# Pupil premium strategy statement – St Breward Community Primary School

Before completing this template, read the Education Endowment Foundation’s guidance on [using your pupil premium funding effectively](https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium) and DfE’s [using pupil premium guidance](https://www.gov.uk/government/publications/pupil-premium), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

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| Detail | Data |
| Number of pupils in school | 34 |
| Proportion (%) of pupil premium eligible pupils | 14.7% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement each academic year)** | 2023/2024-2026/2027 |
| Date this statement was published | November 2023 |
| Date on which it will be reviewed | June 2024 |
| Statement authorised by | Ruth Moore |
| Pupil premium lead | Ruth Moore |
| Governor / Trustee lead |  |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £11549 |
| Recovery premium funding allocation this academic year  *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.* | £2000 |
| Pupil premium funding carried forward from previous years *(enter £0 if not applicable)* | £0 |
| **Total budget for this academic year**  *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year* | £13549 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| *You may want to include information on:*   * *What are your ultimate objectives for your disadvantaged pupils?* * *How does your current pupil premium strategy plan work towards achieving those objectives?* * *What are the key principles of your strategy plan?*   Our intention at St Breward Primary School, is for all children, regardless of their background they face, make good progress and achieve high attainment across all subject areas. Our pupil premium strategy focuses on supporting disadvantaged children to achieve that goal, including progress for those who are already high attainers.  We will consider the challenges faced by our vulnerable children, such as those who have previously been in care. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.  High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged children require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and will also will benefit the non-disadvantaged children in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged children’s attainment will be sustained and improved alongside progress for their disadvantaged peers.  Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic. We have identified the areas most affected by the lockdown and have developed a strategic response to this, notably through our high quality teaching and progressive curriculum.  Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help children excel. To ensure they are effective we will:  • ensure disadvantaged children are challenged in the work that they’re set  • act early to intervene at the point need is identified  • adopt a whole school approach in which all staff take responsibility for disadvantaged children’s outcomes and raise expectations of what they can achieve |

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

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| Challenge number | Detail of challenge |
| 1 | Assessments, observations, and discussions with children indicate that writing is an area of weakness for our disadvantaged children. This is evident across KS1 and KS2.  Last year 0% of disadvantaged children achieved the expected standard at Year 6 compared to 28.6% of other children.  Across the school, all disadvantaged children are currently writing below the expected standard for their age. |
| 2 | Assessments, observations, and discussions with children disadvantaged pupils generally have greater difficulties with reading than their peers.  From the 2022-2023 Year 6 cohort, 0% of disadvantaged children achieved a pass in their reading SATs compared to 28.6% of non-disadvantaged children.  This year, 80% of disadvantaged are below the expected standard for their age in reading. |
| 3 | Internal and external assessments indicate that maths attainment among disadvantaged children is significantly below that of non-disadvantaged children.  This year 80% of disadvantaged children are below the expected standard for their age. Times table knowledge is particularly weak across KS2.  In 2022-2023, Year 6 0% of disadvantaged children achieved a pass in their maths SATs compared to 42.9% of non-disadvantaged children. |
| 4 | Our assessments, observations and discussions with children and families indicate that the education and wellbeing of many of our disadvantaged children continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other children. These findings are supported by national studies.  This has resulted in significant knowledge gaps leading to children falling further behind age-related expectations, especially in writing. |
| 5 | Observations and discussions with children and families have identified social and emotional issues for many pupils, notably due to a lack of resilience, self-esteem and aspirations for the future. These challenges particularly affect disadvantaged children, including their attainment.  Teacher referrals for support remain relatively high.13 pupils (3 of whom are disadvantaged) currently require additional support with social and emotional needs, with 100% of disadvantaged children receiving small group interventions. |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

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| Intended outcome | Success criteria |
| 1. Improved writing skills and vocabulary among disadvantaged children. | Assessments and observations indicate significantly improved use of spelling, punctuation and grammar among disadvantaged children. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |
| 1. Improved reading attainment among disadvantaged reading. | KS2 reading outcomes in 2024/25 show that more than 60% of disadvantaged pupils met the expected standard. |
| 1. Improved maths attainment for disadvantaged children | KS2 maths outcomes in 2024/25 show that more than 60% of disadvantaged children met the expected standard.  KS1 to show significant progress in maths for any children below ARE. |
| 1. To achieve and sustain improved wellbeing for all children in our school, particularly our disadvantaged children. | Sustained high levels of wellbeing by 2024/25 demonstrated by:   * qualitative data from student voice, child and parent surveys and teacher observations * a significant reduction in bullying * a significant increase in participation in enrichment activities, particularly among disadvantaged children |

