

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 Briavels Parochial C of E Primary School
Number of pupils in school	138
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	October 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Natalie Frey, Headteacher
Pupil premium lead	Amy Wilson, Deputy Headteacher
Governor / Trustee lead	Chris Mc Farling, lead for pupil premium pupils

## Funding overview

Detail	Amount 22-23
Pupil premium funding allocation this academic year	£17,965
Recovery premium funding allocation this academic year	£3,105
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	£21,070

# Part A: Pupil premium strategy plan

## Statement of intent

Aims of the Pupil Premium:

At St Briavels Primary School we aim to spend our Pupil Premium funding in the most effective ways. We consider both the academic and wellbeing needs of our children. We are dedicated to ensuring that all our pupils make excellent progress and standards of achievement are high. We target the funding well from the outset.

As a result, high quality teaching is central to our approach to school development and is prioritised within our school improvement plan. We are passionate and pro-active about creating a learning culture and teachers are continually being supported to develop and improve their teaching through training and development opportunities.

Furthermore, we aim to be responsive and flexible to individual needs and use progress and tracking procedures to identify the strengths and weaknesses of individual pupils. We use a combination of both standardised assessment tools and teacher feedback to inform and develop the strategy. Evidence based intervention strategies are used in order to close gaps in the attainment of disadvantaged and non-disadvantaged pupils. Early identification is a key aspect of our targeted intervention programme. These strategies are routinely evaluated and analysed, as is the impact upon pupil attainment.

Wider strategies are used to improve levels of attendance and to provide support for the social and emotional needs of our children. We offer support to all children who need it and not just those who are disadvantaged. St Briavels primary school strongly believes that working together with parents, carers and the wider community is vital. The federation works with parents and members of the local community, providing additional support and signposting external agency support, where necessary.

Our approach aims to improve outcomes for all our pupils and raise expectations.

## Challenges

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

Challenge number	Detail of challenge
1	Internal and external (where available) assessments indicate that both reading and writing attainment for our disadvantaged pupils is significantly below that of non-disadvantaged pupils.
2	Teachers have observed that the well-being of all our pupils has been impacted greatly in response to the school closures as a result of Covid 19. This impact has been greater for our disadvantaged pupils. As a result, we have had an increase in the number of children needing in-school and external support for

	social, emotional and mental health needs. Currently we have 16 children receiving support from our trained ELSA, 7 of these are our disadvantaged children.
3	Attendance continues to be lower for our disadvantaged pupils in comparison with our non-disadvantaged group. In 2020-2021 attendance data for disadvantaged children was 13.4% lower than that of non-disadvantaged pupils. This has improved in 2021-2022 but disadvantaged pupil attendance continues to be lower by 6% in comparison with non-disadvantaged pupils.
4	Our phonic assessments and teacher judgements highlight the additional time needed for our disadvantaged children to complete our phonics programme. In years 2-4, 3 out of 5 of our disadvantaged pupils remain on the phonics program.
5	Our disadvantaged pupils had greater difficulty in accessing remote learning despite school intervention and provision of resources. This has resulted in gaps in learning that need to be identified and planned for to ensure the attainment between disadvantaged and non-disadvantaged pupils doesn't widen.

## 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
Improved reading and writing attainment among disadvantaged pupils.	KS2 reading outcomes in 24/25 show that more than 75% of disadvantaged pupils met the expected standard. QFT teaching techniques will be used effectively to improve outcomes for all.
To achieve and sustain improved social, emotional and mental health for all pupils in our school, particularly our disadvantaged pupils.	Qualitative data from pupil, parent and teacher voice will support sustained high levels of wellbeing. We will increase the engagement of disadvantaged pupils through enrichment activities. Early identification through the use of ELSA's and external agencies will be well established. A universal approach to mental health will be implemented.
To increase and sustain raised levels of attendance for our disadvantaged pupils	Attendance data in 24/25 will show a sustained increase in attendance of our disadvantaged children. Attendance of disadvantaged children will be at 92%.
To ensure that all children, particularly disadvantaged children make expected progress in phonics and pass the phonics screening check in year 1.	Continued implementation and consistent, high quality approach to phonics teaching through the use of RWI. Most children to complete the programme by the end of year 1 with a small amount of children completing by Autumn 2 of year 2. Disadvantaged pupils to achieve in line with their peers. External data through phonics screening check will support this 24/25.

<p>To ensure 'gaps in learning' as a result of Covid 19 are addressed and closed for children that were impacted the most.</p>	<p>Spiral curriculum will be embedded and well implemented QFT strategies used effectively to close gaps for all pupils. Disadvantaged pupils to attain in line with their peers across the curriculum.</p>
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## 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

Budgeted cost: £10,092.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchasing of Read Write Inc Blended Training Package to improve consistency and sustain high standards in phonics for all children. To include a development day for all reading teachers.	EEF Key Stage 1 Literacy Guidance Report recommends the effective implementation of a systematic phonics programme. Within this they raise the importance of training and teachers of the scheme having the necessary pedagogical skills and content knowledge.  <a href="https://d2tic4wvo1iusb.cloudfront.net/Literacy_KS1_Guidance_Report_2020.pdf">Literacy KS1 Guidance Report 2020.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	1 and 4
Parents invited in to join children for either a phonics/ reading session or a guided reading session.	Parental engagement is linked to improving children's academic outcomes. The EEF maintains the importance of providing practical strategies they can implement at home. Guidance suggests that for young children promoting shared reading to be a central component of any parental engagement approach.  <a href="https://www.educationendowmentfoundation.org.uk/Working-with-Parents-to-Support-Children's-Learning">Working with Parents to Support Children's Learning   EEF (educationendowmentfoundation.org.uk)</a>	1 and 4
Training:  Educational Psychologist to lead behaviour training with a focus on trauma  ATS training positive language to improve behaviour of children with SEMH	To improve access to learning by ensuring children are understood, supported and nurtured to thrive.  <a href="#">Becoming Trauma Informed, Network for Church of England Schools, Sept 2021- July 2022</a>  Evidence from the EEF shows the positive impact of social emotional learning on academic attainment (equivalent of 4 months). They recommend the teaching of direct skills both in dedicated and teaching time.  <a href="https://d2tic4wvo1iusb.cloudfront.net/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	2
Training: Supporting pupils with literacy difficulties in KS1 and KS2 a course	Research conducted by the EEF demonstrates that when teaching assistants are well-trained within structured settings with high-quality support, they can make a positive impact.	1

