



# PUPIL PREMIUM STRATEGY STATEMENT

2022/23

**BRINSWORTH WHITEHILL  
PRIMARY SCHOOL**

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☎ 01709 828242 **HEADTEACHER:** Mrs C Oxborough



# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Brinsworth Whitehill Primary School
Number of pupils in school	2021 - 279 2022 - 268
Proportion (%) of pupil premium eligible pupils	2021 - 16% 2022 - 17%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 – 2024
Date this statement was published	Autumn term draft
Date on which it will be reviewed	December 2022
Statement authorised by	Caroline Oxborough
Pupil premium lead	Karla Dobson
Governor / Trustee lead	Jayne Jones

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,180 (44 children)
Recovery premium funding allocation this academic year	£6,670
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£59,180</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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# Part A: Pupil premium strategy plan

## Statement of intent

At Brinsworth Whitehill Primary School we have high expectations for all our students and we aim to send every student into an ever changing world able and qualified to play their full part in all aspects of life. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum.

Our aim is to ensure that the gap in attainment between PP and non PP students is narrowed, that PP students have access to the same cultural capital as non PP students and that levels of engagement in all aspects of school life are high. Our expectations for our PP students are the same as our expectations for non PP students, students will leave us able and qualified to play their full part in all aspects of life beyond Brinsworth Whitehill and show our Whitehill Way attributes across the curriculum. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Our approach is one of focussing on quality first teaching for all our pupils, as a result there is a focus on developing teaching and learning techniques for all our staff to ensure needs are met within the classroom and beyond. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Part of our approach also focuses on barriers to learning that some students face and what we as a school can do to eliminate or lessen the impact of these barriers.

At Brinsworth Whitehill Primary, we are committed to enabling all children to reach their potential. Our curriculum has four clear intentions that form the basis of our pupil premium strategy.

- Removing barriers to learning
- Developing knowledge and skills for learning
- Developing personal attributes
- Broadening horizons and providing enrichment opportunities.

Our strategy has strong links to our personal development in school. Daily check-ins, positive affirmation and social communication supports children with their self-esteem, regulating emotions and knowing that they are cared for and listened to. For children who arrive at school dysregulated, initiations to breakfast club or settling activities are offered so that children are settled and ready to learn.

This open-door policy and positive relationships between staff and children mean that no subject is 'off limits' and open and honest discussion can take place. Children's choices and opinions are respected and celebrated.

Health and well-being is a priority, looking at the whole child and offering a range of enrichment activities that would normally not be accessible. To enhance the take up, golden time activities develop the opportunities our children have access to. This varied range of enrichments raise the aspirations of our children, exposing them to a wider view of the world. Our mantra is work hard, dream big!

With the ever-changing technological world and access to devices, children are taught ways to keep themselves safe. E-safety is a priority for all our learners with regular parent information and e-safety charter being shared across school.

Quality first teaching is paramount to our belief at Brinsworth Whitehill. This is one of the proven ways of closing the disadvantage attainment gap, and at the same time improve outcomes for all. Thus outcomes for all will be improved.

Interventions are targeted to ensure that disadvantaged pupils are challenged in the work that they are set and as a school we act early and intervene at the point that is identified. This may be, but is not limited to:

- Classroom teacher intervention through quality first teaching
- Teaching Assistant support or planned interventions
- Breakfast and after school boosters

## Challenges

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

Challenge number	Detail of challenge
1	Low aspirations and lack of opportunities for enrichment beyond school.

2	Low self-esteem and arrive at school dysregulated.
3	Attendance and punctuality is low
4	43% of children have Special Educational Needs or additional needs
5	Our children come to school with limited language and communication skills, particularly in the early years.

