

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2024) 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 Forest Primary and Nursery School
Number of pupils in school	349 298 (2023-24)
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years 2021/22 – 2024/25
Date this statement was published	November 2021
Date on which it will be reviewed	Annually: July 2022 July 2023 July 2024
Statement authorised by	Sarah Griffith
Pupil premium lead	Emma Smedley
Governor / Trustee lead	Colin Barnard

Funding overview 2021 - 2022

Detail	Amount
Pupil premium funding allocation this academic year	£226,996
Recovery premium funding allocation this academic year	£12,398
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	£239,394

Funding overview 2022 - 2023

Detail	Amount
Pupil premium funding allocation this academic year	£194,246
Recovery premium funding allocation this academic year	£42,213
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£9,698
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	£246,157

Funding overview 2023 – 2024 (to be determined by 31st December 2023)

Detail	Amount
Pupil premium funding allocation this academic year	£179,246
Recovery premium funding allocation this academic year	£
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	£179,246

Part A: Pupil premium strategy plan

Statement of intent

When considering the implementation of the Pupil Premium Strategy, it is important to consider both the challenges faced by children in our unique school community, alongside research conducted by the EEF. This ensures that we are providing disadvantaged pupils with targeted and effective support to close the gap with their peers and move outcomes closer to national. Common barriers to learning for disadvantaged children can be: low confidence of parents to support with learning at home, under developed language and communication skills on entry, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be other complex family situations that prevent children from achieving their potential. We ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

We ensure that teaching and learning opportunities meet the needs of all the pupils, including those who belong to vulnerable groups. We recognise that not all pupils who receive free school meals will be socially disadvantaged and that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil 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. Targeted funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Our Pupil Premium Strategy aims to address the main barriers our children face and through rigorous tracking, careful planning and targeted support and intervention, provide all children the access and opportunities to enjoy academic success and emotional wellbeing.

Challenges

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

Challenge number	Detail of challenge
1	Pupils have gaps in knowledge as a result of partial school closures during the Covid-19 pandemic.
2	Poor language and communication skills on entry to Early Years.
3	Poor early reading skills (decoding and comprehension) create a barrier to learning across the curriculum.
4	Low confidence of parents to support learning at home.
5	Pupils have limited life experiences and this inhibits them putting learning into context.
6	A number of pupils have poor attendance and some are persistently absent from school.

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
Gaps in knowledge have been addressed so that a larger proportion of pupils are working at ARE.	- Quality assurance shows that provision (planning and delivery) for targeted pupils effectively address gaps in knowledge. - Data analysis in 2024/25 shows that a larger proportion of pupils are working at ARE in reading, writing and maths. - Data analysis in 2024/25 shows that a larger proportion of pupils are making expected or accelerated progress.
Pupils in EYFS have made accelerated progress in speech and language.	- Data analysis in 2024/25 shows that a larger proportion of pupils attain the communication and language area of learning in EYFSP. - Data analysis in 2024/25 shows that a larger proportion of pupils have made better than expected progress in speech and language. - Quality assurance (pupil voice) shows that pupils are able to talk confidently and positively about their learning.
Early reading skills (decoding and comprehension) are well developed and allow access to learning across the curriculum.	- Quality assurance (lesson and intervention visits) shows that pupils are applying improved phonic knowledge and early reading skills to learning across the curriculum. - Data analysis in 2024/25 shows that a larger proportion of pupils are working at ARE in reading. - Data analysis in 2024/25 shows that a larger proportion of pupils are making expected or accelerated progress in reading. - Results from the Phonic Screen Check in 2024/25 are in line with national expectations. - Results from the Phonic Recheck in 2024/25 show 100% of pupils achieved.
Parents engage positively in all aspects of the school community.	Open events in school are well attended by targeted parents (parents evenings, reading cafes, sporting events, bespoke parent workshops).

	• Quality assurance shows that a larger proportion of parents are using school planners effectively. • Parent voice shows that parents feel welcome at school and know how and where to acquire further support if necessary.
Pupils have access to enrichment opportunities that allow them to develop and apply positive learning behaviours in a variety of contexts.	• Outcomes from pupil wellbeing questionnaires show a larger proportion of pupils enjoy school. • Quality assurance (lesson visits and pupil voice) shows pupils are applying learning behaviours successfully in a variety of contexts. • Qualitative comments from class teachers show an increased vocabulary and extended pieces of writing following enrichment opportunities.
An increase in attendance and a reduction in the proportion of pupils classed as persistent absentees.	• Structured protocols are used effectively to identify early support for families to improve attendance rates. • Attendance analysis in 2024/25 shows that attendance and persistent absence is in line with national.

