

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Battling Brook Primary School
Number of pupils in school	595
Proportion (%) of pupil premium eligible pupils	13.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Lisa Mathie, Headteacher
Pupil premium lead	Katie Leedham
Governor lead	Rob Deacon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109415
Recovery premium funding allocation this academic year	£12035
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
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	£121450

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attaining. We aim to accelerate progress in Reading, Writing and Maths to 'diminish the difference' so that the disadvantaged group achieve in line with the National 'Others' group. We will consider the challenges faced by all vulnerable pupils, regardless of whether they are classed as disadvantaged or not and the activity we have outlined in this statement is intended to support their needs.

We aim to ensure that Teaching and Learning meets the needs of ALL pupils; to remove or reduce the barriers to learning. Therefore, high-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through school based tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure ALL pupils, including the disadvantaged, are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which ALL staff take responsibility for ALL pupils' outcomes, including the disadvantaged, and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest children's 'learning skills' (metacognition and self-regulated learning) are

	underdeveloped which inhibits their ability to recognise how they learn best and how to challenge themselves.
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	<p>External assessments from 2017 -2019 indicate that Maths progress and attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils and other disadvantaged pupils (national) at KS2</p> <p>Many of our disadvantaged pupils have been impacted by partial school closures. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.</p> <p>(It also important to note that approximately 1/3 of Pupils in receipt of PP funding are on the SEND register for cognition and learning)</p>
4	<p>Internal and external (2017-2019) assessments indicate that progress and attainment in Writing among disadvantaged pupils is significantly below that of non-disadvantaged pupils at KS2</p> <p>Many of our disadvantaged pupils have been impacted by partial school closures. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.</p> <p>(It also important to note that approximately 1/3 of Pupils in receipt of PP funding are on the SEND register for cognition and learning)</p>
5	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils and for a variety of reasons. These challenges particularly affect disadvantaged pupils, including their readiness for learning and therefore attainment. Teacher referrals for support (ELSA, counsellor, nurture groups, other professionals) have markedly increased during the pandemic. Approximately 55 pupils (18 of whom are disadvantaged) currently require additional support with social and emotional needs, all of whom will receive 1:1 or small group interventions throughout the year.
6	Our observations and discussions with pupils and families have identified reduced access to wider enrichment activities, even more so during the pandemic, a lack of opportunities for learning at home, difficulties accessing extra-curricular clubs/activities and access to uniform.

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
Improved/effective use of metacognitive strategies	Assessments and observations show that pupils are able to monitor, direct and review their own learning. They think about their own learning more explicitly. Talking about how they learn and themselves as learners is part of everyday classroom culture.
Improved oracy and use of vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and on-going formative assessment.
Improved attainment in Maths for disadvantaged pupils at the end of KS2.	KS2 Maths outcomes in 2024/25 show that ALL (non-SEN) disadvantaged pupils met the expected standard.
Improved attainment in Writing for disadvantaged pupils at the end of KS2.	KS2 Writing outcomes in 2024/25 show that ALL (non-SEN) disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • consistent and high engagement in lessons (readiness for learning) • fewer referrals to pastoral support team • significant positive impact on progress and attainment data at KS2
To achieve and sustain greater opportunities for all pupils in our school, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils • Increased engagement in home learning activities • All children consistently wearing complete school uniform, including PE kit.