for teaching assistants	Through engaging in this training we are aiming to develop an understanding of why pupils may experience difficulties with acquiring reading and writing skills and to develop a bank of strategies and resources to support their work with children. <a href="https://www.educationendowmentfoundation.org.uk">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a>	
Dedicated staff meeting time to professional development of high quality teaching-current best practice	Providing investment in high-quality professional development is a key factor in improving standards. <a href="https://d2tic4wvo1iusb.cloudfront.net/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf">EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	1, 4 and 5
Dedicated subject leader time to developing techniques and embedding practice.	Guidance from the EEF, supports effective professional development through use of the ABCD model. <a href="https://d2tic4wvo1iusb.cloudfront.net/EEF-Effective-PD-Mechanisms-Poster.pdf">EEF-Effective-PD-Mechanisms-Poster.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	5

## Targeted academic support

Budgeted cost: £7,661.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
1-1 RWI Phonics and Fresh Start Tutoring	Whilst high quality teaching is central to our approach evidence suggests that some pupils who have had less exposure to spoken words and the sharing of books in the home may benefit from targeted phonics intervention to rapidly improve decoding skills.  <a href="https://www.educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a>  One to one tuition is described as very effective at improving pupil outcomes. Research suggests that providing targeted support makes an impact when additional to and linked with normal lessons.  <a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	1 and 4
NELI-Improving language and literacy skills	The EEF reports found a 30-week version of NELI within Nursery and Reception made 4 additional months progress. A later	4 and 5

	<p>evaluation also showed that language skills were maintained 6 months later.</p> <p><a href="#">Nuffield Early Language Intervention (re-grant)   EEF</a>  <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p>	
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## Wider strategies

Budgeted cost: £3,316

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellbeing ELSA intervention	<p>Evidence from the EEF shows the positive impact of social emotional learning on academic attainment (equivalent of 4 months). They recommend the teaching of direct skills both in dedicated and teaching time.</p> <p><a href="#">EEF Social and Emotional Learning.pdf</a>  <a href="https://d2tic4wvo1iusb.cloudfront.net">d2tic4wvo1iusb.cloudfront.net</a></p>	2
Breakfast club	<p>Evidence suggests an improvement in attainment for KS1 pupils when attending a breakfast club. Benefits have been reported to improve pupil behaviour and in turn positively improve classroom environments. In our context provision of breakfast for children who need it has positively impacted on their readiness to learn at the start of the school day.</p> <p><a href="#">Magic Breakfast   EEF</a>  <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p>	3

**Total budgeted cost: £21,070**

## 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 2021 to 2022 academic year.

Through continuing to embed our phonics programme and develop consistency in approach to teaching phonics we are seeing an increase in children in our reception and year 1 cohorts meeting the expected standard. In 2122 90% of our Year 1 children passed the phonic screening check. This will in turn support our reading data as children move into upper ks1 and ks2. We support children who are not yet meeting the standard through fast track tutoring, this is an early intervention which provides intensive support to target specific gaps. The focus on consistency in our approach to phonics has been a focus this year and a development day from a RWI trainer in July 22 has supported us in achieving this.

Throughout the academic year 21-22 we continued to have rising numbers of children benefitting from our ELSA support (21 children) and emotional support from external agencies (9 children). Currently early identification through our ELSA is having a positive impact on our children as is more intensive support through trailblazers. Both pupil voice and staff observations reinforce the positive impact of this approach. An increasing number of disadvantaged children are now accessing enrichment activities provided by the school. However, moving forward we are adapting our approach to develop our universal approach to social, emotional and mental health for all pupils, particularly our disadvantaged through the teaching of social and emotional language skills daily. We will be dedicating time daily to the 5 core competencies and also ensuring teachers check in emotionally with their children daily.

We have increased the attendance of our disadvantage pupils through developing relationships with parents and supporting them to make the links between attendance and academic attainment. This has resulted in an increase of attendance from 20-21. The difference in attendance for disadvantaged and non-disadvantaged pupils has reduced from 13.4% to 6%.



## Further information

Additionally, in considering the improvement of teaching and learning for all pupils the school improvement plan prioritises the teaching of writing with a focus on planning. Currently writing attainment for our disadvantaged pupils remains significantly below that of non-disadvantaged pupils. Through addressing our approach to the teaching of writing we will be developing our planning sequences using strategies from the 'five a day' principle to improve our teaching for all. Opportunities to develop high quality practice are planned for and dedicated staff meeting time will be assigned to them. High quality teaching continues to be a priority for the school. In Autumn 22 this will focus on retrieval practice and frequent checks for understanding for all pupils across the curriculum.

The school improvement plan also highlights the need to improve attitudes towards attendance and unauthorised absence across the school community. This in addition to a personalised approach for our disadvantaged families will supplement an improvement in attendance culture across the school. Through increasing parental engagement with the school we aim to increase parental investment within the school system which will in turn have a positive impact on attendance and parental support for our pupils.