



Pupil premium strategy statement: New Brighton Primary School.

School overview

Detail	Data
School name	New Brighton Primary
Number of pupils in school	589 (as of 18.09.24)
Proportion (%) of pupil premium eligible pupils	149: 25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	D.Armer/J.Jones
Pupil premium lead	D.Armer/J.Jones/ K.Elsender/R.Ryder
Governor / Trustee lead	L.Cook

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£244,810
Recovery premium funding allocation this academic year	£13,858
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	£258,668 <i>(surplus funded by school budget)</i>

Part A: Pupil premium strategy plan

Statement of intent

Mission statement

Our intention is that all children, irrespective of background or the challenges they face, will make good progress and achieve good outcomes across all subject areas. Our pupil premium allocation will be used to reduce the barriers faced by disadvantaged pupils, supporting them in developing effective learning behaviours, which will enable them to achieve comparative levels to their non-disadvantaged counterparts, including those who are already high attainers.

Action to address in-school barriers:

To develop confidence, resilience and a love of learning linked to school ethos and values.

To improve pupil attainment in the core subjects.

To deliver an engaging curriculum which inspires and motivates children to learn and enriches their learning experiences.

To ensure high quality teaching, with a focus on the areas in which the disadvantaged pupils require the most support.

Act early to intervene at the point need is identified

Action to address external barriers:

To support and encourage learning outside of the classroom (including enrichment activities, reading at home and engagement with homework).

To encourage pupils to have excellent physical and mental health.

To work closely with parents to ensure all children (particularly disadvantaged) are ready to learn.

Challenges

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

Challenge number	Detail of challenge
1	On entry to Reception class in the last 2 years, between 75 - 80% of our disadvantaged pupils arrive below age-related expectations compared to 45 - 55% of other pupils. The amount of children registered as disadvantaged on entry to Reception class is relatively small (between 8 - 20% of the year group cohort). This gap narrows but remains significant to the end of KS2.
2	Poor parental engagement and increased anxiety levels amongst children leading to requirement for greater pastoral support, more children reluctant to come to school and a further impact on attendance and readiness to learn.
3	Significant attainment gap between pupil premium and non-pupil premium children's outcomes across school in core subjects. Note in the previous two academic years this has been the case but in 2023-2024 pupil premium outperformed non-pupil premium in core subjects in KS1 only.
4	Pupil premium children achieved significantly less well in YR1 phonics screening check than non-pupil premium children.
5	Significant number of children with SEND and SEMH across school.
6	Persistent absenteeism including pupils with EBSA.

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
Age related attainment gap between pupil premium and non-pupil premium will be significantly reduced in the core subject areas.	<ul style="list-style-type: none"> ● A greater proportion of pupil premium pupils will attain A.R.E in the core subject areas ● Pupil premium pupils will be better able to engage with age related curriculum tasks (pre/post teaching and immediate intervention groups) ● Learning Mentors will aid concentration and engagement with PP children with identified social and emotional issues ● Quality first and adaptive teaching will enable vulnerable pupils to have gaps in learning addressed effectively
Teaching staff will feel confident in accurately reflecting pupil attainment and in using data to identify next steps in their learning, with a focus on pupil premium children below ARE or slow progress.	<ul style="list-style-type: none"> ● Teaching staff will use I-Track, Balance and live marking to monitor progress and intervene in a timely manner ● Regular retrieval activities (supported by a growing metacognitive approach) will assist the acquisition of ‘sticky knowledge’ to embed learning to long term memory ● Termly data/progress meetings will evidence staff knowledge of pupil attainment and next steps
Whole school feedback policy will effectively support pupil learning, teacher judgements.	<ul style="list-style-type: none"> ● A whole school feedback policy will be ongoing ● The policy will reflect an ongoing range of agreed and effective feedback strategies generated by staff which they can use to inform their judgements and next steps in teaching ● ‘Balance’ will embed teacher assessment after taught objectives so that continued monitoring is ongoing and available data is available for early interventions ● Balance will aid children’s self-assessment so that they become self-reflective and proactive learners ● Pupil conferences, moderation and book looks should evidence that the strategies used are understood by pupils and help to support their progress

