

Pupil Premium Strategy Statement 2024/2025

School Overview

Detail	Data
School name	Burnley Brow Community School
Number of pupils on roll	463
Number & Percentage of pupil premium eligible children	120 including 1 CLA (26%)
Academic Year	2024/25
Amount of pupil premium funding	£177, 600
Date this statement was published	September 2024
Date of review	September 2025
Statement authorised by	H Atkinson-Smith
Governor lead	J Sutcliffe

Pupil Premium Strategy Plan

Statement of intent

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	
A.	Low starting point: Nursery baseline (2024) Reading 8%, Writing 6% Maths, 6% 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 as rising 3s. The majority of all nursery pupils have little English on arrival and/or poor Bangla language. 50% of the Nursery cohort were wearing nappies on entry to Nursery.
B.	The majority of pupils do not live in literary-rich environment in first or second language
C.	The majority of pupils' wider opportunities are limited due to family circumstances and cultural/community norms
D.	The majority of pupils have very limited home support for learning – 85% of parents speak Bangla at home

Intended outcomes	
A.	○ Improve vocabulary and language knowledge by using a structured approach to the teaching of reading and vocabulary acquisition across school.
B.	○ Raise EY GLD
C.	○ Improve reading ability in EY and KS1 by systematic, consistent phonics teaching
D.	○ Raise KS2 writing attainment with structured approach to writing development.
E.	○ Pupils to retain knowledge in long-term memory through explicit retrieval practice.

Priority. A	Strategies
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"> • 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. • Use the WELLCOM language toolkit across the school. This programme works on gaps in the understanding of language. • Identify children for support around ASD and language development using the strategies learned in the Early Identification Project (EIP).

	<ul style="list-style-type: none"> • 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. • CPD to impact on teaching of using and retaining vocabulary across the curriculum. • Use of Knowledge organiser with key vocabulary. • Consistent use of daily whole class reading lessons. • The lowest 20% of readers read to an adult daily. • Monitor the teaching of Phonics regularly and ensure that all new staff are trained and mentored. • English lead to monitor reading fluency and track pupils. • Book fair during Parents' Evening to encourage parents to engage in books with their children.
Priority. B	Strategies
Raise EY GLD	<ul style="list-style-type: none"> • Provide poetry and choral speaking opportunities. • Structured and monitored Phonics teaching. • Use fully decodable texts. • Continue to develop the outdoor area to enhance the development of R, W and M in EY. • Use Talk for Writing strategies in Nursery and Reception to aide the learning of key texts.
Priority. C	Strategies
Improve reading ability in EY and KS1 by systematic, consistent phonics teaching.	<ul style="list-style-type: none"> • Phonics training for all new staff – continue to refresh training for experienced staff. • Consistent phonics teaching across EY, KS1 and into KS2 which is monitored by phonics lead. • Continue to use decodable texts linked to sounds learned. • Hold information/workshops for parents to support children reading at home. • Continue to use free reading sessions to promote independence and allow children to explore different text types.
Priority. D	Strategies
Raise KS2 writing attainment with structured approach to writing development.	<ul style="list-style-type: none"> • Whole staff training to revisit the 3 elements of Talk for Writing (3Is). • Use Talk for Writing strategies across school. • English lead to monitor teaching and learning across school. • English lead to lead to continue to develop vocabulary teaching and monitor the impact of this. • Hold moderation sessions in school and work with at least one other school on moderation across cohorts. • Plan for extended pieces of writing across the curriculum. • Use of free writing sessions to promote independence and imagination in writing.
Priority. F	Strategies
Pupils to retain knowledge in long-term memory through explicit retrieval practice.	<ul style="list-style-type: none"> • Continue to develop threads including vocabulary throughout subjects and across subjects. • CPD long term memory learning and metacognition. • Retrieval practice planned for, delivered and impact monitored.

Resource	Cost £
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	9,000

Talk for Writing lead development days + 1 day	16,000
Outdoor investment in school grounds	8,000
Staff CPD	5,000
Total	£195,000

School budget contribution £17,400