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 3049

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| Activity | Evidence that supports this approach  Hyperlinks shown in blue. | Challenge number(s) addressed |
| Release of teaching staff for training and implementation of Accelerated Reader for Year 2 and upwards. | When used effectively, diagnostic assessments such as Accelerated Reader can indicate areas for development for individual children, or across classes and year groups:  [Diagnostic assessment | EEF](https://educationendowmentfoundation.org.uk/news/eef-blog-the-impact-of-covid-19-and-catching-up) | 1,2 |
| Release of teachers to take part in multi-school maths and English network meetings and moderations.  Staff to have regular training and support with the delivery of maths. | The DfE non-statutory guidance:  [Mathematics guidance: key stages 1\_and 2](https://assets.publishing.service.gov.uk/media/6140b7008fa8f503ba3dc8d1/Maths_guidance_KS_1_and_2.pdf)  [Maths Hub annual report](https://www.ncetm.org.uk/media/ivjdmdao/maths_hubs_annual_report_2022.pdf) | 1,2,3 |
| Purchase of Spelling Shed to boost spelling across KS2. This will enable KS2 to continue the use of phonics as a strategy for improving spelling. | Phonics emphasises the skills of decoding new words by sounding them out and combining or ​‘blending’ the sound-spelling patterns.  [EEF phonics](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics) | 1 |

### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 8000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Delivery by TA of NELI intervention to improve early language in KS1. | Research carried out by [Nuffield and the University of Oxford.](https://global.oup.com/education/content/primary/series/nuffield-intervention/?region=uk)  Evaluation and trials by [EEF](https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention) | 1,2 |
| Delivery by TA of FunFit intervention to improve fine and gross motor skills in KS1. | [National Institute of Health](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC10493992/)  [NHS](https://childrenandfamilyhealthdevon.nhs.uk/occupational-therapy/professional/) | 1,4 |
| Delivery by TA of Precision Teach interventions across KS1 and KS2 to target reading, writing and maths. | Literature review:  [University College London](https://www.ucl.ac.uk/educational-psychology/resources/CS1Murton15-18.pdf) | 1,2,3 |
| Release of teachers and TAs to deliver pre and post teach for children below age related expectation in reading, writing and maths. | Impact of Pre-teaching in maths  [Nottingham Trent University](https://www.ntu.ac.uk/__data/assets/pdf_file/0041/856967/Pre-teaching-presentation.pdf)  Teaching Assistant Interventions  [EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions) | 1,2,3 |

### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 2500

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Release of SENCO to deliver targeted SEMH interventions to children, focusing on self-esteem and resilience. | SEN support: A rapid evidence assessment  [DFE](https://assets.publishing.service.gov.uk/media/5a822e2c40f0b6230269b43a/DfE_SEN_Support_REA_Report.pdf)  [Social and emotional learning | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning) | 4 |
| Financial support to families to attend school camp and school trips. | [Outdoor adventure learning EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning)  The Benefits of Participating in Extracurricular Activities  [DFE](https://assets.publishing.service.gov.uk/media/5d307b8de5274a14e9f6bc20/An_Unequal_Playing_Field_report.pdf) | 4 |

**Total budgeted cost: £** 13,549

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| St Breward School has gone through a period of transition, with a number of staff changes including a new headteacher for the start of the 2023-2024 academic year. We have analysed the performance of our school’s disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.  The data demonstrated that the attainment of disadvantaged children, at the end of KS2 in reading, writing and maths (0%) was below that of the national average (58.8%). It is important to note that this data only applies to one child. In KS1 the phonics screening pass rate was 89% which matches the national level. .  The data demonstrates that the implementation of a systematic phonics scheme (Little Wandle) has had a positive impact on early reading in the school. The data in KS2 has led to a review of curriculum, delivery and interventions and adaptations will be implemented across 2023-2024 in order for us to achieve the intended outcomes as listed above.  We have also drawn on school data and observations to assess wider issues impacting disadvantaged children’s performance, including attendance, behaviour and wellbeing.  The data demonstrated that attendance for the academic year 2022-2023 was 93.5% compared to the national average of 95%. This suggests that we still have work to do regarding attendance across the school.  Based on all the information above, the performance of our disadvantaged pupils did not meet expectations, and as a result we have re-evaluated the activities we will take to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.  Our evaluation of the approaches delivered last academic year indicates that St Breward Primary School has a strong start to reading with a successful phonics scheme and language interventions, but more work needed to be carried out in KS2 to ensure no child is left behind. The new pupil premium strategy for 2023-2024 identifies these challenges and provides a clear plan for the school to achieve the outcomes by 2024/2025. |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

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| Programme | Provider |
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## Service pupil premium funding (optional)

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| *For schools that receive this funding, you may wish to provide the following information:* **How our service pupil premium allocation was spent last academic year** |
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| **The impact of that spending on service pupil premium eligible pupils** |
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# Further information (optional)

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| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.* |