Activity in this academic year 2021-2022

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: £ 110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
INSET CPD - for all teachers and teaching assistants - Addressing gaps. Classroom visits to ensure implementation.	Gap analysis is used in planning for specific and measurable interventions. Dialogue in pupil progress meetings addresses CPD needs, resourcing, or further provision to begin to close the gap. Providing bespoke CPD for all teachers and teaching assistants on how to using our assessment tracking tool (Insight) to identify target pupils/ groups promotes a whole school responsibility to adapting provision to address gaps in knowledge.	1, 3

Coaching for identified members of staff (release time).	https://www.gov.uk/guidance/identifying-and-addressing-gaps-in-pupils-understanding	
Whole School INSET CPD and coaching - Read Write Ink Classroom visits to ensure implementation. Coaching for identified members of staff (release time).	Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Analysis of the lowest 20% of readers across the school, shows significant phonic gaps for some individual pupils in KS2. By launching a whole school systematic approach to the teaching of phonics, we aim to support development of early readers, as well as adapting provision for KS2 pupils so that it addresses specific gaps in knowledge. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2, 3
CPD and coaching for teachers on supporting the lowest 20% of readers – identifying barriers and how to address them. CPD and coaching for specific TAs – providing comprehension interventions for the lowest 20% of readers. Classroom visits and small group observations to ensure implementation. Coaching for identified members of staff (release time).	Phonics improves the accuracy of the child's reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicitly. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific. Through phonic assessment of all pupils from EYFS to Y3 and assessment of the lowest 20% of readers in Y4-6, we are able to target pupils based on their barrier to reading (phonic knowledge, decoding or comprehension) and then ensure provision addresses this. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1, 2, 3

CPD (Motional) to improve the identification of EMH need and tracking of impact of provision.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (improved academic performance, attitudes, behaviour and relationships with peers). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 6
Reducing Class Sizes in Y6 to enable high quality targeted teaching.	Reducing class size is an approach to managing the ratio between pupils and teachers, as it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase as the number of pupils per teacher becomes smaller. Using quality assurance outcomes and previous data analysis, we have identified a specific cohort that have been disproportionately affected by the pandemic. To ensure this cohort has every opportunity to secure ARE and be ready for transition to secondary education, we are implementing smaller class sizes through the deployment of an additional class teacher. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size	1, 3

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

Budgeted cost: £ 59,848

Activity	Evidence that supports this approach	Challenge number(s) addressed
Third Space Learning Online Maths Tuition	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. Quality assurance of online tuition provided in 2020-21, showed that pupils enjoyed the sessions and made accelerated progress compared to their counterparts (average +1 step progress). It also supported a number of pupils with additional needs to engage and focus in learning that was tailored to their own individual gaps in knowledge. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1

Small group tuition Engaging with the NTP to provide school-led tutoring	Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. Following quality assurance outcomes from 2020-21, it was found that whilst pupils made progress during English online tuition, they were not always applying it to learning in the classroom. As a result, small group tuition will be provided by staff members from the pupil's year group, ensuring they apply skills and knowledge directly in classroom learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 3
Targeted TA support through Trailblazer and Pioneers	Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class. Quality Assurance findings from previous academic year, including data outcomes. Y5 Trailblazers made +0.7 steps progress on average, whilst Y3 Trailblazers made +0.5 steps progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2, 3
Speech and Language Interventions – NELI and SALT	The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	2
Alternative Provision Setting - Treehouse	Provision in alternative setting allows for individualised instruction, especially for children with identified SEND. Individualised instruction can be an effective approach to increasing pupil attainment. Pupils accessing the Treehouse provision in 2020-21 made more progress than when they accessed learning in the mainstream classroom. There was also a	1, 3, 6

	significant reduction in behaviour incidents logged for these pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 59,848

