

# Pupil premium strategy statement – St Briavels Parochial Church of England Primary School

This statement details our school's use of pupil 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

Detail	Data
Number of pupils in school	136
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended – you must still publish an updated statement each academic year)</b>	2024-2025 to 2026-2027
Date this statement was published	October 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Natalie Frey, Head teacher
Pupil premium lead	Amy Wilson, Deputy head teacher
Governor / Trustee lead	Alice Jomain, lead for pupil premium pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,720
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£24,720

# Part A: Pupil premium strategy plan

## Statement of intent

**Love is at the centre of our federation with the importance of developing the whole child at the heart of all we do.**

**As a nurturing, inclusive community we enable and engage all to grow, flourish and succeed; discovering a **love** for one another, for **learning** and for **life**.**

**We seek to inspire ambition, courage and respect to give our children the skills they will need to live in a diverse and ever- changing world now and in the future.**

At St Briavels our vision and values are core to the experiences and education that we provide. Our approach to supporting all of our children including those who are disadvantaged is based on identifying the needs of our children and their families and developing an understanding of the challenges they face. Building positive relationships with our families is central to our strategy as this secures a collaborative approach to improving outcomes for our children.

An essential part of our strategy involves hearing the perspectives of our children and understanding more about them as individuals. In line with our federation procedures, all disadvantaged children engage in structured conversations with their class teacher at least once a term. This then feeds into the planning process alongside assessments and the views of other stakeholders.

Our aim is for all children who attend St Briavels primary school to thrive both academically and personally. Our pupil premium funding is used to ensure that all children who attend our school are well supported through high quality teaching. Consequently, our strategy prioritises the development and enhancement of skills for our teaching team.

To supplement the high quality teaching and learning within our school, our children benefit from targeted support through evidence based intervention. Analysis of the individual needs of our disadvantaged pupils determines the provision and the impact of this provision is evaluated termly. Advice and guidance is sought from external professionals to secure the quality of the intervention and the skills of those who deliver it.

We have a well-developed universal approach to nurturing the health and wellbeing of all our pupils. Targeted support is also well accessed and available to all children. This is reflected within our policies and practice.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments highlight a gap in attainment of writing for our pupil premium children and our non-pupil premium children. Currently, internal data shows that our pupil premium children are not currently achieving above the expected standard in writing.
2	Assessments show that our disadvantaged children's attainment in maths is significantly below that of our non-disadvantaged children. With internal data showing 55% of disadvantaged children at the expected standard for their year group in comparison with 74% of non-disadvantaged either at or exceeding the expected standard.
3	Attendance of our disadvantaged children is currently slightly above our non-disadvantaged children but not yet reaching the high levels of attendance we as a federation aspire to. In the academic year 23/24 attendance for our pupil premium pupils was 95%.
4	We continue to have a high level of need for emotional support for all our pupils. We are continuing to improve and develop our universal approach to mental health through the teaching of social and emotional learning and through adopting a trauma informed approach.

## 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.

Intended outcome	Success criteria
<u>Writing</u> Assessments in writing for disadvantaged children will be in line with non-disadvantaged children.	Some disadvantaged children will be exceeding the expected standard. Most children will meet the expected standard. Where children are not yet meeting the expected standard there will be strategies and support outlined on their pupil profile/ SEND plan. Year group non-negotiable writing skills are used consistently in all writing. Feedback and marking impacts on children's progress in writing.
<u>Maths</u> Assessments will show that our disadvantaged children will achieve in line with non-disadvantaged children in maths.	Weekly arithmetic test scores for all children improve as a result of the focus on revisiting prior learning in all maths lessons. All children are confident with using the four operations.

	<p>Monitoring and assessment of arithmetic shows increased fluency.</p> <p>Where children are not yet meeting the expected standard there will be strategies and support outlined on their pupil profile/ SEND plan.</p>
<u>Attendance</u>	<p>Attendance will continue to improve for our disadvantaged children.</p> <p>Attendance of non-disadvantaged pupils will continue to exceed/ be in line with that of non-disadvantaged pupils.</p>
<u>Mental health and wellbeing</u>	<p>Pupil wellbeing survey will show that children's overall wellbeing has improved. 23/24-49.7%</p> <p>Pupil wellbeing survey will show less children wanting support with stress and a reduction of children having problems sleeping due to worry.</p> <p>Pupils will be able to articulate how their mental health needs are supported through social and emotional learning and PSHE sessions in the classroom.</p>

