have taken leading and participatory roles in events such as sports events, concerts and residential trips. We have learned the attendance and motivation of disadvantaged children during the time leading up to these events also improved dramatically.</p> <p><i>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</i></p> <p><i>Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.(EEF)</i></p> | 1, 2, 3, 4, 6, 7, 8 |

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| | <p>Evidence from the EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> | |
| Breakfast Club | <p>EEF Priority 3: Breakfast club is available for disadvantaged children from 8:00am. They may have cereals, fruits and toast while they choose activities to take part in.</p> <p><i>Year 2 children in breakfast club schools made the equivalent of two months' additional progress compared to Year 2 children in the business as usual control group. (EEF)</i></p> <p>Evidence from the EEF https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</p> | 1, 2, 3, 4, 5, 6, 7, 8 |

Pupil Premium Coordinator: £5896.40 (One morning per week).

The Pupil Premium Coordinator ensures that all disadvantaged children receive the support they are entitled to receive from the PP budget as outlined in this document.

Total budgeted cost: £83,884

Additional costs subsidised by school 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 2023 to 2024 academic year.

Outcomes:

1. All Pupil Premium children will meet national expectations for attendance / persistent absence

All staff have engaged with a new attendance programme designed to increase the attendance of all disadvantaged and non-disadvantaged children. The PSA leads on attendance to ensure all children are encouraged to attend school to receive recognition and reward. PSA announces to children attendance figures and prize winners weekly.

Attendance data of disadvantaged children in this current year is 94%, at the end of the 2023/2024 academic year it was 91% and before the initiative it was 90%

2. Increased motivation and engagement of disadvantaged children in their learning and wider curriculum.

Pupil adaptation profiles were drawn up ready for September 2024 so teachers and teaching assistants are now able to know what motivates each child in their care. New roles for children in school include subject and worship ambassadors.

3. Disadvantaged children in KS2 make progress in line with non-disadvantaged children

Pupil premium recovery funding continues to be paid; the funding goes directly to help children with intervention particularly in upper KS2 and phonics in reception and year 1

4. Improved communication and language of disadvantaged children early in EYFS

The Year 1 teaching team have recently secured 96% in phonics testing due to utter diligence and high expectations of the children in their care. This is a result of 2 SEND children unable to access the test. There will be a new full-time teacher in FS2 from September who will be supported by the Y1 team.

5. Disadvantaged children have the same level of personal and social development as non- disadvantaged children.

Current assessments are underway in September 2024, but all evidence from the previous academic year tells us that there was an improvement in this area of development for each disadvantaged throughout school. Furthermore, the personal

and social development of each disadvantaged child in KS1 and KS2 was monitored through Life skills lessons alongside one to one intervention and group work.

6. Increased engagement of parents/carers of disadvantaged children.

Our PSA is working with the parents of most disadvantaged children, particularly those who need support at home. Results suggest engagement has improved in line with their attendance. Whole school approaches to engage the wider community have also helped engage parents further, for example the Harvest festival, Christmas productions and fayres throughout the year. However individual class teachers have also engaged parents of disadvantaged children further with telephone calls home and inviting parents into school to encourage reading etc.

7. Disadvantaged children will have equal access to life enhancing cultural opportunities

School has made great improvements to the experience of pupil premium children by increasing regular sporting events, ensuring each child visits to the theatre, tuition in a musical instrument in year 4, and engagement in the enterprise scheme to name a few. Our Brierley pledge also enhances each child's experience of our school and the pupil premium children benefit greatly from it.

8. All disadvantaged children will have had support to feel they make a successful contribution to our school community

With priority given to the experience of disadvantaged children at Brierley, teachers create opportunities for their classes to 'stand up for what is right' through our courageous advocacy strategy. Disadvantaged children therefore get to have their opinions acted upon, for example they may choose to raise funds for refugees or reduce loneliness amongst our elderly community by visiting day centres or our reading

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 |
|--------------------------------------|---------------------------|
| Read, Write Inc Phonics | Ruth Miskin |
| Kinetic Letters – Handwriting scheme | Kinetic Letters |
| Superhero Spelling | XXXXXXXXXXXX |
| Mastering Number | South Yorkshire Maths Hub |

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|-------------------------------------|-----------------------------|
| How to Support SEN in the Classroom | Barnsley Inclusion Services |
| Sustainable Maths | South Yorkshire Maths Hub |

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? | Children had access to key workers for well-being check-ins. They had TA intervention as and when required to meet specific needs as they arose. |
| What was the impact of that spending on service pupil premium eligible pupils? | Children made expected progress and are achieving ARE in all areas of learning. |