

Pupil Premium Strategy Statement

Brabin's Endowed Primary School

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	86
Proportion (%) of pupil premium eligible pupils	10.47%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	6 th December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Mrs Rachel Wallace
Pupil premium lead	Mrs Rachel Wallace
Governor lead	Mrs Maxine Selby

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16320
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£16320

Part A: Pupil premium strategy plan

Statement of intent

As a school, our aim is to ensure every child reaches their full potential, regardless of background, in a fully inclusive environment. We aspire, as part of our 'Brabin's Entitlement Curriculum', to offer our children quality enrichment opportunities. This ensures the pupils are exposed to a wide variety of experiences to enhance their education even further. These opportunities aim to foster a love of learning, develop curiosity and promote aspiration.

As a small school, the class sizes enable pupils to receive a high degree of personalised learning to meet their individual needs. This is achieved by 'quality first teaching'. All teachers access a quality, professional development programme, ensuring that they have the skills to deliver high quality lessons across the curriculum to all pupil groups. This approach is supported by the EFF who stated, *'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 the top priority for Pupil Premium spending.'*

Our skilled Teaching Assistants also support pupils' learning and, alongside teachers, deliver additional support and provide effective intervention sessions (1:1 or small group) to ensure that each child achieves success. We aim for all pupils to have access to high quality and effective interventions which enable them to progress rapidly when gaps in their learning emerge, or, to support their SEN needs. All interventions are rigorously monitored and their impact evaluated.

At Brabin's Endowed, we provide mental health and well-being support for pupils and their families. We provide nurture and support for pupils through personalised interventions both internally and through external agencies. We also work closely with families to support attendance and ensure individual needs are met.

We also believe that not all pupils who are socially disadvantaged or vulnerable are registered or qualify for pupil premium. Therefore, we also identify these pupils to ensure all pupils needs are identified and relevant support is put into place.

Finally, all of the pupils at Brabin's Endowed are entitled to receive a broad and balanced curriculum regardless of financial background. The pupil premium grant ensures that all children receive the same opportunities, experiences and academic support, therefore raising aspirations for lifelong learning.

Our overarching objective is to provide an inclusive, high quality education for all.

Challenges

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

Challenge number	Detail of challenge
1	Meeting the individual special educational needs of the pupils – a significant number of our PPG pupils have special educational needs (55.5%).
2	To provide support regarding the targeted provision of reading, speech and language and writing.
3	To provide social, emotional and mental health support where required in order to raise confidence, self-esteem and self-belief.
4	Some of our disadvantaged pupils have limited access to extra-curricular and enrichment experiences due to restrictions relating to family finances.

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
Effective provision is in place for disadvantaged pupils with SEND; to remove barriers to learning and enable these pupils to make maximum progress.	There are high standards and fulfilment of potential for disadvantaged pupils with SEND.
To provide clear strategies to support individual children with additional needs to maximise their potential.	Support is in place to ensure all needs are met. PIVAT and assessment data to show good progress is being made.
To ensure that any gaps in learning are identified and addressed.	Support and intervention is timely, appropriate and focusses on the children making good progress, in line with their peers.
To incorporate strategies to support speech and language development.	Improved language development skills for pupils from EYFS to Y6.
Attainment of PPG children in reading and writing is at least in line with that of all children.	Assessments and monitoring indicates significant progress in English amongst disadvantaged pupils. Improved outcomes in reading and writing.
To increase life experiences by providing opportunities for future development e.g. extra-curricular, leadership roles and access to cultural capital experiences	All pupils to have been provided with opportunities to develop and widen life's experiences through a quality enrichment programme and leadership opportunities.
To achieve and sustain social and emotional well-being for all pupils	Sustained high attendance. Pupil voice demonstrates that individual levels of pupil well-being are positive. High levels of participation in enrichment activities. Targeted additional support as appropriate, i.e. Early Help PIVAT data demonstrates good progress.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on social, emotional and mental health. Training sessions to enable staff to develop strategies and approaches to support pupils' needs.	Extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. EEF guidance: https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf	3
Continuous professional development for all staff so as to enable quality SEND provision. Training to include: Speech and Language, ADHD, Attachment and Trauma.	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. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send?utm_source=/education-evidence/guidance-reports/send&utm_medium=search&utm_campaign=site_searchh&search_term	1
To continue to ensure there is a strong reading culture across the whole school, developed through high quality CPD, to ensure quality provision and best outcomes.	CPD focus for 2024-2025 on: Guided Reading, Phonics and Reading for Pleasure. Develop the curriculum for Humanities and Science, to increase quality cross-curricular reading opportunities in these areas.	2
Whole School CPD to develop a consistent, positive behaviour for learning culture. (SIP Priority 2024-2025)	When we use the word 'behaviour' we can quickly assume that it relates solely to strategies to manage misbehaviour in the classroom. Crucial as these are, there is another dimension: how teachers can also explicitly support pupils' 'learning behaviours'. As we teach these, developing and strengthening learning behaviours in our pupils, they become more motivated, engaged, and determined to succeed. https://educationendowmentfoundation.org.uk/guidance-for-teachers/learning-behaviours?utm_source=/guidance-for-teachers/learning-behaviours&utm_medium=search&utm_campaign=site_searchh&search_term	3