## Activity in this academic year

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

### Teaching

Budgeted cost: 12,761.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement and purchase the Literacy tree scheme for English. All federation teaching staff to be trained. Funding to enable English lead to attend development and training throughout the year.	Through introducing the writing roots aspect of the scheme children have a clear audience and purpose for writing. This approach is recommended within the EEF guidance report 'Improving literacy in Key stage 2'. They raise the importance of giving children a reason to write and someone to write for as a tool for supporting effective writing and learning how to adapt writing for different audiences and purposes. <a href="#">Improving Literacy in Key Stage 2   EEF</a>	1
Access to coaching and development for all phonics teachers from a Ruth Miskin trainer and through	The EEF reports, Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading and spelling.	1

use of the portal. Further support and training will be funded for subject lead.	<a href="#">Phonics   EEF</a>	
Whole federation training with White Rose maths and additional training and support for the maths subject lead.	<p>Non-statutory advice from the DfE provides guidance on the fluency expectations across the curriculum which has been used to inform the planning.</p> <p><a href="#">Mathematics guidance: key stages 1 and 2 (covers years 1 to 6)</a></p> <p>EEF guidelines on improving Maths in KS2 and 3 summary of recommendations.</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3   EEF</a></p>	2
Improved quality of social and emotional learning through further embedding SEL approached. Funding will enable training and professional development support.	<p>Improved social and emotional skills is beneficial for all pupils but especially disadvantaged pupils. Research recognises the need to prepare young people to enter a complex world with the confidence and emotional resilience they need to thrive.</p> <p>(TES)</p> <p><a href="#">EEF_Social_and_Emotiona_Learning.pdf</a></p>	4

## Targeted academic support

Budgeted cost: £8,325.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 tutoring support in phonics	<p>The EEF support the systematic and explicit teaching of phonics to enable children to make connections between the sound patterns they hear in words and the way they are written. This benefits both early reading and spelling.</p> <p><a href="#">Phonics   EEF</a></p>	1

## Wider strategies

Budgeted cost: 3,433.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellbeing ELSA intervention and daily social, emotional learning.	<p>Evidence from the EEF shows the positive impact of social emotional learning on academic attainment (equivalent of 4</p>	4

	<p>months). They recommend the teaching of direct skills both in dedicated and teaching time.</p> <p><a href="https://educationendowmentfoundation.org.uk/resource/1000/EEF_Social_and_Emotiona...pdf">EEF Social and Emotional Learning.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p>	
Breakfast club will be offered to a small number of families where this support will meet an identified need.	Research from the national schools breakfast programme highlights the benefits of breakfast clubs on children's readiness to learn, concentration, wellbeing and behaviour.	4
Wye Forest Federation attendance monitoring procedures are in place. Including Weekly monitoring of attendance so issues are identified as soon as they arise. Effective intervention is provided in the form of phone calls, letters, leaflets and target setting with further support from the local authority inclusion officer if required.	The EEF outlines evidence and research based themes support increasing attendance. This includes building relationships with families and ensuring open communication.  <a href="https://educationendowmentfoundation.org.uk/resource/1000/Supporting_attendance_EEF.pdf">Supporting attendance   EEF (educationendowmentfoundation.org.uk)</a>	3
Enrichment opportunities both in school and after school	Evidence suggests that disadvantaged children may be less likely to benefit from sports clubs outside the school environment due to financial costs. Therefore providing sports clubs free of charge enables participation of all. There is some evidence to suggest improved attendance linked to physical activity approaches.  <a href="https://educationendowmentfoundation.org.uk/resource/1000/Physical_activity_EEF.pdf">Physical activity   EEF (educationendowmentfoundation.org.uk)</a>	3

**Total budgeted cost: £24,520**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils 2324

Improved reading and writing attainment among disadvantaged pupils.	Reading outcomes have been a real success for our disadvantaged pupils. In the KS2 SATS last year 75% of disadvantaged children met the standard or exceeded it in reading. The need to improve the standard of writing is a continuing area for development, particularly for our disadvantaged children. This now forms a key area of focus for the next academic year.
To achieve and sustain improved social, emotional and mental health for all pupils in our school, particularly our disadvantaged pupils.	Our graduated approach to mental health support is now established in school and parents are aware of this and regularly share mental health concerns with the school. Relationships with our disadvantaged pupil's families are strong and a number of children have benefited from appropriate targeted support from our ELSA, trainee play therapist or through Young Minds Matter. We are continuing to develop our universal offer which includes a daily emotional check-in for all children, social emotional learning and additional PSHE based around the needs of the class.
To increase and sustain raised levels of attendance for our disadvantaged pupils	Levels of attendance for our disadvantaged pupils have increased greatly and were higher than non-disadvantaged pupils in the 2324 academic year. However with attendance at 95.3% this is an area of continued challenge as this does not meet our high expectations of attendance within the federation.
To ensure that all children, particularly disadvantaged children make expected progress in phonics and pass the phonics screening check in year 1.	All children achieve well in phonics and 83% of disadvantaged children completing the check in the last 3 years have achieved standard. 100% of disadvantaged children in the last 2 years met the expected standard.
To ensure 'gaps in learning' as a result of Covid 19 are addressed and closed for children that were impacted the most.	The graduated pathway approach is fully embedded within the federation to support children impacted the most. Strategic steps have been taken to track the gaps of cohorts and focus the curriculum to build key knowledge and re-teach core concepts where appropriate.