	<ul style="list-style-type: none"> ● I-Track will allow staff to track attainment progress of vulnerable pupils in core subjects across their primary journey and intervene when necessary.
Vulnerable pupils, pupils with significant attainment gaps or those with additional needs will have targeted support to enable them to overcome these barriers.	<ul style="list-style-type: none"> ● SEND TA interventions will be targeted at pupil premium pupils who will benefit the most from them ● The pastoral team will continue to support those pupils with additional SEMH needs and these children will be able to engage effectively with the curriculum ● Quality first teaching adaptations will ensure support/adaptations are targeted to allow vulnerable pupils overcome learning barriers
All children will have access to a range of enrichment opportunities to enhance their learning and life experiences.	<ul style="list-style-type: none"> ● All year groups will have planned enrichment opportunities linked to their curriculum including trips, visitors, workshops etc. ● Enrichment lead will have created a range of supplementary enrichment activities which link to learning across the curriculum
All pupils including vulnerable, pupil premium and those with additional learning needs will fully engage with the schools 'reading culture' reading regularly at home and engaging well with the Accelerated Reading programme.	<ul style="list-style-type: none"> ● Weekly home reading data will remain at, at least 70% and increase over the course of this plan ● Persistent non-readers will develop better engagement with targeted support from class teachers and the literacy team ● Accelerated reading data will indicate fewer pupils needing immediate intervention and a greater number working at or above the national benchmark ● Accelerated Reader will instantly highlight any children needing support and targeted interventions will be ongoing
Children with gaps in phonics will be identified and supported to pass the phonics screen and the appropriate phase for their age	<ul style="list-style-type: none"> ● The continued use, school wide, of Little Wandle will ensure gaps are identified in those children who have failed the phonics screen or who only just passed ● Phonics lessons will run in an explicit and systematic manner, using the Little Wandle program ● Interventions will allow children to make up gaps and achieve the same level of attainment as their peers
Persistent absenteeism will be reduced. Families of pupils with EBSA will feel that their children are supported coming into school leading to better attendance and a narrowing of the attainment gap.	<ul style="list-style-type: none"> ● Overall percentage of persistent absenteeism will be reduced. ● Pupils with EBSA will be more willing to attend.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£118,685**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review/Impact
<p>Improve the confidence, well-being and engagement of pupils with SEMH needs with additional support from dedicated pastoral staff.</p>	<p>Pupils with additional SEMH need additional support to help them access the curriculum. Currently there are 113 pupils accessing some form of pastoral support 63 (56%) of these are eligible for pupil premium funding.</p> <p>Continue to provide all children (including pupil premium) with 2 FT school mentors available to support children with additional SEMH needs in order to reduce barriers to their learning.</p> <p>Pupil SEMH support will be available to ensure pupils experiencing barriers to their learning of this nature can engage in class.</p> <p>A dedicated family support worker and attendance officer will work with families to support attendance, well-being and SEMH need of vulnerable pupils.</p> <p>Evidence suggests that this type of intervention (with support from MHST) will have a positive impact on pupil well-being and their ability to engage with the curriculum:</p>	<p>2, 5 and 6</p>	