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour Intervention – Pastoral Lead, SBAP	The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Analysis of behaviour incidents on the school tracking system shows a reduction in the intensity and frequency of high level incidents in the year 2020-21, following targeted and successful intervention from Pastoral Lead. A number of pupils who are persistent absentees benefited from such behaviour intervention. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	6
Nurture Provision – Rainbow Room and Busy Bees	The average impact of successful SEL interventions is an additional four months' progress over the course of a year. The security of this evidence is, however, very low, so we will monitor the efficacy of the approaches. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. Pupils accessing nurture provision, either in groups or one-to-one, showed a reduction in behaviour incidents logged in 2020-21. There was also a significant reduction in fixed term exclusions (36 in one academic year to 1). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 6
Enrichment Provision,	There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other	5, 6

including Forest School, Rock Steady and internal provision.	outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes. Quality assurance and case studies completed in the year 2020-21, show that access to enrichment opportunities had a significant impact on pupil wellbeing and there was some evidence of these pupils making better progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	
Provision of a Family Support Manager	This will allow further capacity for support for families. (attendance, emotional health and wellbeing). Parental engagement strategies are typically more effective with parents of very young children so that age range will be targeted. However, consideration will also be given for older children. For example, providing flexible communications (e.g. short sessions at flexible times) might create opportunities for parents of older pupils to engage with the school. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	6
Development of a strategic approach to parental engagement Training and release time to develop relationships and confidence levels of parents.	Internal evidence suggests that we need to target parents via parent voice and surveys and respond to their needs. This will lead to more engagement in parent workshops around supporting learning at home. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	4
Further development of robust attendance procedures Training / release time for staff to develop and implement new procedures.	The DFE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	6

Subsidising Residential Visits	Very few of our families are able to fully fund school visits. There is a wide evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	5, 6
Contingency fund for acute issues	Based on our experiences we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ 229,696

Activity in this academic year 2022-2023

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: £ 80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
INSET CPD - for all teachers and teaching assistants - SHINE. Classroom visits to ensure implementation. Coaching for identified members of staff (release time).	Previous bespoke interventions to address gaps in learning had some limited impact. QA showed there was not enough rigor in the identification of gaps and consistency in the delivery of sessions to address them. SHINE interventions use a program to generate intervention sessions specific to individuals and groups. This will support consistency across school to address gaps in learning for vulnerable pupils. Providing bespoke CPD for all teachers and teaching assistants on how to using our assessment tracking tool (Insight / Mark) to identify target pupils/ groups promotes a whole school responsibility to adapting provision to address gaps in knowledge. https://www.gov.uk/guidance/identifying-and-addressing-gaps-in-pupils-understanding	1, 3
Phase INSET CPD and coaching - Read Write Ink Classroom visits to ensure implementation. Coaching for identified members of staff (release time).	Implementation of Read, Write Ink began in Nov 2021 and is due to complete a full cycle of the program in Autumn term. QA shows positive engagement from staff and pupils. Outcomes for Y1 are still significantly below national at 27%, whilst Y2 achieved 72%, closing the gap with national. Targeted coaching required to ensure delivery is consistent for all groups. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2, 3
CPD and coaching for specific TAs – providing comprehension interventions for the lowest 20% of readers.	Continuation of additional provision to support the lowest 20% of readers. Half termly assessment of phonic knowledge ensures groups can be adjusted to meet the need of individuals. Review of the delivery of reciprocal reading showed children had a growing understanding of inference, but	1, 2, 3

Classroom visits and small group observations to ensure implementation. Coaching for identified members of staff (release time).	that pupil's fluency and stamina for reading independently needed development. CPD provided to outline the implementation of daily repeated oral reading during whole class reading sessions to promote fluency. Through phonic assessment of all pupils from EYFS to Y3 and assessment of the lowest 20% of readers in Y4-6, we are able to target pupils based on their barrier to reading (phonic knowledge, decoding or comprehension) and then ensure provision addresses this. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	
CPD and coaching – implementation of a mathematics curriculum to provide consistency across the school.	QA of maths showed inconsistency in the implementation of WRMH scheme, leading to some pupils being given a 'watered down' version of the age-related curriculum. Research showed Power Maths to be a DFE approved and effective scheme which would ensure age-related curriculum being consistently delivered to all year groups.	1