## 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
Children will access a range of enrichment activities which will enhance their aspirations, develop personal attributes and life skills.	<ul style="list-style-type: none"> <li>Increased % of PP children to access after-school clubs and all children to access a range of golden time clubs.</li> <li>PP children will have priority for clubs with discounted/fully funded places available.</li> <li>Children will follow the Whitehill way, achieve a Whitehill Wonder and be engaged in the Whitehill Pledges.</li> </ul>
Children will have the opportunity to attend breakfast club or take part in a settling activity prior to starting the school day.	<ul style="list-style-type: none"> <li>Within class, children are settled and engaged in their learning. Strategies are developed to enable the child to manage their feelings and mental well-being.</li> </ul>
Children will attend school regularly and on time. If attendance is below 96%, children will improve their attendance to become in-line with school's target.	<ul style="list-style-type: none"> <li>Reduction of late arrivals to school. Monitoring of attendance by KD and AW.\</li> <li>Follow the school's rigorous graduated response (see tracker)</li> <li>Improved attendance</li> </ul>
Remove barriers to learning for children with additional needs ensuring small steps of progress are made that are bespoke to each individual (for children with SEND – See PSP)	<ul style="list-style-type: none"> <li>Children are referred to external agencies where appropriate.</li> <li>Interventions are strategically planned for and delivered by TAs, including nurture activities, ELSA, Lego therapy etc.</li> </ul>
To improve children's oral communication, language acquisition and vocabulary skills to be able and qualified to be successful learners..	<ul style="list-style-type: none"> <li>NELI intervention demonstrates impact – FS2 (Spring term).</li> <li>Children are confident communicators, increasing the percentage of children working at the expected standard.</li> <li>Increase in percentage of children reaching the expected standards in phonics, reading and writing over the next 3 years.</li> </ul>

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £11,156

Activity	Evidence that supports this approach	Challenge number(s) addressed
Personalised & whole school targeted CPD programme in curriculum areas/ strands identified for all staff £3000	EEF guide to pupil premium-tiered approach-teaching is top priority ensuring 'Quality First Teaching' including CPD	1, 2, 4, 5
Highly qualified and experienced cover for release of Attendance lead - £2156		3
Fluency project training and organisation £1000	The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.	5
Curriculum lead CPD £5000	EEF guide to pupil premium-tiered approach-teaching is top priority ensuring 'Quality First Teaching' including CPD	1, 2, 4, 5

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

Budgeted cost: £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>NELI intervention</i> £1000	EEF - 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	5

	fewer behavioural issues following work on oral language.	
<i>Fluency Project</i> £1000	The evidence shows that children can make up to 2 years 3 months progress within the 8 week intervention.	5
School led interventions either 1-1 or small group.  Learning Mentor 2 days  £8000	EEF (+4months) Small group interventions/teaching groups will enable teachers to personalise learning, address gaps, pre-teach, same day misconceptions, 1:1 reading etc to provide a flexible more responsive approach for pupils who are falling behind. It will be used as a more general strategy to ensure progress for pupils who fit into more than one vulnerable group. We have identified that our year 3 and 4 cohorts have been most impacted by the pandemic due to part school closures, home schooling and disrupted education.	1-1 reading (TA) KEyre 6 hours 15 mins per week  Booster classes Teacher led (2 hours) x 6 weeks  Literacy breakfast booster 2x 1 hour Numeracy breakfast booster 2 x 1 hour
Legotherapy and ELSA  Learning Mentor £3000	Therapy Focus - Playing with LEGO® in a therapy setting promotes social interaction, turn-taking skills, sharing, collaborative problem-solving and the learning of concepts. It can be used to target goals around social skills, language and motor skills. By using a commonly adored tool like LEGO® it capitalises on its existing motivation and supports self-esteem by allowing the participants to demonstrate their skills in a social situation. It also sets up a positive opportunity for guided social problem-solving to help develop social skills that can then be used in other situations	

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

Budgeted cost: £35,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment opportunities - including John Bell extended schools provision for after school clubs and golden time £7000	Children taking part in after school clubs EEF	Challenge 1
Financial support for: Trips - £2500 Residential - £1800	York Consulting into Learning - Long-term follow-up responses after a residential experience found that: <ul style="list-style-type: none"> <li>84% of KS2 students felt that they knew their teachers better,</li> </ul>	Challenge 1