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

Budgeted cost: £12,575

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional phonics sessions including Red Rose Bounce Back phonics intervention ,Alphabet Arc and 1:1 support</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Targeted phonics interventions have shown to be more effective when delivered as regular sessions over a period of up to 12 weeks.	1 & 2
<i>Internal SENCo led assessments including use of BPVS – vocabulary focus, dyslexia screening</i>	To monitor progress and tailor intervention to meet the individual needs of pupils. Use assessments to inform planning to support interventions and quality first teaching.	1 & 2
<i>To provide specialist teacher support and behaviour specialist consultants to provide targeted support for vulnerable individual children with additional needs.</i>	Guidance by a specialist teacher/Behaviour Consultants will inform school decisions, ensuring SEN needs are met.	1 & 3
<i>Additional 1:1 reading sessions for all disadvantaged pupils together with CPD for Teaching Assistants</i>	Ensuring every child has the necessary skills they need to read is an essential component of literacy education. It enables children to not only learn across the curriculum but also to access numerous aspects of daily life, influencing the opportunities that they have available to them in the future. EEF: https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency	1 & 2
<i>Small group and 1:1 intervention for reading, writing and Mathematics led by teaching assistants, ClassTeacher/SENDCo. Planned intervention sessions according to gaps in learning, including the purchase of resources and delivery of programmes: Precision Teaching, focused writing intervention sessions such as: Slow writing, Colourful Semantics, basic sentence structure group, CPG SATs revision books (maths and English) for UKS2.</i>	Additional teaching and learning opportunities including the use of independent learning strategies to enhance quality first teaching. Pupil progress and attainment monitored termly at pupil progress meetings. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1 & 2
<i>To provide speech and language support in the early years through the WellComm toolkit</i>	Delayed language skills lead to under-performance later in life. WellComm helps to identify pre-school and primary school children who are experiencing barriers to speech and language development so that they can be supported early in their education journey.	1 & 2

	https://educationendowmentfoundation.org.uk/measures-database/wellcomm-the-complete-speech-language-tool-kit	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £1745