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: £17122.55

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school training on 'The Learning Power Approach'	<p>There is a large body of international evidence that shows, when properly embedded, these approaches are powerful levers for boosting learning. These strategies can be worth the equivalent of an additional +7 months' progress when used well.</p> <p>Metacognition and self-regulated learning EEF Guidance Report</p> <p>Metacognition and self-regulated learning EEF Toolkit</p> <p>The Learning Power Approach: Guy Claxton</p>	1, 2, 3, 4
Whole school training on 'Botherdness' and developing an engaging curriculum (Hywel Roberts)	<p>Research and practice based ideas for how the curriculum can be adapted to “develop wisdom in children – the capacity to think, to apply knowledge, to empathise, to weigh up evidence, to consider consequences and to make informed choices.”</p> <p>Book: 'Uncharted Territories' by Hywel Roberts and Debra Kidd</p> <p>Book: 'Oops! Helping Children Learn Accidentally'</p> <p>Hywel Roberts: TES</p>	1, 2, 3, 4, 5
<p>Oracy/Vocabulary is made a priority on the BBPIP (School Improvement Plan) for each Phase as a key area for development.</p> <p>Staff training on the importance of vocabulary (different tiers of vocabulary)</p> <p>Purchase vocabulary resources for each class</p>	<p>Closing the vocabulary gap between our 'word poor' and 'word rich' pupils could prove the vital difference between school failure and success.</p> <p>Book: 'Closing the Vocabulary Gap', Alex Quigley</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>EEF Guidance Report Literacy EYFS</p> <p>EEF Guidance Report Literacy KS1</p> <p>EEF Guidance Report Literacy KS2</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3, 4, 5

<p>Maths is made a priority on the BBPIP (School Improvement Plan) for each Phase as a key area for development.</p> <p>Release time for Maths Team and Staff training on maths teaching and curriculum planning including key areas of Ready to Progress criteria and associated resources e.g. Maths Hubs/ NCETM 'Mastery Professional Development' documents.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>NCETM Mastery Materials</p> <p>EEF Guidance Report Maths EYFS KS1</p> <p>EEF Guidance Report Maths KS2</p>	3
<p>Writing is made a priority on the BBPIP (School Improvement Plan) for each Phase as a key area for development.</p> <p>Release time for Writing Team/Year Leaders to produce year group specific Writing Assessment grids</p> <p>Staff training on teaching writing (drafting process)</p>	<p>There is extensive evidence for the impact of teaching writing composition strategies:</p> <p>EEF Guidance Report Literacy KS2</p>	4

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

Budgeted cost: £90196.08

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Consistent use of targeted reading, writing and maths interventions in each Phase:</p> <p>EYFS/KS1 – Read, Write Inc. Phonics, Number Stars</p> <p>LKS2 – Moving Reading and Writing On, Gaps in Maths/Rapid Maths</p> <p>UKS2 – Read, Write Inc. Fresh Start, Gaps in Maths/Rapid Maths</p>	<p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>EEF Toolkit: Teaching Assistant Interventions</p> <p>EEF Guidance Report: Teaching Assistants</p>	1, 2, 4
<p>All staff to use online programme 'Eedi' to ensure</p>	<p>Evidence shows that assessment and feedback that moves learning</p>	3, 4

<p>a consistent approach to AfL in Maths (with particular focus on reasoning)</p> <p>Embed use of 'Spelling Shed' and 'Timestables Rockstars' across all year groups to increase engagement with learning spellings and timetables (online technology enables pupils to receive instant feedback and provides formative assessment information for teachers to move learning forward)</p>	<p>forward is effective in raising attainment:</p> <p>EEF Guidance Report: Feedback to improve learning</p> <p>EEF Toolkit: Feedback</p>	
<p>In – school Maths Working Party (6 members of staff) investigating a range of Maths Tutoring Programmes to provide a blend of online and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attaining.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	3

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

Budgeted cost: £117413.34

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of 2 ELSAs, a trained counsellor and the pastoral team to deliver social and emotional learning interventions to targeted individuals/groups of pupils: before school nurture group, lunchtime nurture group, timetabled intervention groups throughout the school day.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Toolkit: Social and emotional learning</p> <p>EEF Guidance Report: Improving social and emotional skills</p> <p>EEF Toolkit: Behaviour interventions</p>	5

Continued investment in 'Jigsaw' PSHE scheme resources.		
Provide Homework club to support those children who have less opportunity for learning at home	EEF Toolkit: Homework	6
Trip subsidy for all pupils Subsidy for wider enrichment opportunities and uniform Extra-Curricular lead to identify PP for clubs etc. and invite first.	Evidence suggests that young people who have the opportunity to learn through and about culture are better equipped to achieve across the curriculum, and to take responsibility for their own learning. Attendance, attitude and wellbeing are all improved by engagement with culture. Cultural Learning Alliance	6

Total budgeted cost: £ 224,731.97

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 2021 to 2022 academic year.