	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://realtraining.co.uk/2021/02/how-tas-can-be-st-support-pupils-semh-needs</p>		
<p>Maintain additional support for pupils (including pupil premium) working below ARE in reading across KS1 and KS2.</p>	<p>Gaps in attainment between pupil premium and non-pupil premium continue to be significant 22% gap between disadvantaged and non-disadvantaged pupils in reading at the end of KS2 in 2024.</p> <p>Phonics data also indicates a significant gap between pupil premium and non-pupil premium with 33% of disadvantaged attaining the standard vs 64% of non-disadvantaged and the end of YR1 and 16% vs 57% for those pupils who took the retest in yR2</p> <p>Across school TAs will support disadvantaged pupils who are below A.R.E in reading.</p> <p>Phonics tracking and interventions timetabled to close gaps in phonic knowledge (Little Wandle).</p> <p>Pupils below A.R.E should close the attainment gap with their peers.</p> <p>EEF articles suggest that targeted reading intervention strategies have an impact of 6+ months:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>1, 3 and 4</p>	

<p>Continue to embed and sustain Accelerated Reading, through in-house CPD and additional purchase of book stock.</p>	<p>Age related attainment gaps between pupil premium and non-pupil premium are evident across KS1 and KS2, ranging between 10% and 17%.</p> <p>Home reading engagement for pupil premium children remains lower than non-pupil premium.</p> <p>Additionally we have a historic issue with vocabulary, pupils across all phases do not have a wide enough vocabulary range. This has acted as a barrier to progress within reading and writing.</p> <p>On entry to EYFS disadvantaged children have traditionally had significant speech, language and communication difficulties.</p> <p>Increase pupil reading engagement and reading for pleasure.</p> <p>Improve pupil literacy skills to exceed national averages at the end of KS1 and KS2 (estimated 7 month increase)</p> <p>Evidence gives strong indication of 3month increase with potential for 7 month increase if implemented correctly:</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader</p> <p>https://www.evidence4impact.org.uk/interventions/1024?#:~:text=The%20What%20Works%20Clearinghouse%20(2008,reading%20fluency%20for%20beginning%20reading.</p>	<p>1, 3 and 4.</p>	
<p>Use digital technology to improve attainment in maths</p>	<p>Attainment gaps between pupil premium and non-pupil premium remain in maths across all year</p>	<p>3</p>	

<p>through the LBQ and Sumdog platforms.</p>	<p>groups. Pupils have missed significant learning through disruption caused by COVID 19. The gaps in prior learning present a significant barrier to progress this year.</p> <p>LBQ will fill gaps in pupil knowledge, initially in maths and then in English spelling and grammar by utilising Chromebooks to deliver LBQ.</p> <p>EEF evidence and case studies indicate this programme can improve fluency and information retention. In addition immediate feedback and immediate interventions have proven to be effective in closing attainment gaps.</p> <p>https://www.lbq.org/Evidence</p> <p>SumDog app tailors fluency based maths questions to the child's needs based on diagnostic programmes run throughout the year. The programme works when applied consistently through - repetition, quantity of practice, motivation (reward) and instant feedback.</p> <p>*SumDogs research revealed that the progress made by regular Sumdog users was almost double that of non-regular users giving them a 6-month advantage over their peers. Which aligns with the EEF evidence that describes an effect size of this magnitude as “high impact”, equivalent to a six-month advantage.</p>		
<p>Use of continuous provision across YR1 during pm sessions to address the needs</p>	<p>Covid-19 had a significant impact on attainment in EYFS. From 2019 there was a decline in GLD data; 78% in 2019 to 63% in 2020 and 69% in 2021 – this</p>	<p>1,3,7</p>	

<p>of all children who have gaps in their learning.</p>	<p>was internal data as no EYFS data was submitted nationally between 2020 - 2021. As described within our challenges, the continuing impact of the pandemic has been seen with cohorts on entry to F2. EYFSP data over the last couple of years has still not returned to pre-pandemic levels; 2022 - 74%, 2023 - 73%, 2024 - 68%.</p> <p>Use of continuous provision will enable all children to have better access to the KS1 curriculum while addressing any missed or insecure learning from EYFS. Y1 use continuous provision as needed, including for core subjects as the children are struggling to be ready for full time KS1 education.</p> <p>The extended waiting times for Speech and Language and paediatrician appointments are disproportionately affecting children in EYFS and KS1 so that identified needs are becoming more complex.</p> <p>The Early Excellence Programme describes some of the benefits of continuous provision in KS1 in allowing pupils to revisit and strengthen the skills taught in EYFS:</p> <p>https://earlyexcellence.com/latest-news/press-articles/maximising-learning-in-key-stage-one/</p>		
<p>Makaton</p>	<p>There is a growing number of pupils within the SEND cohort who require a total communication approach.</p> <p>Feedback from other professionals suggested the need for Makaton to be used particularly with</p>	<p>1 and 5</p>	

