

Brill School Pupil premium strategy statement 2023 - 2024

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
Brill C of E School	
Number of pupils in school	201
Proportion (%) of pupil premium eligible pupils	11 out of approx. 201
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Adjust to need termly & whole school strategic review annually
Date this statement was published	September 2023
Date on which it will be reviewed	April 2024 and June 2024
Statement authorised by	L. White
Pupil premium lead	Claire Busby
Governor / Trustee lead	Rebecca Field

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 20,700 and Recovery Premium funding allocation of £2000
Recovery premium funding allocation this academic year	£ £2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	Zero carried forwards
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	£ 20,700 and Recovery Premium funding allocation of £2000

Part A: Pupil premium strategy plan

Statement of intent Staff

All school staff will receive CPD to support the implementation of this strategy

Governors

Challenges

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

Research has found that disadvantaged pupils have been worst affected by partial school closures and that the attainment gap has grown as a result of national lockdowns. The economic impact of Covid-19 has also led to higher numbers of pupils qualifying for pupil premium. It is therefore more important than ever that school strategies focus on support for disadvantaged pupils. (EEF)

The specific support of these pupils through this pupil premium strategy will enable them to make at least expected progress from their starting point, engage with the wider life of the school and enable their parents/ carers to feel more part of the school community

Schools implementation guide for PP strategy (EEF)

<https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/a-schools-guide-to-implementation/Professional-Development-Summary.pdf>

Impact of COVID on learners (EEF)

<https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/school-closures-rapid-evidence-assessment>

Challenges

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

Challenge number	Detail of challenge
1	Less experiential, and communication skills (vocab and thinking)
2	Learning enrichment - to develop joy and confidence in learning (real whole school context e.g. trips, forest school, leadership roles e.g. Eco school)
3	Parental anxiety & ability to cope emotionally and medically, set boundaries / thrive with happy relationships
4	Boosting attainment through in staff tutoring across the school
5	Supporting Ukrainian families and looked after children to welcome them into our community- EAL & emotional/behavioural
6	Emotional and mental wellbeing, resilience and growth mindset
8	Pupil engagement in wider curriculum (clubs, sports, music, trips)
9	Family bereavement
10	Young carers and support groups

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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Pupils to be making expected or better progress from their last formally assessed starting point (EYFS, KS1 SATs)	All PP pupils will meet their target set in September Termly assessments will track progress and identify areas of need Pupils will be supported through at least weekly small group tutoring session (TA and Teacher), with areas of need identified by teacher Chomp and Chat to develop their oracy and social skills
Parents to feel part of the school community, to develop partnerships with staff; attend performances and special events e.g. Showcase days, information evenings, ACE parent group, collective worship	Parents communicate their needs and are listened to New parents to be welcomed and fully informed CB to meet PP parents termly, plus phone and individual support Support meetings as necessary with CB (Pastoral Lead), LW (Head), SI (SENCO), class teachers and external agencies Introduce half termly coffee mornings
PP pupils to attend more afterschool activities and engage more fully in the wider curriculum, taking responsibility and communicating confidently as well as partaking in extra opportunities (music, sport, drama and educational trips).	PP and all children challenged by our personal development curriculum and vision of the Brill child building resilience and participation in their world through leadership roles, forest school, residential trips PP pupils are encouraged and financially supported to take music lessons and attend extra-curricular clubs PP children and their families supported to enable them being able to access all experiences and school trips Engage pupils in spending time with the wider community

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)

Targeted academic support (for example, high expectations and in class teacher/TA support, small group tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach
Quality first teaching in English- CPD and pre teach	1. Diagnostic Assessment tool 2. Feed back
Quality first teaching in Maths- CPD and pre teach	3. Mastery learning 4. Peer teaching 5. Phonics teaching 6. EYFS and KS1 maths teaching 7. KS2 maths teaching
Curriculum knowledge and understanding to support learning- CPD - development of the wider curriculum	8. Collaborative Learning Approach

Evidenced Approach

- <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning>
<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring>
<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics>
- <https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-years-and-key-stage-1-mathematics-teaching>
- <https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/mathematics-in-key-stages-2-and-3>
- <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches>

Targeted academic support (for example, high expectations and in class teacher/TA support, small group tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach
Tutoring	Small group tutoring specific identified gaps - phonics, fluency, numeracy, handwriting (TAs, LW (teacher)) Specific interventions (Maths, English, Social and Emotional)
1:1 support and group Structured Play (Play Plus) Relaxation Stations Chomp and Chat (All year) Transition Café (Y6 Summer) Caring Café for young carers (3 times a year)	Vocab and oracy key to academic success Zones of regulation/ emotional literacy embedded and revisited Small groups to enhance critical thinking, listening and communication skills and oracy through Chomp and Chat and Caring Cafe
Interventions - Maths and Literacy Forest School English Language lesson for EAL children Drawing and Talking therapy Emotional Regulation group Structured Play- Social development	Learning enrichment - to develop joy and confidence in learning (real whole school context e.g. pre-teach. enrichment visitors, community links eco school) Improved engagement within lessons Developed friendships and improved ability to socialise

Evidenced Approach

- <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition>
- <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation>

- <https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/metacognition-and-self-regulation>
- <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition>
- <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions>

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

Activity	Evidence that supports this approach
Payment for weekly 20 min. music lessons in school	Arts Participation research
Payment for Sports Clubs in school (Sports premium)	Physical activity research
Financial support with school trip payments (PTA)	Inclusion and resilience building
Forest school Drawing and Talking (individual blocks and small group emotional lit.) Zones of regulation strategies Positive behaviour management (all staff)	
Parental engagement in supporting learning and wider life of school	Parental engagement