All teaching staff contributed to the evaluation of our progress towards achieving the intended outcomes outlined above. Together we looked at the activities described and reviewed how successfully they have begun to be implemented across the school.

Challenge 1 – Metacognition and self-regulated learning

Active Learning Power Approach Update 14.11.22

Active Learning Power Lead: C.Skyte

During staff meetings, steps have been taken towards ensuring a more intentional and consistent approach towards learning power and how this can be implemented and embedded within our practice. The overarching target for the autumn term is to ensure that all teachers had created a 'Psychologically Safe' classroom. In order to begin this, the first CPD Cycle focused on the understanding of Learning Mode versus Performance Mode. All members of staff watched a video clip and participated in reading from the Powering Up Children text (by Guy Claxton and Becky Carlzon). Following this, discussions were had around how we could establish this within classrooms and all year groups agreed a set target that they would put into practice in their classrooms. After three weeks of embedding this agreed and adjusted practice, staff were brought together to discuss their findings. Evidence of this process can be found in individual staff CPD Journals. Each year group now has a target for moving forward with LPA. As a result of the above, staff are feeling more confident with applying some principles of the learning power approach but there is much more to improve upon. Further CPD Cycles and input will be planned throughout the year to ensure all staff are confident with creating a psychologically safe classroom and that all children feel safe to learn, to evaluate themselves as learners and to know what to do when they are struggling/challenged.

Feedback from teaching staff shows a positive impact on pupils' collaborative learning, engagement ('botherdness') and confidence.

This remains a target for our Pupil Premium Strategy, with a more deliberate focus on the impact for disadvantaged pupils.

Challenge 2 – Oral language skills and vocabulary

This continues to be an area of weakness for many of our pupils. Although some work has been done throughout the school to begin to address this (e.g. priority on the school improvement plan), the lasting effects from lockdowns and a drive on LPA has meant the emphasis on this area has not been consistently delivered across the school. However, many teaching staff report that when it is made a priority, the deliberate teaching and reinforcement of vocabulary has a positive impact for all pupils.

Speech and language interventions are run successfully across the school for those pupils who need them and the identification/assessment process in school is efficient.

Foundation Stage 2 are to receive 'Talk for Writing' training and have started to use this approach. This will be evaluated for how it could transfer to the rest of the school.

Many classrooms use/display a vocabulary wall or 'word of the day' but this could be implemented more effectively and consistently across the school. Staff would like more CPD on the direct teaching of vocabulary and the most effective ways of keeping this running in the classroom.

This remains a target for our Pupil Premium Strategy and will be prioritised for Summer 2023.

Challenge 3 - Maths progress and attainment among disadvantaged pupils

Mathematics- Disadvantaged pupils summary

Attainment in Mathematics	National	National	Battling Brook	Battling Brook
2021-2022 cohort	'non-disadvantaged' 2019	'Disadvantaged pupils' 2019	'non-disadvantaged'	'Disadvantaged pupils'
End of KS2 data	71.4%	56.3%	63.2%	37.5%
End of KS1 data	79%	-	80%	44%

- Maths is a key priority on the school improvement plan
- Interventions- post-teach/pre-teach in place for disadvantaged pupils not meeting the expected standard in maths (who are not SEN)
- 'Gaps in maths' interventions used to support SEN disadvantaged pupils that are below the expected standard in maths
- Use of TT Rockstars in all year groups. Upper KS2 use of 'My Maths'. More will need to be done to ensure that all PP chn have regular access to these either at home or in school.

- Additional option of homework club is offered to all pupils during lunchtimes – further investigation into the number of disadvantaged children who take up the offer is needed, however, class teachers know to target PP children who NEED this support.
- KS2 using Eedi (Diagnostic Questions) to support AfL,
- Maths leads are attending Maths Hub CPD sessions
- INSETs planned to deliver to staff on maths CPD (subject audit) and the use of manipulatives to support learners
- The Maths Lead will have time out of class to update relevant policies and create parent flyers to help support their child in maths
- The Maths Lead team have planned to deliver a parents' meeting designed to equip parents to support their child in maths

Class teachers report that interventions could have been more effective but were not due to staffing issues – many of these issues were due to the ongoing effects of Covid and lockdowns.

