

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	St Breward CP School
Number of pupils in school	41
Proportion (%) of pupil premium eligible pupils	7.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years
Date this statement was published	Dec 2021
Date on which it will be reviewed	Jul 2022
Statement authorised by	Helen Ward
Pupil premium lead	Helen Ward
Governor / Trustee lead	Amy Guilfoyle

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£4,035
Recovery premium funding allocation this academic year	£608
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£4,643

# Part A: Pupil premium strategy plan

## Statement of intent

- *Pupil Premium children leave St Breward School at the end of Y6, meeting or exceeding ARE.*
- *Pupil Premium children enjoy school and learning.*
- *Pupil Premium children want to come to school and achieve a high level of attendance.*
- *St Breward School educates the whole child, placing a large emphasis on SEMH and wellbeing. This results in a high level of enjoyment with positive feedback from pupils.*
- *The vast majority of pupils have a high level of attendance.*
- *The vast majority of pupils make good progress from their starting points and despite adverse childhood experiences.*

## Challenges

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

Challenge number	Detail of challenge
1	Poor SEMH and wellbeing due to adverse childhood experiences. Being a very small, rural school, both family history and the current situation for most families is generally well known. A number of support staff live within the locality and so can share the information needed to build up the jigsaw. Most parents also feel comfortable approaching the school to ask for advice and support.
2	A third of our PP children struggle with maintaining high attendance (1 child). This does affect attainment and although good progress has been made in order to reach ARE in most areas, further progress could be made with improved attendance.
3	Assessments, observations and discussions with pupils indicate underdeveloped language skills and vocabulary gaps. After partial school closures during the past two years, high absence rates due to Covid and a reduction in young children accessing a Nursery provision, these gaps are increasingly evident from Reception through to KS2. Generally, they are more prevalent in our disadvantaged pupils than their peers.
4	Again, partly as a result of Covid but also as a result of finances, imagination and aspiration, many children have had limited experiences outside of school. This impacts negatively on the knowledge and understanding of the local and wider environments and also their vocabulary.
5	

## Demonstrated by:

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.

Intended outcome	Success criteria
To achieve and sustain improved SEMH and wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of SEMH and wellbeing from 2024/5, demonstrated by: <ul style="list-style-type: none"><li>• Surveys, observations</li><li>• Improved behaviour</li><li>• Participation in enrichment activities</li><li>• Parental feedback</li></ul>
To achieve and sustain improved attendance for those children who need to do so.	Sustained high attendance from 2024/25, demonstrated by: <ul style="list-style-type: none"><li>• The overall attendance rate for all pupils collectively being no less than 95%</li><li>• The attendance of disadvantaged pupils being 96% or higher.</li></ul>
Improved oral language skills and vocabulary among all pupils but particularly our disadvantaged pupils.	Assessments, observations and discussions with pupils indicate significantly improved oral language amongst disadvantaged pupils. This is also evident in book scrutiny exercises.
To improve knowledge and understanding about the world around them whilst extending their range of vocabulary.	<ul style="list-style-type: none"><li>• 100% participation in enrichment activities, particularly from disadvantaged pupils.</li><li>• Through work scrutiny, discussion and observations, children to be using a wider range of vocabulary.</li></ul>

## 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: £3,762

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Introduce NELI – (Nuffield Early Language Intervention) to be carried out with Reception children</i>	Research carried out by Nuffield. Oral language interventions can have a positive impact on pupils' language skills.  EEF – <a href="http://educatioendowmentfoundation.org.uk">educatioendowmentfoundation.org.uk</a>	1,2,3,4
<i>TA intervention time in the afternoon to revisit SSP Little Wandle sounds if children hadn't grasped them during the morning session</i>	Phonics/Toolkit Strand/EEF	1,2,3,4
To provide an additional TA in Dolphin Class for 2 days a week to provide sporting and wellbeing activities (Outdoor Learning, Kick Boxing etc) that improve children's SEMH and wellbeing	It is a well-known fact that children should be participating in at least an hour of physical exercise a day and being outside is good for everyone's wellbeing. TIS training has embedded the importance of such activity.	1,2

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

Budgeted cost: £610

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Led Tutoring	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.	1,2,3,4

	One to One tuition/EEF Small group tuition/Toolkit Strand/EEF	

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

Budgeted cost: £ 271

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Contingency fund for acute issues	Based on our experiences and those of similar schools, we have identified a need to set aside a small amount of funding to support parents' ability to fund enrichment activities.	1,2,3,4

**Total budgeted cost: £4,643**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*Child A – Reading – EXS, Writing – WTS, Maths – EXS Attendance - 99.17%*

*Child B – Reading – EXS, Writing – WTS, Maths – EXS Attendance – 99.17%*

*Child C – Reading – EXS, Writing – EXS, Maths – EXS Attendance – 98.34%*

*Given the high level of attendance and level of attainment overall, our assessment of intended outcomes is that strategies worked well.*

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Nessy	Nessy Learning Inc
Writing Beach	Nessy Learning Inc

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Towards providing Cognition Learning (Lego Robotics) –external providers.
What was the impact of that spending on service pupil premium eligible pupils?	High level of enjoyment and achievement reflected in high attendance levels.

## Further information (optional)

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