	<p>and 75% felt they got on better with their peers.</p> <ul style="list-style-type: none"> <li>Residential provide an opportunity to break down the barriers between pupils and teachers, and education and the classroom. Relationships can be forged and built upon over the course of a trip that may not have naturally grown in the traditional school environment</li> </ul> <p>Ofsted: in a 2008 report about learning outside the classroom, it stated: "When planned and implemented well, learning outside the classroom contributed significantly to raising standards and improving pupils' personal, social and emotional development."</p>	
Uniform and pupil leaders £2000	Evidence shows that pupils who engage with pupil leadership programmes have a positive impact on their capacity for learning increases. EDT	Challenge 2
Free Breakfast and Tea Club 3.50 per sessions £18,000	IFS – Children who come to school hungry are less attentive, more disruptive and less likely to understand and remember the day's lessons  Study - Year 2 children (aged 6/7) whose schools were offered support to open a breakfast club made the equivalent of two months' additional progress in reading, writing and maths over the course of a year compared with students in the control group of schools. Year 6 children (aged 10/11) had similar gains in English, though the effects on maths and science were smaller.	Challenge 2
Improving punctuality and attendance through rigorous tracking and monitoring and celebrations. <ul style="list-style-type: none"><li>Home visits</li><li>Daily contact</li><li>Attendance panel meetings</li><li>Support for families</li></ul> Cost of attendance rewards, learning mentor support £3000	Improving school attendance: Support for school and local authorities - DFE  Rewards for attendance	Challenge 3
ELSA and Legotherapy, Learning Mentor Support. Attendance in TAF meetings, bereavement work etc. £1200		Challenge 2 Challenge 4

**Total budgeted cost: £59,656**

# 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 and 2021-2022 academic years.

### Extended Schools Provision

All PP children had access to golden time and after school provision delivered by teachers/external providers. Limited number due to COVID restrictions. Children who are talented at sports, participated freely in the school sports festivals both in and out of school. Increasing number of PP children completing their homework online (Dojo) – raising levels of progress and attainment.

**2021-2022** - All PP children accessed Golden Time and were given priority to after school clubs. School also provided opportunities for children to access the outdoor educational provision at Ulley and the climbing wall at Cranworth. Sporting festivals were attended for a range of sports.

### Remediation:

All staff aware of children entitled to pupil premium and children tracked as a vulnerable group. Analysis of pupil premium children identified specific interventions to support children to overcome individual barriers to learning.

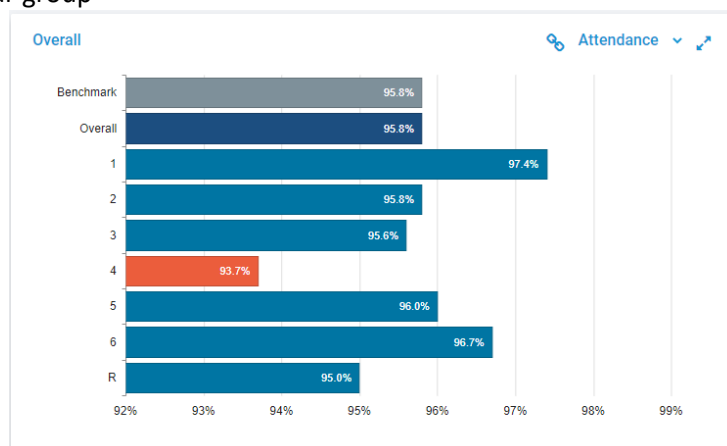
**2021-2022** - Staff continue to know the children who are PP and track their attainment and progress through termly assessments as well day-to-day AfL.

