

# Pupil Premium Strategy Statement Review 2023/2024

## School Overview

Detail	Data
School name	Burnley Brow Community School
Number of pupils on roll	469
Number & Percentage of pupil premium eligible children	141 including 1 CLA (26%)
Academic Year	2023/24
Amount of pupil premium funding	£171, 310
Date this statement was published	October 2023
Date of review	September 2024
Statement authorised by	H Atkinson-Smith
Governor lead	J Sutcliffe

Review of pupil premium attainment 2023-24 KS2	Pupil Premium Attainment 2023	Non-pupil Premium Attainment 2023	Pupil Premium Attainment 2024	Non-pupil Premium Attainment 2024
<b>RWM combined</b>	63%	71%	57%	70%
<b>Reading</b>	83%	90%	70%	78%
<b>Writing</b>	65%	82%	61%	76%
<b>Maths</b>	78%	90%	70%	80%

\*The school's gap between pupil premium and non-pupil premium attainment in R, W, M and RWM is narrower than the Oldham gap.

## 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 (2023) Reading 12%, Writing 11% Maths, 13% 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.

<b>Priority. A</b>	<b>Strategies</b>
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>• Use of 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> <li>• English lead to monitor reading fluency and track pupils.</li> <li>• Book fair during Parents' Evening to encourage parents to engage in books with their children.</li> </ul>
<b>Priority. B</b>	<b>Strategies</b>
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>
<b>Priority. C</b>	<b>Strategies</b>
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> <li>• Introduce free reading sessions to promote independence and allow children to explore different text types.</li> </ul>
<b>Priority. D</b>	<b>Strategies</b>
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> <li>• Use of free writing sessions to promote independence and imagination in writing.</li> </ul>
<b>Priority. F</b>	<b>Strategies</b>
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>

<b>Resource</b>	<b>Cost £</b>
Teaching Assistants x 8 FTE (pm support Y1-Y6)	80,000

Curriculum cultural opportunities	5,000
Music Service +tune into talking	6,000
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	15,000
Outdoor investment in school grounds	8,000
Staff CPD	5,000
<b>Total</b>	<b>£193,000</b>

**School budget contribution £3,951.73**