	younger children to support their communication skills.		
I-Track and IASEND	<p>An effective data tracking tool was required which would allow staff to monitor the progress of children not only across their year group but across each key stage.</p> <p>These systems allow staff to identify target groups for interventions and patterns of low attainment which can then be addressed.</p>	1,3 and 5	

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

Budgeted cost: **£86, 025**

Activity	Evidence that supports this approach		Review/Impact
<p>TA pre and post teaching to be embedded to increase attainment in core subjects.</p>	<p>Our data indicates gaps across the core subjects and gaps in basic knowledge for our pupil premium and non-pupil premium children, in addition to their resilience for learning.</p> <p>TA interventions will address gaps in learning</p> <p>Pupils with gaps in attainment will catch-up or narrow the gaps with their peers across the year in the core subjects.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	<p>1, 3 and 4</p>	
<p>Part funding for Inclusion manager/SENDCo</p>	<p>37% of pupils with SEND needs are also eligible for pupil premium funding (46/125) and need additional support to access the curriculum.</p> <p>For the SENDCo to work with our most vulnerable pupils to ensure they have appropriate support and access to quality first teaching. Progress for the SEND cohort should therefore be consistently good.</p>	<p>1, 2, 3, 4, 5 and 6</p>	
<p>To raise attainment for all pupils and narrow the attainment gap in RWM between vulnerable pupils and their peers.</p>	<p>Attainment gap analysis for R, W and M at the end of 23/24 academic year show gaps ranging from 11% to 17% between disadvantaged pupils and their non-disadvantaged peers working at age related expectations.</p> <p>Data meetings to identify pupils who are working significantly below ARE, just below ARE and Pupil Premium.</p>	<p>1,3, 4, 5 and 6</p>	

	<p>Meetings to take place termly to monitor progress and identify clear targets/strategies to support the children to make accelerated progress. Evidence in the following link suggests that data can be used effectively to target individuals and groups to support them with closing attainment gaps.</p> <p>https://www.headteacher-update.com/best-practice-article/making-the-most-of-assessment-data/174956/</p>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£59,251**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review/Impact
<p>Additional targeted SEND interventions delivered by two SEND specific TAs. This includes:</p> <p>Speech and Language</p> <p>Social communication support</p> <p>Emotional regulation</p>	<p>There is a growing cohort of children who have speech, language and communication difficulties either diagnosed or undiagnosed.</p> <p>Alongside this, there are growing numbers of children who struggle to regulate their emotions or are ASD diagnosed or on the ASD pathway.</p> <p>Targeted interventions for these cohorts support them to manage their emotions, interact positively with their peers and communicate their needs. This enables them to better access their learning and progress well.</p>	5	
<p>Part funding to support the attendance officer to boost attendance for PP pupils where this is an issue.</p>	<p>Attendance for pupil premium children is below that of their non-pupil premium peers and they have had more unauthorised absences.</p> <p>91% compared to 98% (as of 05.11.24)</p> <p>PP pupils (and other groups) should improve attendance where they are persistently absent.</p> <p>Consistent targeting and weekly monitoring of persistently absent pupils.</p>	2, 5 and 6.	
<p>50% funding for enrichment coordinator to arrange a wider range of enrichment opportunities for all pupils including pupil premium.</p>	<p>Typically pupil-premium children are less likely to participate in enrichment activities outside of the classroom due to not being able to afford them. Historically their engagement with extra-curricular activities and experiences beyond their immediate local area has been limited. This has a significant</p>	2 and 6	