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

Budgeted cost: £ 80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition Engaging with the NTP to provide school-led tutoring	Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. QA of school led-tuition showed greater impact than external provision in 2021-22. Expand small group tuition provided by staff members from the pupil's year group, ensuring they apply skills and knowledge directly in classroom learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 3
Targeted TA support through Trailblazer and Pioneers	Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount	1, 2, 3

	of high-quality interactions they have with their classroom teacher both in and out-of-class. Adjustments made - Sessions to be delivered within the classroom, rather than break out spaces. This is to ensure input directly supports their learning in the classroom and to reduce lost learning time whilst transitioning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	
Speech and Language Interventions – NELI and SALT	The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment. Adjustments made - SALT provision for 2022-2023 to include one day per week of Speech and Language Therapist to work directly with individuals and groups <i>and</i> provide CPD / coaching opportunities for class teachers to adjust provision for individual pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	2
Alternative Provision Setting - Treehouse	Provision in alternative setting allows for individualised instruction, especially for children with identified SEND. Individualised instruction can be an effective approach to increasing pupil attainment. Pupils accessing the Treehouse provision in 2021-22 made more progress than when they accessed learning in the mainstream classroom. There was also a significant reduction in behaviour incidents logged for these pupils. Adjustments made – regular DSL and SEND meetings identify any vulnerable pupils that would benefit from provision. Implementing transition into main classroom for specific subjects for pupils showing developments in self-regulation strategies. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	1, 3, 6

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

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture Provision – Rainbow Room and Busy Bees	The average impact of successful SEL interventions is an additional four months' progress over the course of a year. The security of this evidence is, however, very low, so we will monitor the efficacy of the approaches. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. Adjustments made - Pupils accessing nurture provision, either in groups or one-to-one, showed a reduction in behaviour incidents logged in 2021-22. Nurture Lead to work with identified pupils from regular DSL and SEND meetings. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 6
Enrichment Provision, including Forest School, Rock Steady and internal provision.	There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes. Pupil voice completed in the year 2021-22, show that access to enrichment opportunities had a significant impact on pupil wellbeing. Continuation of Rock Steady, Forest School and introduction of extra-curricular provision in music and sport. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	5, 6
Provision of a Family Support Manager	This will allow further capacity for support for families. (attendance, emotional health and wellbeing). Parental engagement strategies are typically more effective with parents of very young children so that age range will be targeted. However, consideration will also be given for older children. For example, providing flexible communications (e.g. short sessions at flexible times) might create opportunities for parents of older pupils to engage with the school. Adjustments made – establishing a community hub. Regular interactions with vulnerable parents through coffee mornings, workshops etc.	6

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	
Further development of robust attendance procedures Training / release time for staff to develop and implement new procedures.	The DFE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Adjustments made – seconded DHT reviewed procedures and established an effective attendance team. Whole school attendance has improved from 91.3% to 93.1%, with a reduction in persistent absenteeism from 34% to 18%. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	6
Subsidising Residential Visits	Very few of our families are able to fully fund school visits. There is a wide evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Adjustments made – approx. 60% of pupils attended an offered residential in 2022-23. Communication to be sent at the beginning of the academic year to allow a longer period for payment plans. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	5, 6
Contingency fund for acute issues	Based on our experiences we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ 200,000

Activity in this academic year 2023-2024

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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued CPD - for all teachers and teaching assistants – using Mark Gap analysis, SHINE	SHINE interventions use a program to generate intervention sessions specific to individuals and groups. This will support consistency across school to address gaps in learning for vulnerable pupils. QA shows that where SHINE was implemented consistently, it had a positive impact on addressing gaps in knowledge. Continued CPD for all teachers and teaching assistants on how to using our assessment tracking tool (Insight / Mark) to identify target pupils/ groups promotes a whole school responsibility to adapting provision to address gaps in knowledge. CPD to now include how to measure the impact of SHINE on groups of pupils. Developing the knowledge of the class teacher and subject leaders in how to measure impact will empower staff to make adjustments to provision in their class / subject as necessary. https://www.gov.uk/guidance/identifying-and-addressing-gaps-in-pupils-understanding	1, 3
Continued coaching - Read Write Ink Classroom visits to ensure implementation. Coaching for identified members of staff (release time).	Quality assurance from Summer 23 and Autumn 23 showed that all phonics teachers show fidelity to the scheme. All phonics teachers use the same language, which is reinforced in regular classrooms across the curriculum. Groupings and provision is reviewed an adjusted half termly. To support staff in delivering different stages of the scheme, continued coaching is provided by the Phonics Lead. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2, 3
Writing CPD and coaching –	QA of maths in 2022-23 showed that pupils made greater progress when a consistent approach is implemented across the school. Writing outcomes are considerably	1