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>To provide support for pupils' Social, Emotional and Mental Health.</i></p> <p><i>Small group/1:1 sessions including 'Social Stories' and Art Therapy and appropriate resources.</i></p> <p><i>To deliver whole school sessions through the 'My Happy Mind' programme to create positive well-being.</i></p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school as well as in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	3
<p><i>To provide all pupils with opportunities to attend educational visits, extra-curricular clubs to access cultural capital experiences i.e. Performing in Shakespeare Schools' Festival, residential visits, music enrichment, sporting activities, museum visits etc.</i></p>	<p>All pupils to access the 'Brabin's Entitlement Curriculum'. They have opportunities to enhance a whole host of life experiences.</p> <p>'Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving the children the best possible start to their early education.' Ofsted Early Years Inspection Handbook, Sept 2019.</p>	4
<p><i>Pastoral support for vulnerable families to ensure attendance is maintained, allowing pupils to reach their full potential.</i></p> <p><i>Links with School Attendance Support Team to support promoting positive attendance.</i></p> <p><i>Half termly monitoring of individual attendance.</i></p>	<p><i>New DFE document 'Working together to improve school attendance' in place (August 2024).</i></p> <p><i>For identified pupils, attendance has been a factor.</i></p> <p><i>High levels of attendance need to be sustained to maximise educational outcomes.</i></p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-supporting-school-attendance-a-new-tool-for-reflection-and-planning</p>	All
<p><i>Contingency fund for acute issues.</i></p>	<p>We have identified a need to set aside a small amount of funding in order to respond to needs that have not yet been identified. This will ensure that swift action can be taken in specific circumstances.</p>	All

Total budgeted cost: £ 16,320

Part B: Review of the previous academic year: 2023-2024

Outcomes for disadvantaged pupils

The most recent Ofsted report (June 2024), highlighted the quality of provision for all pupils:

'The school is highly ambitious for pupils' achievement, including for those with special educational needs and/or disabilities (SEND). Pupils become curious, independent thinkers with a thirst for knowledge. They are determined to keep trying, showing high levels of focus in their learning. Pupils are rightly proud of the work that they produce in a range of subjects. They achieve highly across the curriculum.'

End of year data:

There were two PPG pupils in Y6 (2023-2024) - 1 of these with SEN.

Reading: 2 pupils achieved the Higher Standard

Writing: 1 pupil achieved ARE and 1 pupil working towards ARE

GPS: 1 pupil achieved ARE and 1 pupil achieved the Higher Standard

Mathematics: 2 pupils achieved ARE

All but 1 of our PP pupils attended at least one extra-curricular activity from the wide range of enrichment clubs on offer. All PP pupils attended educational visits.

The My Happy Mind Programme was introduced in 2023-2034 as a whole school approach to support the well-being, resilience and mental health of pupils. This will continue to be implemented into the curriculum as monitoring and pupil voice has shown a positive impact on pupils.

Attendance	Sessions missed due to overall absence		Persistent Absentees absent for 10% of sessions		Absence Rate for pupils eligible for FSM	
	School	National	School	National	School	National
2023-2024	3.2%	5.5%	4.76%	15.2%	3.37%	11.1%

Evaluation of Impact of Overall Plan

Intended outcome of overall plan	Progress & Outcomes
To provide clear strategies to support individual children with additional needs to maximise their potential.	<ul style="list-style-type: none"> • CPD: training courses specific to needs/diagnosis of pupils including: in house CPD for teachers and TA's using EEF materials, autism, mastering number programme, early maths, phonics, NPQEYL, Autism, Senior Mental Health lead qualification, behaviour consultations and LEHSS training provided by Clinical Psychologist • Interventions including Speech and Language, Sensory, phonics catch up intervention for KS2, Stareway to Spelling, Power of 2, Precision, Clever Fingers, Sensory Circuits and targeted individual and group work intervention linked to pupils needs. All interventions are monitored and reviewed by teachers and SENCo. • Specialist teacher support each half term for EHCP pupils (learning, communication, SEMH, behaviour and sensory related.) • Directed SENCo time to support teachers and TA's • PIVATs and termly assessments show good progress from starting points
To ensure any gaps in learning are identified and addressed.	<ul style="list-style-type: none"> • NFER standardised tests were utilised to identify and address gaps in learning. New materials purchased to ensure accurate judgements. • National Tutoring/School Led tutoring: all Y2-Y6 PPG pupils accessed additional tutoring. 5 KS2 PPG pupils accessed online NTP sessions for 10 weeks. 2 Class teachers held after school tutoring sessions for Y2 and Y6. • Reactive and planned interventions – monitored by SENCo and Subject Leaders
Attainment of PPG children in reading and writing is at least in line with that of all children.	<ul style="list-style-type: none"> • Interventions to address individual needs: Bounce Back Phonics, additional reading, Reading Comprehension: Hilo, Fresh Start English, Precision and targeted SAT's practice to address gaps in learning. • CPD in phonics- all staff. CPD for 1:1 reading for key teaching assistants who deliver this. • New reading books for phonics and Reading Eggs App for PPG+ pupils. • Continued positive impact on spelling progress in KS2 following Scode assessments. Introduction of Red Rose spelling for KS1 in 2023/2024 • Pupil voice demonstrates positive attitudes to reading and writing including views of PPG pupils
To incorporate strategies to support speech and language development.	<ul style="list-style-type: none"> • CPD: regular SALT suggested training tailored to each pupil eg. early speech and sounds and social stories, DLD (Developmental Language Delay), LEHSS training provided by Clinical Psychologist, Autism and Phonics consultant CPD for KS1 and Pre-School staff • Continued implementation of Nuffield Programme in Reception.