	<p>impact on their real-life experiences and a tangible understanding of learning.</p> <p>PP children to have greater opportunities to engage in enrichment activities that they wouldn't usually have access to. These wider enrichment activities will give them experiences they may not normally be able to draw on, this will support in developing the whole child as well as giving them a wealth of opportunities to draw on in their classroom learning.</p> <p>Attainment and progress should increase for those pupils able to attend clubs, trips, residential and enrichment activities where they are linked to the learning going on in class: All planned enrichment activities have an intended link to learning within the foundation subjects.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p>		
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Total budgeted cost: £263,961

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.

Age related attainment gap between pupil premium and non-pupil premium will be significantly reduced in the core subject areas.

In EYFS the gap between pupil premium and non-pupil premium group attaining GLD reduced from 2023 to 2024.

In KS1 phonics the gap between pupil premium and non-pupil premium groups attaining A.R.E increased from 2023 to 2024.

At the end of KS1, the gap between pupil premium and non-pupil premium groups attaining A.R.E in reading, writing and maths reduced significantly from 2023 to 2024.

At the end of KS2, the gap between pupil premium and non-pupil premium groups attaining A.R.E in reading, writing and maths reduced from 2023 to 2024.

Teaching staff will feel confident in accurately reflecting pupil attainment and in using data to identify next steps in their learning, with a focus on pupil premium children below ARE or slow progress.

Monitoring of and feedback from teaching staff indicated varying degrees of confidence in using summative and formative data to identify appropriate next steps for pupils and that disadvantaged groups were sometimes not prioritised. As a result new data management systems (iTrack and iSEND) were brought in to support. Staff were given CPD on formative assessment techniques and using self-reported grades to open up discussions with children and help to identify appropriate next steps in learning.

Whole school feedback policy will effectively support pupil learning, teacher judgements.

Monitoring and feedback indicates that pupils have benefited from the current feedback policy. Book look evidence suggested that there is a greater amount of 'in the moment' teaching where next steps are identified and misconceptions addressed immediately. More pupils are being given the opportunity to correct at the point of learning and to reflect on their success within the lesson. Although there are still inconsistencies in this practice, it is still being embedded and will form part of our pupil premium strategy moving forward.

Vulnerable pupils, pupils with significant attainment gaps or those with additional needs will have targeted support to enable them to overcome these barriers.

Targeted support has been provided for children through IDL, LBQ, Phonic groups and targeted interventions based on summative and formative data.

All children will have access to a range of enrichment opportunities to enhance their learning and life experiences.

A wide range of curriculum linked enrichment opportunities were provided throughout the year to all children including disadvantaged/vulnerable groups. All pupils were able to access local cultural capital and school based enrichment activities. The impact, particularly for disadvantaged children, has helped to develop a better understanding of their community, broaden their vocabulary and to experience a range of activities they may not have ordinarily done so.

All pupils including vulnerable, pupil premium and those with additional learning needs will fully engage with the schools 'reading culture' reading regularly at home and engaging well with the Accelerated Reading programme.

Data from 2023-2024 shows that at least 70% of pupils from YR1 to YR6 read at home at least five times a week. The Accelerated Reading programme ensured that all pupils (including disadvantaged) had the opportunity to read age appropriate texts in school at least three times a week with additional support from an adult where identified in regular reading tests. This provided all children, including disadvantaged' with the opportunity to engage with quality texts, broaden their vocabulary and improve their reading fluency and comprehension skills.

Children with gaps in phonics will be identified and supported to pass the phonics screen and the appropriate phase for their age

The children were assessed against the phonic programme Little Wandle and were grouped accordingly, they have received targeted support throughout the year.

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
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