

Pupil Premium **Review of 2020/2021** – Burnley Brow Community School

| Summary information | | | | | |
|--|---------|----------------------------------|---------------------------|--|----------|
| Academic Year | 2020/21 | Total PP budget | £122,395 | Date of most recent PP Review | Oct 2020 |
| Total number of pupils on roll (including Nursery) | 473 | Number of pupils eligible for PP | 91 including two Post CLA | Date for next internal review of this strategy | Oct 2021 |

| Review of pupil premium attainment 2020 | Pupils eligible for PP Attainment 2020 | Pupils not eligible for PP Attainment 2020 | Pupil Premium Attainment 2021 | Non Pupil Premium Attainment 2021 |
|---|--|--|-------------------------------|-----------------------------------|
| RWM combined | 55% | 84% | 45% | 63% |
| Reading | 59% | 84% | 65% | 83% |
| Writing | 64% | 84% | 60% | 83% |
| Maths | 73% | 88% | 70% | 83% |

Impact of actions 2020/21:

This cohort has had a significant gap throughout school. This has been narrowed over KS2. Covid had a negative impact on attainment for PP children. School was school closed for a term. School offered remote learning which some families interacted with. Non-interaction was followed up daily with telephone calls and/or visits with varying degrees of success. Hardware was provided for all children who needed it. More PP children did not interact daily with remote learning sessions.

| Barriers to future achievement for pupils eligible for PP | |
|---|---|
| A. | Nursery baseline (2019) Reading 9%, Writing 10% Maths, 10% of children were age appropriate. The majority of all nursery children have little English on arrival and/or poor Bangla language. 2020 baseline not yet completed due to COVID-19 and children isolating. |
| B. | The majority of children are in the most deprived 10% (Idaci) |
| C. | The majority of children do not live in literary-rich environment in first or second language |
| C. | The majority of children's wider opportunities are limited due to family circumstances and cultural/community norms |
| D. | The majority of children have very limited home support for learning |

| School priorities | |
|-------------------|--|
| A. | o Structured approach to reading across school. |
| B. | o Raise EY GLD and reading attainment |
| C. | o Raise phonics attainment in Y1 |
| D. | o Structured, consistent phonics teaching to impact on reading ability in EY and KS! |
| E. | o Raise KS2 reading attainment with whole class reading daily with whole class texts bought half-termly. |
| F. | o Teaching of the curriculum leads to retention of knowledge in long-term memory . |

| Priority. A | Strategies |
|---|---|
| Structured approach to reading across school. | <ul style="list-style-type: none"> • REAL project • ELKLAN • WELLCOM language programme. |

| | |
|--|--|
| | <ul style="list-style-type: none"> • Parent workshops (Pandemic allowing) • Word Aware and emphasis on Vocabulary from whole class reading. • Knowledge organiser with Tier 2 vocabulary. • Daily whole class reading lessons. |
|--|--|

| Priority. B | Strategies |
|-------------------------------------|---|
| Raise EY GLD and reading attainment | <ul style="list-style-type: none"> • Poetry, choral speaking opportunities (Pandemic allowing) • Reading focus across school • Use of fully decodable texts • Planned outdoor learning for RW and M in EY • Phonics shed |

| Priority. C | Strategies |
|--------------------------------|--|
| Raise phonics attainment in Y1 | <ul style="list-style-type: none"> • Whole school phonics training • Consistent phonics teaching • Decodable texts linked to sounds learned • Information for parents to support children reading at home. |

| Priority. D | Strategies |
|--|---|
| Structured, consistent phonics teaching to impact on reading ability in EY and KS1 | <ul style="list-style-type: none"> • English Hub support for consistent phonics teaching • Teaching monitored for consistency • Uniform structure to lessons • Reading daily with children below AA • Y5 and Y6 children to read with the lowest attaining 20% |

| Priority. E | Strategies |
|-------------------------------|---|
| Raise KS2 reading attainment. | <ul style="list-style-type: none"> • Quality whole class texts provided half-termly • Library areas developed in all classes • Daily structured whole class reading lessons • Explicit teaching of vocabulary • All staff to read books provided, to be able to engage reluctant readers |

| Priority. F | Strategies |
|--|--|
| Teaching of the curriculum leads to retention of knowledge in long-term memory | <ul style="list-style-type: none"> • Develop threads throughout subjects and across subjects. • Progression mapped across subjects. • CPD long term memory learning • Retrieval practice planned and delivered |

| Resource | Cost |
|--|-----------------|
| Teaching Assistants x 6 FTE (pm support Y1-Y6) | £62,500 |
| Curriculum cultural opportunities | £12,200 |
| Pastoral Support Staff x 1 | £8,000 |
| Teacher Support (10%) | £84,200 |
| Whole class texts | £2,500 |
| Guided reading book sets | £1,000 |
| Library areas and books (second year) | £600 |
| Staff training | £3,720 |
| Total | £166,728 |

Budget contribution £44,333.00