	<ul style="list-style-type: none"> • Training and implementation of the WELLCOM speech and language resource tool for EYFS and Primary- April 2024 • Reading Role models – positive feedback from all pupils • Working in partnership with S & L therapists – coaching sessions.
<p>To achieve and sustain social and emotional well-being for all pupils</p>	<ul style="list-style-type: none"> • Sustained high attendance- 96%+ - consistently above national average. • PPG pupils offered financial support to attend Outdoor Adventurous Residential – 100% of pupils attended over last 3 years. • Early Help: 3 referrals. CPD: Early Help training and TAF training. • CPD delivered by LEHSS: Senior Mental Health lead training, anxiety, trauma, resilience and communicated with children who are distressed and angry. Further CPD included therapeutic teaching and self-regulation, de-escalation and social stories. • Well-being support including: whole class impact and Mini Impact sessions led by EH team linked to resilience, emotional wellbeing and online safety, Lifebus PSHE session for whole school and CANW Counselling. Training for pastoral TA and purchase of new resources to support pupils needs including wellbeing workbooks and social stories. • Access to behaviour specialist consultations and ‘disruptive behaviour, or is it a mask?’ training. • Implementation of the ‘My Happy Mind’ programme across the school in January 2024 • PIVAT data demonstrates good progress for majority of pupils
<p>To develop life experiences by providing opportunities for future thinking e.g. extra-curricular, leadership roles and access to cultural capital experiences</p>	<p>A quality enrichment programme and leadership opportunities included:</p> <ul style="list-style-type: none"> • Leadership roles- Sport Leaders, Librarians, School Council, Tech Team, Eco committee, planning and leading art clubs and reading role models. • Educational Visits- Author book launches including Jacqueline Wilson and Matt Lucas, Mosque visit, London, Young Voices, Beacon Fell, Eureka, pantomime, Transport Museum, Blackburn Museum, Zoo and Farm visits, Martin Mere, Eco Conference, Shakespeare Schools Festival, local hill walks and residential experiences across KS2. • Enrichment opportunities- music tuition whole class and groups; poet, storyteller and author workshops; Bikeability training; drumming and Chinese New Year musical workshops; theme days such as Titanic and Romans; Imam visits to School, fire service and paramedic first aid workshops; cultural days such as ‘Road to Paris’ and ‘African Wildlife’ assembly and animal experiences such as chick incubation. • Links with the Community - Historical Society workshops (WW2 and Chipping Schools), Chipping in Bloom and planting at the War Memorial. <p>St Bartholomew’s: weekly in-school worships led by Reverend Wilma, School attending key services at Church, Harvest and Christmas Experiences at Church and Open the Book half-termly.</p>

	<ul style="list-style-type: none"> • CPD - Diocese equity, diversity and justice training and CLA Life Story training • Swimming lessons - all Y6 pupils achieved expectations for swimming. Top up swimming will be necessary for a group of Y5 pupils- including 1 PPG pupil in 2024/25. • PE Sports Clubs- funded 100% • Participation in sports competitions- 100% of PPG pupils participated in at least one inter school competition.
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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Maths Mastery and Mastering Number in years:	Lancashire Authority
Neli	Nuffield Early Language Intervention
Opening Worlds Humanities Programme	HEP