

Pupil premium strategy statement

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	Battling Brook Primary School
Number of pupils in school	597
Proportion (%) of pupil premium eligible pupils	14.6% (87)
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 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Stewart Marsden, Headteacher
Pupil premium lead	Katie Leedham
Governor lead	Rob Deacon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£111,185
Recovery premium funding allocation this academic year	£11,455
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	£122,639

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: £5,100.00

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: £96,836.48

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: £ 58,296.76

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: £ 160,233.25

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

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?

YEAR 1	Number			Percentage			Initials		
PP in Year Group	11/87			10%					
PP Achieving at EXS or above	R	W	M	R	W	M	R	W	M
	7/11	5/11	6/11	64%	45%	45%	Ch1,Ch2,Ch3,Ch4,Ch5,Ch6,Ch7	Ch1,Ch2,Ch3,Ch6,Ch7	Ch1,Ch2,Ch3,Ch5,Ch6,Ch7
PP Achieving at WTS or PYG	R	W	M	R	W	M	R	W	M
	4/11	6/11	5/11	36%	55%	55%	Ch8, Ch9, Ch10, Ch11	Ch4, Ch8, Ch9, Ch5, Ch10, Ch11	Ch4, Ch9, Ch7, Ch10, Ch11
PP also SEN	4/11			36%			Ch9, Ch8, Ch11, Ch10		
PP Receiving Catch-up Tuition	4/11			36%			Ch6, Ch7, Ch4, Ch5		
COMMENTS	Ch8 invited to catch up but not attended, Ch6 only attended the first cycle.								

YEAR 2	Number			Percentage			Initials		
PP in Year Group	14/87			16%					
PP Achieving at EXS or above	R	W	M	R	W	R	R	W	M
	7	3	9	50%	21%	64%	Ch1,Ch2,Ch3,Ch4,Ch5,Ch6,Ch7	Ch1,Ch3,Ch5	Ch2,Ch3,DM,Ch4,Ch5,Ch6,Ch8,Ch7,Ch9
PP Achieving at WTS or PYG	R	W	M	R	W	R	R	W	M
	7	11	5	50%	79%	36%	Ch10, Ch11, Ch12, Ch13, Ch8, Ch14, Ch9	Ch2, Ch10, Ch4, Ch11, Ch12, Ch6, Ch13, Ch8, Ch7, Ch14, Ch9	Ch1, Ch11, Ch12, Ch13, Ch14
PP also SEN	6			43%			Ch11, Ch12, Ch9, Ch3, Ch13, Ch2		
PP Receiving Catch-up Tuition	4			40%			Ch2 (W), Ch1 (M), Ch9 (R), Ch3 (W), Ch6, Ch10 (R W), Ch4 (W)		
COMMENTS	Ch8 offered W tuition didn't come Ch7 only arrived in May after tuition ended Ch14- class support only								

YEAR 3	Number			Percentage			Initials		
PP in Year Group	13/87			15%					
PP Achieving at EXS or above	R	W	M	R	W	M	R	W	M
	7	6	7	54%	46%	54%	Ch1, Ch2, Ch3, Ch4, Ch5, Ch6,	Ch1, Ch2, Ch3, Ch4, Ch5,	Ch1, Ch8, Ch2, Ch3, Ch4, Ch5, Ch6, Ch7
PP Achieving at WTS or PYG	R	W	M	R	W	M	R	W	M
	6	7	6	46%	54%	46%	Ch9, Ch10, Ch8, Ch11, Ch12, Ch7, Ch13	Ch9, Ch10, Ch8, Ch11, Ch12, Ch6, Ch7, Ch13	Ch9, Ch10, Ch11, Ch12, Ch13
PP also SEN	6/13			46%			Ch9, Ch10, Ch8, Ch12, Ch13		
PP Receiving Catch-up Tuition	4			31%					
COMMENTS	Catch up has aided Ch6 and enabled him to stay at a EXP level in reading and Maths. Catch up aided Ch1 and Ch2 to keep an expected level in reading. Ch7 has stayed at WTS for writing despite doing very little over lockdown. Went to writing booster.								