Tutoring: Third Space Learning, 48 children (Y5/6) 15 hours each. Children's confidence in key, foundational areas increased and contributed towards improved outcomes. Further research is being undertaken as to how we can continue forward with an online tutoring programme.

This challenge remains a target for our Pupil Premium Strategy and will focus on the consistent and effective use of interventions, particularly for disadvantaged pupils.

Challenge 4 – Progress and attainment in Writing

- The drafting process is now consistently used across KS2, with elements being incorporated in KS1.
- Handwriting is now a priority in EYFS and year 1 to ensure that as children move through the school, their 'writing weakness' is not likely to be handwriting.
- TAFs introduced in all year groups (1-6) based on year 2 and year 6 statutory TAFs and the national curriculum. This ensures teachers are assessing pupils' attainment regularly and consistently and they can identify children who have gaps in their skills or knowledge.
- Interventions take place, extra to English lessons, in all year groups throughout the day. These are mostly for pupils with SEN and focus heavily on phonics so further investigation is needed to ensure support is provided for disadvantaged pupils where necessary
- The writing team are currently looking at providing children with regular access to scaffolds/prompts/writing tool kits, to allow disadvantaged and SEN children to progress in writing and to encourage more independence.

TAFs are having an impact in terms of more reliable assessment and having specific targets or areas to address for pupils.

Now the drafting process is consistently used, children are moving from one year group to another with a better knowledge of the process, allowing teachers to 'hit the ground running' with current objectives on the TAF.

Staff training has been given and writing lead makes time to ensure any new staff are aware of training and resources to help them. HLTA's have also had training at the beginning of this year.

Several, clear writing objectives are included on the school PIP. These focus on grammar, oracy, sentence structure and assessment.

Teaching staff report that the consistent, whole school approach has had a positive effect on pupils' writing. Many agree that interventions support SEN PP children well but there needs to be a more consistent approach to interventions for supporting non-SEND PP pupils.

As with Maths, more will need to be done to ensure that all PP chn have regular access to online programmes for English either at home or in school.

This challenge remains a target for our Pupil Premium Strategy and will focus on the consistent and effective use of interventions, particularly for disadvantaged pupils.

Challenge 5 – Supporting pupils with social and emotional issues

Social and emotional health and wellbeing continues to be a challenge for many of the pupils of our school following the impact of Covid, national lockdowns and social distancing. The effects of which cannot be ignored.

Unfortunately, one member of the ELSA team left the school last year. As a result, it has been difficult for the remaining ELSA to effectively and consistently deliver interventions as much of the time she has to work in response to the needs of individual children across the school as and when it is required. The counsellor we have in school is able to offer consistent support to a regular list of pupils and the impact is positive.

Lunchtime/nurture groups are run successfully and offer pupils a calm space and structure to their free time where it is needed. Equally, the nurture group before school ensures a calm start to the day for those who need it.

The Jigsaw scheme ensures the regular (weekly) and consistent approach to the teaching of PSHE. It has had a positive impact on relationships and behaviour amongst pupils and has improved children's understanding of emotional issues such as bullying and celebrating differences as well as showing a variety of cultures and ways of living. It encourages open discussion and expressing opinions.

This challenge remains a target for our Pupil Premium Strategy and will need to focus on the consistent and effective use of ELSA interventions.

Challenge 6 – Wider enrichment activities

Trips and uniform subsidy is vital in supporting families and ensures a positive impact for PP chn being able to access the same opportunities as other children.

Homework club runs successfully for KS2 and teachers must ensure that PP pupils DO make use of this. Teachers have reported that it would be useful to introduce this resource for KS1 pupils too.

There are many extra-curricular clubs available at school but very few PP pupils attend (despite funding being available). This is something that will be investigated further to discover the reasons behind this.

This challenge remains a target for our Pupil Premium Strategy and will particularly focus on uptake of our PP pupils to the different extra-curricular activities.

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
ELSA	Leicestershire Educational Psychology Service

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.