implementation of the Transform Trust Writing Process.	lower than national and QA of planning and delivery shows an inconsistent application of the Trust writing process.	
CPD for staff on effective provision for EAL pupils.	The context of the school is changing, with a large number of pupils with EAL. A growing proportion of these pupils are new to the country and have little to no experience of the English language. Assessment of the needs of these pupils is not yet effective and so provision does not always meet their needs. https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance/EAL_and_educational_achievement_Prof_S_Strand.pdf?v=1703097017	1, 2, 3
Implementation of Coaching Program across school	To secure quality first teaching in every classroom, it is essential that good practice is shared. A rigorous quality assurance program ensures teachers and teaching assistants are effectively identified as examples of good practice and are given time to coach other members of staff with knowledge or skills gaps in those areas. https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1703090214	1

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

Budgeted cost: £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition	Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. QA of school led-tuition showed pupil confidence improved in the subject area for those WTS but this did not result in a significant increase of pupils in the group achieving EXS due to inconsistent attendance at sessions. Y6 team to target pupils and liaise with parents prior to delivery of programme to secure pupil and parent engagement throughout. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 3

Targeted TA support	Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class. Adjustments made - Sessions to be delivered within the classroom, rather than break out spaces. This is to ensure input directly supports their learning in the classroom and to reduce lost learning time whilst transitioning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2, 3
Speech and Language Interventions – NELI and SALT	The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment. Adjustments made - SALT provision for 2022-2023 to include one day per week of Speech and Language Therapist to work directly with individuals and groups <i>and</i> provide CPD / coaching opportunities for class teachers to adjust provision for individual pupils. Full-time TA allocated to address S&L needs across the school – timetabled to work with identified individuals across the week. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	2
Alternative Provision Setting - Treehouse	Provision in alternative setting allows for individualised instruction, especially for children with identified SEND. Individualised instruction can be an effective approach to increasing pupil attainment. Pupils accessing the Treehouse provision in 2022-23 made more progress than when they accessed learning in the mainstream classroom. There was also a significant reduction in behaviour incidents logged for these pupils. Adjustments made – regular DSL and SEND meetings identify any vulnerable pupils that would benefit from provision. Implementing transition into main	1, 3, 6

	classroom for specific subjects for pupils showing developments in self-regulation strategies. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	
Flash Academy	A growing proportion of children new to the school have EAL and are new to the country with limited English. Provision is not effective for this individuals as assessment of current language acquisition is not accurate across school. https://www.bell-foundation.org.uk/eal-programme/research/language-development-and-school-achievement/	1, 2, 6

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

Budgeted cost: £ 80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture Provision – Busy Bees	The average impact of successful SEL interventions is an additional four months' progress over the course of a year. The security of this evidence is, however, very low, so we will monitor the efficacy of the approaches. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. Adjustments made - Pupils accessing nurture provision, either in groups or one-to-one, showed a reduction in behaviour incidents logged in 2022-23. Nurture Lead to work with identified pupils from regular DSL and SEND meetings. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 6
Enhance Provision - Treehouse	The Treehouse has been a successful setting for a number of high profile pupils with additional needs. Quality assurance and case studies show that pupils who were previously at risk of exclusion or non-attendance have improved attendance and progress during their time in the provision. Revise this provision in order to integrate some pupils back into the mainstream classroom whilst allowing other pupils to benefit from the provision.	1, 6

Enrichment Provision, including Forest School, Rock Steady and internal provision.	There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes. Pupil voice completed in the year 2022-23, show that access to enrichment opportunities had a significant impact on pupil wellbeing. Continuation of Rock Steady, Forest School and introduction of extra-curricular provision in music and sport. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	5, 6
Further development of robust attendance procedures Training / release time for staff to develop and implement new procedures.	The DFE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Adjustments made – further staffing needs to be allocated to support the revised procedure. Whole school attendance has improved from 91.3% to 93.1%, with a reduction in persistent absenteeism from 34% to 18%. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	6
Subsidising Residential Visits	Very few of our families are able to fully fund school visits. There is a wide evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Adjustments made – approx. 60% of pupils attended an offered residential in 2022-23. Communication to be sent at the beginning of the academic year (October) to allow a longer period for payment plans. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	5, 6
Parent Workshops	After the successful introduction of Parent Workshops in the community hub, the school has seen an increase in parental engagement. This is evident in pupil and parent voice quality assurance activities. Expanding this offer will further develop the relationship between school and home, allowing parents to have greater impact on their child's development, both academically and socially. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	4

Contingency fund for acute issues	Based on our experiences we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ 170,000

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.

