



Pupil premium strategy statement 2023-2024

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	Brinscall St John's CE/Methodist Primary School
Number of pupils in school	197
Proportion (%) of pupil premium eligible pupils	7.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023; 2023-2024; 2024-2025
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Linda Clayton, Headteacher
Pupil premium lead	Linda Clayton, Headteacher
Governor / Trustee lead	Mr A Holding, Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 37,025
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£ 37,025

Part A: Pupil premium strategy plan

Statement of intent

Shine with the light of Jesus – Matthew 5:14-16. You are the light of the world.

Within our school family, everyone is valued and encouraged to flourish. We encourage everyone to let their light shine in all aspects of their life, following the example of Jesus Christ.

We hope for each member of our school family to understand how much they are loved by Jesus, so we can each flourish, and shine His light out into the world around us by the way that we live.

At Brinscall St John's we aim to ensure the best outcomes for all of our pupils, regardless of their family background or individual circumstances. In line with our Mission and Vision Statement above, we appreciate that the Pupil Premium funding is in school to enable us to provide disadvantaged children with additional support as needed. It is our aim to ensure that disadvantaged children are given the same opportunities as their non-disadvantaged peers, given their individual starting points.

We will continue to ensure that quality first teaching is at the heart of our daily provision, and that all of our pupils are accessing high quality learning opportunities daily. We also recognise that some of our pupils are vulnerable, and may not have the same level of support at home. We do our best to identify these children and provide them with the additional nurture and support to help them.

Our strategy is also internal to wider school plans for education recovery following the COVID-19 pandemic, notably for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach is to respond to challenges, and individual needs, identified within both our assessments within school, and also our excellent family relationships, in order to endeavour to ensure that all children know that they are encouraged to flourish, and that we have a good understanding of their family backgrounds and potential barriers to learning.

School Context

Brinscall St John's is situated in the rural village of Brinscall (which is located 5 miles from Chorley and 7 miles from Blackburn) in the county of Lancashire and Diocese of Blackburn. Our school is averaged sized with an admission number of 30.

The vast majority of children are of White British heritage and the proportion of pupils identified as disadvantaged, and therefore supported by the pupil premium, is below the national average. In addition to the 7.6% of pupils who are eligible for Pupil Premium, 14% of pupils are identified as SEND, which includes 2% who have an Educational Health and Care Plan.

Key Principles

To ensure that our approach is effective, we:

- Ensure that teaching and learning opportunities meet the needs of all the pupils.
- Ensure disadvantaged pupils are challenged in the work that they are provided with, given their individual starting points.
- Recognise that in making provision for socially disadvantaged pupils, not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are social disadvantaged are registered nor do they qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving pupil premium will be in receipt of interventions at one time.

Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils within our school, including ensuring that there is a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- For disadvantaged pupils in school to achieve, and in some cases exceed, nationally expected progress rates in order to achieve national expectations at the end of Key Stage 2.
- To ensure that all disadvantaged pupils have access to the enriched curriculum provided by school.
- To ensure disadvantaged pupils are challenged in the work that they are set.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils suggest that maths attainment for disadvantaged pupils is generally significantly below that of non-disadvantaged pupils. This gap remains at the end of KS2.
2	There is a small, group of pupils in receipt of PP who are not making expected progress despite interventions, particularly in maths and writing.
3	Observations and discussions with pupils and families have identified increasing social and emotional issues for many pupils. These challenges affect disadvantaged pupils, including their engagement and attitude towards school.
4	Our assessments, observations and discussions with pupils and families indicate that many of our disadvantaged pupils continue to be affected by the impact of the partial school closures during the COVID-19 pandemic. This has resulted in significant knowledge gaps leading to pupils' gaps in attainment, especially in writing in maths, being further behind age-related expectations.

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
To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions.	Increase the progress for a key group of pupils in receipt of pupil premium in reading, writing and maths in line with their identified baseline.
To ensure all pupils in receipt of pupil premium, including those with SEND, make expected progress from their starting points	<p>KS2 reading outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.</p> <p>KS2 writing outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.</p> <p>KS2 maths outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.</p>
To provide additional support for children's reading development; provide 1-1 interventions for targeted children; support phonetical development (particularly in KS2) and address staff training needs.	Improve reading attainment among disadvantaged pupils.
To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are ready for learning.	<p>Children's well-being needs are met and supported to ensure they are attending school regularly, have support with identified well-being needs and are able to access high quality teaching and targeted interventions where needed to support them in making progress.</p> <p>Attendance target 97%</p>
Some pupils who qualify for Pupil Premium funding also have specific SEND needs and an increasing number of children require specific interventions.	<p>External specialist intervention, support and analysis of needs undertaken to provide specific targets and ongoing identification of needs. Effective use of PIVATs to further identify and celebrate smaller steps of progress for some children.</p> <p>Increase the progress of pupils in receipt of pupil premium who are also on Individualised Learning Plans (currently 10 children in reading, writing or maths so that they make at least expected progress by the</p>