Supporting Evidence

- <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity>
- <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation>
- <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement> [Publications & research](#)
- [Forest Research - Children and young people's engagement with nature](#)
- [An Evaluation of the 'Philosophy for Children' programme: The impact on Cognitive and Non-Cognitive Skills](#)

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. (To be completed in April 2024)

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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
Zones of Regulation	Social Thinking
Bug Club Phonics	Pearson
Norfolk Steps	Bernwode Liaison Group

School overview

Metric	Data
School name	Brill C of E School
Pupils in school	198
Proportion of disadvantaged pupils	11 out of approx. 198
Pupil premium allocation this academic year	£20,700 and Recovery Premium funding allocation of £2000
Academic year or years covered by statement	2023-2024
Publish date	September 2023
Review date	April 2024 and June 2024
Statement authorised by	L.White
Pupil premium lead	Claire Busby
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Disadvantaged pupil performance overview for last academic year

Measure	Summer 23	Autumn 23	Spring 24	Summer 24
Meeting expected +standard at KS1 in Reading	3/6 50 %	2/4 50%	2/4 50%	3/4 75%
Meeting expected + standard at KS1 in Writing	3/6 50%	2/4 50%	1/4 50%	2/4 50%
Meeting expected + standard at KS1 in Maths	3/6 50%	2/4 50%	2/4 50%	3/4 75%
Measure	Summer 23	Autumn 23	Spring 24	Summer 24
Meeting expected standard at KS2 in Reading	3/4 75%	5/7 83%	6/7 86%	7/7 100%
Meeting expected standard at KS2 in Writing	3/4 75%	5/7 83%	5/7 71%	6/7 86%
Meeting expected standard at KS2 in Maths	4/4 100%	5/7 83%	5/7 83%	6/7 100%

Strategy aims for disadvantaged pupils (Pupil Premium plus identified others) - Autumn term 2023

Measure	Activity
<p>Mental well-being and pastoral care as necessary to enable potential for accelerated achievement.</p> <p>Continued Development of School values in whole school ethos (more important for PP and children with additional barriers PP+)</p> <p>Forest school measurable progress for children in their social and personal development.</p> <p>Pupil, parent and teacher feedback.</p>	<p>Class teachers focus on well-being - Friday pm wellbeing afternoon including mindfulness or wellbeing activity Next step Zones of Regulation embedded across the school - develop beyond recognition of feeling to thinking brain and awareness of impact on others Quiet garden - plan topic enrichment, peaceful environment to talk/ do activity with child - children talk noticeably more freely here. Bereavement activities /parental illness - informed by Child bereavement UK</p> <p>Continued emphasis on Forest school across school - focus on Year 3 and 4 in Autumn term (extending topic learning, values and resilience, immersion in natural world).</p> <p>Focus on year 5 and 6 in the Spring term Focus on Year 1 and 2 Summer Term 1. Year R to have ongoing weekly Forest school sessions.</p>

<p>Supporting Ukrainian and EAL children</p>	<p>Drawing and talking - therapeutic intervention for children identified as exhibiting concerning behaviour or trauma - in all cases children have increased trust in IK giving transferable skills in trusting adult outside home environment.</p> <p>Individualised work eg in conjunction with safeguarding DSL + IK + TA (eg improving attendance)</p> <p>EAL language session for all pupils</p> <p>Link with Ref</p> <p>Additional preparation for language towards French trip</p> <p>Music lesson for our Ukrainian children.</p> <p>Community craft Chat and Do group for Ukrainian families</p> <p>PP PP+ Parental support coffee morning on a half termly basis with whole school to promote positive integration into our community</p>
<p>Pupil Progress meeting (CB to attend termly)</p> <p>To increase participation in class</p> <p>Experiential learning</p>	<p>Identifying gaps and planning recovery curriculum (LW + CB) in addition to evidence-based whole-class teaching interventions.</p> <p>At the beginning of each half term complete pre-teach/reading sessions</p> <p>Effective use of TAs which is guided by CB</p> <p>CB support within class lessons</p> <p>Open communication with parents to build confidence and support at home</p> <p>Gardening club</p> <p>Management of new pool</p> <p>Eco councillors</p>
<p>Extending oracy for all children's levels and strengthening staff pupil trust.</p> <p>.</p>	<p>Forest school for YR 1 2 3 4 5 6</p> <p>Opportunities for leadership e.g. school council, eco-school (elect 2 members of class and swap in Feb)</p> <p>Whole school metacognition approach</p> <p>All children including Year 6 - (Summer term) Transition café - exploring child led questions and strategies around PSHE new relationships, changing bodies and school transition</p> <p>Chomp and Chat running throughout year</p>
<p>Parental illness and bereavement</p>	<p>PP coordinator and all staff nurture safe bond to enable children to talk</p> <p>Strategies and support underpinned by Child Bereavement UK</p> <p>Drawing and talking for trauma (NB Trauma and Attachment training March 23)</p> <p>Links with outside agencies such as the Hummingbird Centre</p>

	<p>CB attended Bereavement training (June 2023)</p> <p>Strong links and involvement from church</p>
<p>Music and Sport to enrich children's experience and learning</p>	<p>Use of sports budget to supplement opportunities and whole child development</p> <p>Music lessons from PP budget.</p>