Our internal assessments during 2020-21 suggest that there is a slightly higher proportion of non-PP achieving ARE compared to PP children across all subjects. On average, PP children are one step behind non-PP in the majority of year groups and subjects, apart from in Year 3 and 4, where they are largely in line. However, both groups are significantly behind the national picture.

Our internal assessments during 2020-21 were impacted by school closures. During the spring term, most planned interventions for disadvantaged pupils continued online, although engagement from the disadvantaged cohort was varied. The summer term allowed a full term of face-to-face consistent catch-up interventions and so the analysis of impact was more accurate.

Progress data showed that targeted interventions in 2020-21 resulted in accelerated progress across the majority of subjects and groups, and so this approach will continue in this year's plan. Data analysis identified one year group and one subject where the cohort made no additional progress. Our analysis of this, following quality assurance activities, was that staff absence had impacted on the quality and consistency of sessions. This year's PP plan will ensure contingency plans are in place.

Quality assurance of tuition intervention in 2020-21 showed that pupils accessing English tuition, were not always applying learning in the classroom setting. This is likely due to tuition sessions covering isolated blocks of learning with no clear and direct link to classroom learning for pupils to understand. Tuition sessions would likely have further impact if delivered by staff familiar to the child and linked to current learning in the classroom. This year's PP plan will therefore use school-led tutoring.

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
Family Support – behaviour, attendance, safeguarding and wellbeing	Plant a Seed
Enrichment Opportunities – kayaking, climbing qualifications, team building.	Nottinghamshire Outdoor Education – The Mill Adventure Base
Online maths tuition Online English tuition	Third Space Learning TLC

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 show that attainment is not in line with national expectations.

Analysis of outcomes suggests there is not a significant gap between whole school attainment data when comparing PP and non-PP, (typically, 3-5% in each subject area). This gap has narrowed in all subjects (reading = -2%, writing = -1% and maths = -10%).

When comparing progress of PP and non-PP across the school, a larger proportion of PP are making expected or better than expected progress in reading.

When comparing progress in individual year groups, there are more year groups where PP are progressing more rapidly than non-PP [Reading = Y1, Y2, Y6, Writing = Y1, Y2, Y6, Maths = Y1].

Impact of Trailblazer and Pioneers has been inconsistent across the year. This is due to staff absence and whole school cover needs. Groups being removed from the classroom means that learning time is lost and the ability to adapt to the lesson alongside the class teacher.

Quality assurance of tuition intervention in 2021-22 showed that pupils accessing Third Space Learning tuition were not always applying learning in the classroom setting. Tuition sessions delivered by staff familiar to the child and linked to current learning in the classroom had a more significant impact on progress. This year's PP plan will therefore continue the use school-led tutoring and look to expand with additional staffing.

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
PSHE programme based on healthy relationships – identified cohort as a result of wellbeing questionnaires/ behaviour incident data	GREAT Project was scheduled for summer 2, but has been postponed to Autumn 1 2022.
Enrichment Opportunities – kayaking, climbing qualifications, team building.	Nottinghamshire Outdoor Education – The Mill Adventure Base
Online maths tuition	Third Space Learning

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

ATTAINMENT:

Our internal assessments during 2022-23 show that attainment is not in line with national expectations. Statutory assessment outcomes at the of Key Stage 1 and 2 are also significantly below the national picture [KS1: reading 29%, writing 15%, maths 42%, combined 10%] [KS2: reading 44%, writing 37%, GPS 39%, maths 53%, combined 24%]

Data analysis from the autumn term showed that PP children attained less well than non-PP in NTS assessments, showing the gap from previous years beginning to widen again. This was addressed through the introduction of Shine Intervention program, beginning in spring and throughout the remainder of the academic year. Analysis of outcomes suggests there is not a significant gap between whole school attainment data when comparing PP and non-PP, (typically, 3-5% in each subject area). This gap narrowed from the data collection in Autumn term to the end of summer term (reading = 0%, writing = -2% and maths = -3%).

The attainment gap is narrowest in maths (1%). The implementation of the Power Maths mathematics scheme has been observed in school to have a positive impact on the engagement and outcomes of vulnerable groups. This is the first year of delivering the scheme and we anticipate greater gains in the future as the approach reinforces consistency of delivery across the school.