	end of the year, and in some cases accelerated.
To monitor the progress made by pupils in receipt of Pupil Premium funding, given their individual starting points	<p>Class teachers are more alert to the children in their class who are in receipt of Pupil Premium funding, so that they, and the class Teaching Assistant (TA) and all additional adults used to support the learning of pupils e.g. Supporting Staff (the term SS is used to identify all adults used as learning assistants and support for pupils e.g HLTA) , can ensure that these pupils receive the intervention they need in order to make progress. Individual starting points will be identified and progress will be monitored from these</p> <p>Progress is shared with HT during termly progress meetings.</p>
To monitor the quality of provision in class for pupils with Pupil Premium funding.	<p>Class teachers/SS to discuss the impact of the work/interventions planned, and identify any gaps that need extra attention. Early identification and support of additional needs through the provision of Learning Plans and the impact of these targets monitored/evaluated at progress meetings.</p>
To oversee the provision of the wider curriculum to pupils in receipt of Pupil Premium funding.	<p>Pupils in receipt of Pupil Premium funding will have the opportunity to experience clubs/music/sports that they may not have the opportunity to experience without these funds being available.</p>

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: within the total of: **£37,025**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Individual training for nurture</i>	Nurture and wellbeing support training. ELSA Staff training for Mental Health and Wellbeing Needs. Training for attachment.	1, 2, 3, 4
<i>HLTA timetabled to provide additional provision to meet children's needs daily.</i>	<p>Timetabling to support children's absences/catch-up/additional phonics groups/reading support and children's entry to school: HLTA 8:45-12 am daily in Reception class Autumn 2023 on entry.</p> <p>Timetabling to support children's absences/catch-up/additional phonics groups/reading support /catch-up: HLTA 8:45-12 am .</p> <p>Timetabling to support children's absences/catch-up/additional phonics groups/reading support /catch-up: HLTA 9-12 am daily in Year during the Summer Term 2024.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</p>	1,2,3,4
<i>Staff training</i>	Pivats, intervention, maths, reading, writing, gps and phonics.	1, 4
<i>Inventions: identified by class room teachers and carried out by CT, TA, SS on regular basis.</i>	<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/small groups: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support https://endowmenteducationfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1, 2, 4
<i>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Fund teacher release time to train and embed key elements of guidance in</i>	<p>First class teaching. Staff meetings, updated policies.</p> <p>Release time for staff.</p> <p>Staff training to deliver quality support (TAs from Years 4,5 and 6; HLTA in Year 3).</p>	1, 2, 4

<i>school and to access Maths Hub resources and CPD (including ongoing teaching for mastery training)</i>		
<i>Additional phonics/updates for all</i>	Use of phonics tracker programme to more accurately identify gaps in learning (especially due to covid absences) for pupils in EYFS, KS1 and children who did not achieve the PSC at the end of Year 1 or Year 2. Targeted phonics interventions have been found to be more effective when delivered as additional daily sessions: https://endowmenteducationfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,2,4
<i>Enhanced understanding within the school team to identify and support pupils who are disadvantaged.</i>	Staff meetings, updates.	1,2,3,4.

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

Budgeted cost: within the total of: **£37,025**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Individual and small group support for nurture/emotional well-being</i>	The EEF Toolkit and Nurture Groups (nurtureuk.org) Support for emotional wellbeing and behavioural needs. 3 x ½ days timetabled weekly (linked to ELSA programme)/pastoral 3. Wider strategies EEF (educationendowmentfoundation.org.uk)	1,3
<i>Staff training – phonics. Staff training – whole school approach to reading/reading intervention (1-1) training/support</i>	Effectiveness of small group/interventions/1-1 for children who are PP and also SEND. 1-1 and small group support. SEN support: A rapid evidence assessment (publishing.service.gov.uk) Includes phonics catch-up programmes at least 1 x 1hr TA 3 x weekly; 1-1 20 minute targeted intervention support 5 x 1 hour sessions weekly. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1,2,4
<i>Inventions: identified by class room teachers and carried out by CT, TA on regular basis.</i>	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:	1,2,3,4

