

# Pupil Premium Strategy Statement Review 2022/2023

## School Overview

Detail	Data
School name	<b>Burnley Brow Community School</b>
Number of pupils on roll	<b>477</b>
Number & Percentage of pupil premium eligible children	<b>117 including 2 CLA, 1 Post CLA (25%)</b>
Academic Year	<b>2022/23</b>
Amount of pupil premium funding	<b>£168,270</b>
Amount of recovery funding	<b>£15,080</b>
Date this statement was published	<b>October 2022</b>
Date of review	<b>September 2023</b>
Statement authorised by	<b>H Atkinson-Smith</b>
Governor lead	<b>J Sutcliffe</b>

<b>Review of pupil premium attainment 2022-23 KS2</b>	Pupil Premium Attainment 2022	Non-pupil Premium Attainment 2022	Pupil Premium Attainment 2023	Non-pupil Premium Attainment 2023
<b>RWM combined</b>	63%	71%	63%	71%
<b>Reading</b>	81%	88%	83%	90%
<b>Writing</b>	63%	74%	65%	82%
<b>Maths</b>	75%	86%	78%	90%

## Pupil Premium Strategy Plan

### Statement of intent

As in previous years, our intent is to improve attainment of our disadvantaged pupils and to open up every opportunity that we can provide or facilitate, to them.

This plan outlines a range of challenges the children and families face, alongside strategies to help overcome these barriers.

Barriers to future achievement for pupils eligible for PP	
<b>A.</b>	Low starting point: Nursery baseline (2022) Reading 12%, Writing 12% Maths, 14% of children were age appropriate on entry to Nursery. These children were mainly the children who had joined us in the summer term of the previous year. The majority of all nursery pupils have little English on arrival and/or poor Bangla language.
<b>B.</b>	The majority of pupils do not live in literary-rich environment in first or second language
<b>C.</b>	The majority of pupils' wider opportunities are limited due to family circumstances and cultural/community norms
<b>D.</b>	The majority of pupils have very limited home support for learning – 87% of parents speak Bangla at home

Intended outcomes	
<b>A.</b>	○ Improve vocabulary and language knowledge by using a structured approach to the teaching of reading and vocabulary acquisition across school.
<b>B.</b>	○ Raise EY GLD
<b>C.</b>	○ Improve reading ability in EY and KS1 by systematic, consistent phonics teaching
<b>D.</b>	○ Raise KS2 writing attainment with structured approach to writing development.

<b>E.</b>	○ Pupils to retain knowledge in long-term memory through explicit retrieval practice.
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<u>Priority. A</u>	<u>Strategies</u>
Improve vocabulary and language knowledge by using a structured approach to the teaching of reading and vocabulary acquisition across school.	<ul style="list-style-type: none"> <li>● Use ELKLAN strategies across school. The school is a Communication Friendly Setting. Staff use various strategies from the programme to develop language at an individual level. An example of this is the use of blank level questions in reading and spoken English.</li> <li>● Use the WELLCOM language toolkit across the school. This programme works on gaps in the understanding of language.</li> <li>● Identify children for support around ASD and language development using the strategies learned in the Early Identification Project (EIP).</li> <li>● Hold regular parent workshops- As part of EIP, POINT is delivering four workshops with identified families. Parents are learning about the strategies that will support their children at home.</li> <li>● CPD to impact on teaching of using and retaining vocabulary across the curriculum.</li> <li>● Produce Knowledge organiser with Tier 2 vocabulary.</li> <li>● Plan daily whole class reading lessons.</li> <li>● Listen to the lowest 20% of readers daily.</li> <li>● Monitor the teaching of Phonics regularly</li> </ul>
<u>Priority. B</u>	<u>Strategies</u>
Raise EY GLD	<ul style="list-style-type: none"> <li>● Provide poetry and choral speaking opportunities</li> <li>● Structured and monitored Phonics teaching</li> <li>● Use fully decodable texts</li> <li>● Plan for outdoor learning development for R, W and M in EY</li> <li>● Use Talk for Writing strategies in Nursery and Reception.</li> </ul>
<u>Priority. C</u>	<u>Strategies</u>
Improve reading ability in EY and KS1 by systematic, consistent phonics teaching.	<ul style="list-style-type: none"> <li>● Phonics training for all new staff – reviews for experienced staff</li> <li>● Consistent phonics teaching across EY, KS1 and into KS2 which is monitored by phonics lead.</li> <li>● Continue to use decodable texts linked to sounds learned</li> <li>● Hold information/workshops for parents to support children reading at home.</li> </ul>
<u>Priority. D</u>	<u>Strategies</u>
Raise KS2 writing attainment with structured approach to writing development.	<ul style="list-style-type: none"> <li>● Use Talk for Writing strategies across school.</li> <li>● English lead to monitor teaching and learning across school.</li> <li>● English co-lead to lead staff CPD on vocabulary teaching and monitor the impact of this.</li> <li>● Y6 teachers to work with the English lead reviewing writing progress through school.</li> <li>● Hold moderation sessions in school and work with at least one other school on moderation across cohorts.</li> <li>● Plan for extended pieces of writing across the curriculum.</li> </ul>
<u>Priority. F</u>	<u>Strategies</u>
Pupils to retain knowledge in long-term memory through explicit retrieval practice.	<ul style="list-style-type: none"> <li>● Develop threads including vocabulary throughout subjects and across subjects.</li> <li>● Progression mapped across subjects.</li> <li>● CPD long term memory learning</li> <li>● Retrieval practice planned for, delivered and impact monitored</li> </ul>

Resource	Cost £
Teaching Assistants x 8 FTE (pm support Y1-Y6)	74,500
Curriculum cultural opportunities	5,000
Music Service +tune into talking	5,970
Wellbeing Staff and children x 2	8,000
Small group teaching time for below AA PP (JH, JK, SS, SB, LH, LB) x 10% teaching time	38,000

Curriculum lead threads and progression x 2 days	20,000
Vocabulary lead Management time and TLR	8,000
Talk for Writing lead development days + 1 day	15000
Outdoor investment in school grounds	8,000
Staff CPD	5,000
<b>Total</b>	<b>£18,7470</b>

**School budget contribution £3,951.73**