### Attendance

Whole school attendance - 95.8%

PA - 9.8%

- Year group



- Gender - Female - 95.7% Male - 96%
- Vulnerable groups

PP - 93%  
SEND - 93.1%  
EAL - 95.1%

**2021-2022**

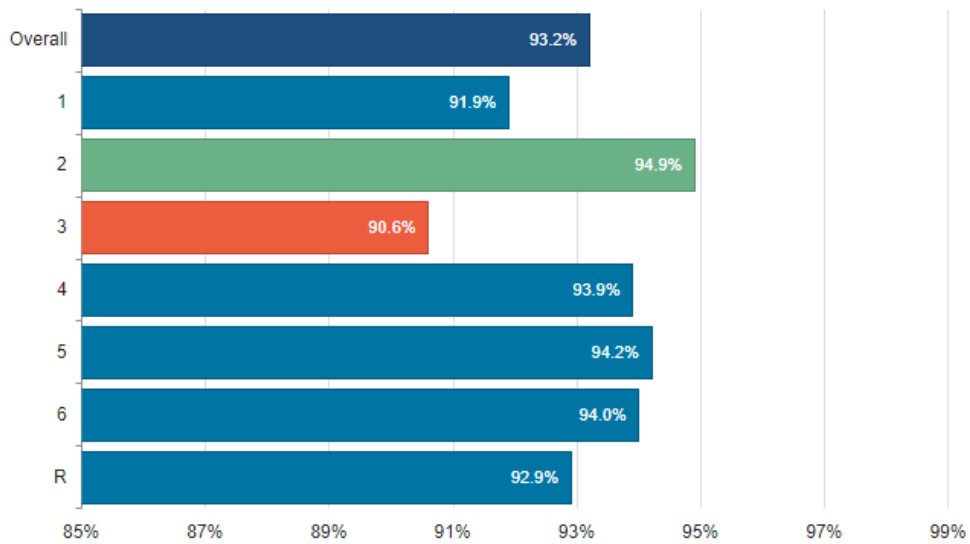
Whole school attendance - 92.4%

PA - 25.4%

Year group

Overall

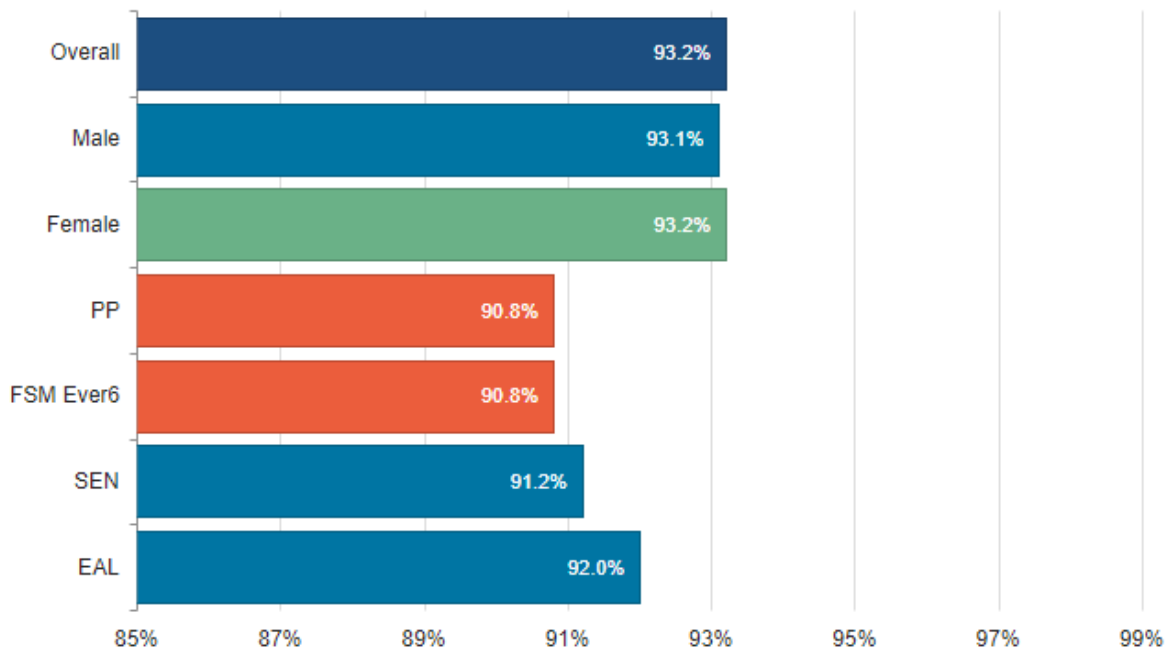
Attendance ▾



Groups

Groups

Attendance ▾



PP - 90.8%

Subsidies:

Provided better, more inclusive and cost effective provision. Resources for children and their families to support early intervention and improve their educational and personal welfare barriers when home learning - e.g. access to chromebooks, internet.

