

Pupil Premium Plan 2021/2022– Burnley Brow Community School

Summary information					
Academic Year	2021/22	Total PP budget	£156, 020.	Date of most recent PP Review	Oct 2021
Total number of pupils on roll (including Nursery)	471	Number of pupils eligible for PP	116 including two Post CLA	Date for next internal review of this strategy	Oct 2022

<u>Review of pupil premium attainment 2021</u>	Pupils eligible for PP Attainment 2021	Pupils not eligible for PP Attainment (progress) 2021		
RWM combined	45%	63%		
Reading	65%	83%		
Writing	60%	83%		
Maths	70%	83%		

Barriers to future achievement for pupils eligible for PP	
A.	Nursery baseline (2021) Reading 13%, Writing 13% Maths, 13% of children were age appropriate. The majority of all nursery children have little English on arrival and/or poor Bangla language.
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 – 87% of parents speak Bangla at home

	School priorities
A.	○ Structured approach to reading across school. Focus 1:1 reading with lowest 20%.
B.	○ Raise EY GLD
C.	○ Raise phonics attainment in Y1
D.	○ Structured, consistent phonics teaching to impact on reading ability in EY and KS1
E.	○ Raise KS2 reading attainment with whole class reading daily with whole class texts half-termly.
F.	○ Teaching of the curriculum leads to retention of knowledge in long-term memory .

<u>Priority. A</u>	<u>Strategies</u>
Structured approach to reading across school.	<ul style="list-style-type: none"> REAL project ELKLAN WELLCOM language programme. Communication Friendly School Status Parent workshops Emphasis on teaching Vocabulary across the curriculum. Knowledge organiser with Tier 2 vocabulary. Daily whole class reading lessons. Lowest 20% of readers have daily 1:1 sessions.

<u>Priority. B</u>	<u>Strategies</u>
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Raise EY GLD	<ul style="list-style-type: none"> Poetry, choral speaking opportunities Structured and monitored Phonics teaching Use of fully decodable texts Planned outdoor learning for RW and M in EY
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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 Consistent structure to lessons in EY and KS1 Reading daily with children below AA and lowest 20% 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 Book shelves in all classes with quality texts 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 8 FTE (pm support Y1-Y6)	74,500
Curriculum cultural opportunities	12,500
Music Service +tune into talking	5,970
Pastoral Support Staff x 1	8,000
Small group teaching time for below AA PP (JH, JK, SS, SB, LH, LB) x 10% teaching time	38,000
Quality Texts	2,000
English Hub	6,000
Outdoor pursuits	4,800
Staff training	5,000
Total	£156,770

Budget contribution £750.00