	2. Targeted academic support EEF (educationendowmentfoundation.org.uk)	
<p><i>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</i></p> <p><i>Fund teacher release time to train and embed key elements of guidance in school and to access Maths Hub resources and CPD (including ongoing teaching for mastery training)</i></p>	<p>First class, quality first teaching – through Abacus Hub training.</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>North North West Maths Hub (nnwmathshub.org.uk)</p>	1,2,4
<p><i>Specialist literacy teacher provides weekly support and testing/target setting to support the focus of intervention to close gaps;</i></p> <p><i>Specialist support teacher provides targeted support for behaviour/needs.</i></p>	<p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p>	1,2,4

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

Budgeted cost: Budgeted cost: within the total of: **£37,025**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Support to enhance pupil wider opportunities through contributions to music lessons/costs for additional clubs and uniform</i></p>	<p>Using pupil premium EEF (educationendowmentfoundation.org.uk)</p> <p>Using pupil premium EEF (educationendowmentfoundation.org.uk)</p>	3
<p><i>Residential trips and visits</i></p>	<p>Using pupil premium EEF (educationendowmentfoundation.org.uk)</p>	3

Total budgeted cost: £ 37,025 – costs exceed allocation and will be sourced through the 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 2021 to 2022 academic year.

Our internal assessments during 2021/22 indicate that the performance of some of our children, including disadvantaged, was lower than hoped. The outcomes we aimed to achieve in our previous strategy by the end of 2021/22 were not fully realised.

Impact of 2022-2023 Pupil Premium Strategy

Intended Outcome 1:

There continues to be a small group of pupils in receipt of PP which are not making the expected progress despite intervention, and gaps in learning.

And

Intended Outcome 4:

Some pupils who qualify for Pupil Premium funding also have specific SEND needs and an increasing number of children require specific interventions.

Impact:

Progress in 22/23 data for all disadvantage groups across school:

15 (Aut 23) Children identified within school as Disadvantaged through FSM/Ever6/PP+.

Reading: 71% of children in receipt of pupil premium are making at least expected progress in line with their starting points.

Writing: 62% of children in receipt of pupil premium are making at least expected progress in line with their starting points.

Maths: 57% of children in receipt of pupil premium are making at least expected progress in line with their starting points.

The gap is continuing to widen between non Pupil Premium and Pupil Premium Pupils.

Attainment for all disadvantaged groups across school:

Reading: 48% of children in receipt of pupil premium are achieving at least in line with age related expectations.

Writing: 52% of children in receipt of pupil premium are achieving at least in line with age related expectations.

Maths: 36% of children in receipt of pupil premium are achieving at least in line with age related expectations.

Next steps:

To continue to improve the outcomes for pupils in receipt of pupil premium so that they are at least in line with those of peers in school across the curriculum, as per the long term plan. These outcomes will continue to be part of the focus for the Pupil Premium Strategy for 23/24 to ensure that all pupils in receipt of pupil premium funding achieve highly.

Intended Outcome 2:

Reduced of parental impact with regards to home learning and tasks to be completed at home, such as home reading and homework. Review of homework systems and procedures in place and on-going.

Impact:

Homework policy reviewed and new online resources purchased to enable more children to be able to access home learning. Further engagement needed in respect of the quality of homework being re-turned. Homework policy has reduced the variety of work sent home and opportunities given to return work either digitally through the seesaw/email facility or paper versions. Digital methods purchased including EdShed with varied outcomes. This is also supported with Reading Eggs interventions linked to identified needs for some pupils.

Next steps:

Continue to monitor the use of the online resources also to evaluate impact, pupil and parent voice.

Intended Outcome 3:

Issues with social, emotional and mental health – there has been a marked rise in parents coming into school and looking for help and support for pupils who are starting to struggle with their emotions.

Impact:

There is a good take-up of pupils of the opportunities provided by the school. Well-being needs are identified using a range of strategies and provision in place to support the well-being and mental health needs within school through My Happy Mind with referrals to Children and Families Wellbeing/MASH team as needs are identified for further support.. Additional nurture and emotional literacy support sessions in place for a wider range of children.

Next steps:

An increasingly high number of our children are accessing these resources/need for support. This will remain a key priority on the Pupil Premium strategy 2023-2024 in order to support Outcomes 1 and 4.