**2021-2022** - School continue to invest in technology and resources for children to use across all subjects.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

1) To improve standards and outcomes in English and Maths so that children achieve more in line with children nationally:

- Teacher Assessment in Y6 showed the following increases in performance from 2019 (last published national data) – Reading – 71% (increase of 18%) Writing – 67% (increase of 4%) Maths – 79% (increase of 22%) EGPS – 83% (increase of 33%)
- Teacher Assessment in Y2 showed the following increases in performance from 2019 (last published national data) – Reading – 64% (increase of 1%) Writing – 68% (increase of 22%) Maths – 72% increase of 15%
- Phonics results – current Y2 88%. Current Y3 93% passed screen in 2021

**2021-2022**

**Phonics Screening Check 2022**

	2019	2020	2021	2022
Year 1	74%	88%	83%	71%
Year 2 retakes	88%	77%	94%	90%

YEAR 6		Reading EXS	Writing EXS	Maths EXS	Reading target	Writing target	Maths target
Cohort	33	23/33 70%	22/33 67%	23/33 70%	67%	64%	48%
Boys	13	10/13 77%	7/13 54%	10/13 77%			
Girls	20	13/20 55%	15/20 75%	13/20 65%			
PP	13	7/13 54%	5/13 38%	7/13 54%			
SEND	7	1 14%	1 14%	1/7 14%			
EHCP	3	0 0%	0 0%	0 0%			
% Achieving EXS+ at last KS exit		75%	69%	75%			

YEAR 2		Reading EXS	Writing EXS	Maths EXS	Reading target	Writing target	Maths target
Cohort	30	23/30 77%	17/30 56%	22/30 73%	73%	63%	70%
Girls	17	14/17 82%	11/17 65%	13/17 76%			
Boys	13	9/13 69%	6/13 46%	9/13 69%			
PP	6	2/6 33%	2/6 33%	3/6 50%			
SEND	7	3 43%	2 29%	4 57%			
EHCP	2	0 0%	0 0%	0 0%			
% Achieving EXS+ at last KS exit		63%	72%	72%			

## 2) To improve the attendance of specific Pupil Premium families

- Despite the covid pandemic we were able to secure the attendance of our Pupil premium children either by being in school or virtually attending lessons. Virtual attendance was at least 95% in every class from January to March 2021 for online lessons. • Children who did not attend live lessons were contacted by the safeguarding team or class teacher at least weekly.

**2021-2022** - Attendance is tracked rigorously with termly panel meetings, teachers intervene and Dojo message parents when children are absent.

3) To improve the consistency of good or better teaching and learning so that PP children close the gap with their peers:

- Monitoring of the quality of teaching across the school and tracking of pupil progress has evidenced that gaps between school and national closed and pupils continue to achieve and know more. Targeted pupils demonstrate accelerated progress in their interventions.

- Effective teaching of phonics and early reading in KS1 has resulted in high phonics scores in 2021. Where language and speech has been targeted these children also show improved literacy, language and phonics skills in the last year. TAs and teachers monitor progress in lessons and evidence in books and learning walks shows that they intervene to ensure any misconceptions are dealt with swiftly. The quality of teaching is now good across the school.

4) The learning mentors / support staff worked with families to identify bespoke support according to need.

- Safeguarding was the highest priority and children were supported in school, and via phone calls / visits made to homes. -

- Attendance remained high

**2021-2022** - attendance dropped - see above.

41% of PP children were PA last year. This was due to holidays being taken during school time, homing issues and travelling to school and other safeguarding issues.

- Children were given bespoke support to ensure any anxiety around being in school or transition through covid had the least possible impact on the children's mental health and wellbeing with the support of WMIM, school staff.

- Daily active lessons engaged children in physical activity which improved engagement, confidence and well-being.

**2021-2022** - Boosters sessions have been started in Sept 2022 for Y6 children initially then across other year groups. The focus is on mental calculations, arithmetic and reading fluency/comprehension.

## 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
n/a	

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	



## Further information (optional)

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