YEAR 4	Number			Percentage			Initials		
PP in Year Group	16/89			18%					
PP Achieving at EXS or above	R	W	M	R	W	M	R	W	M
	9/16	7/16	8/16	56%	44%	50%	Ch1, Ch2, Ch3, Ch4, Ch5, Ch6, Ch7, Ch8, Ch9	Ch1, Ch2, Ch3, Ch4, Ch5, Ch6, Ch8	Ch1, Ch2, Ch3, Ch4, Ch5, Ch6, Ch7, Ch9
PP Achieving at WTS or PYG	R	W	M	R	W	M	R	W	M
	7/16	9/16	8/16	44%	56%	50%	Ch10, Ch11, Ch12, Ch13, Ch14, Ch15, Ch16	Ch10, Ch11, Ch12, Ch13, Ch14, Ch7, Ch15, Ch16, Ch9	Ch10, Ch11, Ch12, Ch13, Ch14, Ch15, Ch16, Ch8
PP also SEN	8/16			50%			Ch10, Ch11, Ch12, Ch13, Ch14, Ch15, Ch16, Ch8		
PP Receiving Catch-up Tuition	3/16			19%			Ch7(W) Ch4(W) Ch2(W)		
COMMENTS	Ch7 – WTS in writing but not SEN. Received 'Catch-up' tuition. Ch9 – New to the school.								

YEAR 5	Number			Percentage			Initials		
PP in Year Group	16			18%					
PP Achieving at EXS or above	R	W	M	R	W	M	R	W	M
	9/16	6/16	7/16	56%	38%	44%	Ch1, Ch2, Ch3, Ch4, Ch5, Ch6, Ch7, Ch8, Ch9	Ch2, Ch4, Ch5, Ch6, Ch7, Ch8,	Ch2, Ch4, Ch5, Ch12, Ch6, Ch7, Ch8,
PP Achieving at WTS or PYG	R	W	M	R	W	M	R	W	M
	7/16	10/16	9/16	44%	63%	56%	Ch10, Ch11, Ch12, Ch13, Ch14, Ch15, Ch16.	Ch1, Ch10, Ch3, Ch11, Ch12, Ch11, Ch12, Ch13, Ch14, Ch15, Ch16, Ch9	Ch1, Ch10, Ch3, Ch11, Ch13, Ch14, Ch15, Ch16, Ch9
PP also SEN	9/16			56%			Ch1, Ch10, Ch11, Ch5, Ch13, Ch15, Ch14, Ch16, Ch9		
PP Receiving Catch-up Tuition	5/16			31%			Ch1 (R), Ch2 (M), Ch12 (R), Ch6 (M), Ch8 (M)		
COMMENTS	Ch3 WTS not SEN. Made excellent progress. Only just in WTS bracket. Removed from SEB record Ch12 WTS not SEN. Received 'catch up' tuition but did not attend all sessions.								

YEAR 6	Number			Percentage			Initials		
PP in Year Group	17/87								
PP Achieving at EXS or above	R	W	M	R	W	M	R	W	M
	9	9	9	53%	53%	53%	Ch1, Ch2, Ch3, Ch4, Ch5, Ch6, Ch7, Ch8, Ch9, Ch10	Ch1, Ch2, Ch3, Ch4, Ch5, Ch6, Ch8, Ch9, Ch7	Ch1, Ch2, Ch3, Ch4, Ch5, Ch6, Ch8, Ch11, Ch12, Ch7
PP Achieving at WTS or PYG	R	W	M	R	W	M	R	W	M
	8	8	8	47%	47%	47%	Ch13, Ch11, Ch12, Ch14, Ch15, Ch16, Ch17	Ch13, Ch14, Ch11, Ch12, Ch15, Ch16, Ch17 Ch10	Ch13, Ch15, Ch16, Ch17 Ch14, Ch9
PP also SEN	6/17			35%			Ch4, Ch8, Ch13, Ch14, Ch12, Ch16		
PP Receiving Catch-up Tuition	6/17			35%			Ch9, Ch8, Ch11, Ch17, Ch15		
COMMENTS									

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?	Resources and 1:1 pastoral care support groups
What was the impact of that spending on service pupil premium eligible pupils?	Increased confidence and wellbeing in school

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.