PROGRESS:

When comparing progress in individual year groups, the progress picture is varied. In some subjects in some year groups, a larger proportion of PP are making better than expected progress [Reading = Y2, Y3, Y6, Writing = Y1, Maths = Y3, Y4, Y5].

READING: When comparing progress of PP and non-PP across the school, a larger proportion of PP are making expected or better than expected progress in reading (+3%). The raised profile of reading for pleasure in school and daily repeated oral reading have been observed to have a positive impact on the engagement and confidence of PP readers.

WRITING: Data outcomes show that attainment and progress of PP groups still falls short of non-PP across the school. Outcomes in the GPS KS2 test show progress of PP is significantly lower. To address this, the school are implementing a grammar teaching scheme to support the progressive teaching of grammar skills with a particular focus on vulnerable groups.

MATHS: Progress comparison between PP and non-PP shows the smallest gap of the core subjects. This is due to *both* groups of children accessing a more consistent delivery of the mathematics curriculum across school.

PERSONAL DEVELOPMENT:

Pupil voice surveys show that a larger proportion of PP pupils:

- Feel they 'belong' at Brierley Forest
- Feel that bullying issues are dealt with fairly
- Feel happy and safe at school
- Know our school vision

Whole school attendance has improved from 91.3% to 93.1%, with a reduction in persistent absenteeism from 34% to 18%.

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
PSHE programme based on healthy relationships – identified cohort as a result of wellbeing questionnaires/ behaviour incident data	GREAT Project
Enrichment Opportunities – kayaking, climbing qualifications, team building.	Nottinghamshire Outdoor Education – The Mill Adventure Base

This details the impact that our pupil premium activity had on pupils in the **2023 to 2024** academic year.

Overall, attainment is significantly below national standard for all year groups. On the whole, children do not make progress at a rate that enables them to close gaps in their learning and 'catch up' with their peers nationally.

Our internal assessments during 2023-24 show that attainment is not in line with national expectations. Statutory assessment outcomes at the of Key Stage 1 and 2 are also significantly below the national picture [KS1: reading 32%, writing 12%, maths 15%, combined 6%] [KS2: reading 33%, writing 44%, maths 45%, combined 24%]. These outcomes were below the projected outcomes for the cohort.

Data analysis from summer data showed that when comparing PP and non-PP there is no overall emerging trend. The gap in attainment fluctuates dependent on cohort and subject.

Key points of note:

- Year 4 – The gap between PP and non-PP is most pronounced in this cohort. Although non-PP out-perform PP in all subjects, the progress of PP was greater than non-PP in reading, showing the gap is closing.
- Outcomes in writing remain a concern for all groups of children.
- The attainment gap is narrowest in reading, with a greater proportion of PP children making better than expected progress. Pupil voice relating to the implementation of our new reading approach shows that all pupils, including most vulnerable pupils, have a better understanding of the question types. Reading fluency shows improvement as a result of the implementation of repeated oral reading within daily sessions.
-

PERSONAL DEVELOPMENT:

Pupil voice surveys show that the proportion of PP pupils agreeing to the following statements is increasing:

- Feel they 'belong' at Brierley Forest

- Feel that bullying issues are dealt with fairly
- Feel happy and safe at school
- Know our school vision

Whole school attendance has showed minimal improvements from 93.1% to 93.2%, with PP pupils overall attendance sitting at 92.1%.

The three-year Pupil Premium Strategy is coming to a close and new strategy is being developed. This will be published before the statutory date at the end of Autumn term. This will be shared with all stakeholders.

From drawing together evidence from pupil outcomes, pupil voice and quality assurance, leaders have identified barriers for the new PP strategy as follows:

- Pupils' oracy skills do not support them to maximise learning opportunities.
 - The proportion of persistent absence remains above national picture.
 - The proportion of pupils with a speech language and communication need is growing (both on entry to school and in-year transitions).
 - Pupils have limited life experiences and this inhibits them putting learning into context.
- [Continued from previous strategy]

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
PSHE programme based on healthy relationships – identified cohort as a result of wellbeing questionnaires/ behaviour incident data	GREAT Project
Enrichment Opportunities – kayaking, climbing qualifications, team building.	Nottinghamshire Outdoor Education – The Mill Adventure Base