

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	132
Proportion (%) of pupil premium eligible pupils	16%
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	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Natalie Frey, Headteacher
Pupil premium lead	Amy Wilson, Deputy Headteacher
Governor / Trustee lead	Alice Jomain, lead for pupil premium pupils

## Funding overview

Detail	Amount 23-24
Pupil premium funding allocation this academic year	£27,600
Recovery premium funding allocation this academic year	£2,500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1,015
<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	£31,115

# 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: £13,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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 to support the reading leader.</p>	<p>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.</p> <p><a href="https://www.d2tic4wvo1iusb.cloudfront.net/Literacy_KS1_Guidance_Report_2020.pdf">Literacy KS1 Guidance Report 2020.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p>	<p>1 and 4</p>
<p>Parents invited in to join children for either a phonics/ reading session or a guided reading session.</p>	<p>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.</p> <p><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></p>	<p>1 and 4</p>
<p>KS1 teachers trained in 'Story making and story telling'-2 day course with Pie Corbett based on the principles of talk for writing.</p>	<p>This approach promotes high quality modelling of oral language as a tool for writing. The EEF supports the need for creating an effective environment for supporting oral language.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/Improving-Literacy-in-Key-Stage-1">Improving Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1</p>
<p>Dedicated leadership time to ensure planned opportunities for monitoring, curriculum development and</p>	<p>Providing investment in high-quality professional development is a key factor in improving standards.</p>	<p>1, 4 and 5</p>

coaching across all curriculum areas.	<a href="#">EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</a> <a href="#">(d2tic4wvo1iusb.cloudfront.net)</a>  Guidance from the EEF, supports effective professional development through use of the ABCD model.  <a href="#">EEF-Effective-PD-Mechanisms-Poster.pdf</a> <a href="#">(d2tic4wvo1iusb.cloudfront.net)</a>	
Purchasing Widget to create scaffolded/ personalised resources. SENCo to model how this can be used to support learning/ classroom routines	Whilst planning for whole-class teaching uses approaches that are effective for learners with SEND. At times learning activities need to be adapted to ensure that learners can be successful and included in the class. <a href="#">Teacher Handbook: SEND   Whole School SEND</a>	1
Improve the consistency and quality of our universal mental health offer through daily social emotional learning.	Research evidences the link between childhood social and emotional skills with improved outcomes at school and in later life.  <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a> <a href="#">(educationendowmentfoundation.org.uk)</a>	2 and 3

## Targeted academic support

Budgeted cost: £8,999

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="#">Phonics   EEF</a> <a href="#">(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.	1 and 4

	<a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	
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## Wider strategies

Budgeted cost: 8,577

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellbeing ELSA intervention	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://www.educationendowmentfoundation.org.uk/evidence/evidence-reports/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	2
Targeted attendance support for families and children who are persistently absent or at risk of persistent absence.	Guidance encourages leaders to focus improvements on individual pupils and families that need it. The use of pastoral staff to enable this is also recommended. <a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/424447/Working_together_to_improve_school_attendance.pdf">Working together to improve school attendance (publishing.service.gov.uk)</a>	2 and 3

**Total budgeted cost: £31,076**

## 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 2022 to 2023 academic year.

A key focus of our pupil premium strategy is to increase outcomes in reading and writing for our disadvantaged pupils. In 2223 our year 6 reading outcomes for disadvantaged children at EXS or greater were 66%. This exceeds the national average for disadvantaged children in 2023 which was 60%. Internal data from summer 2223, documents an increase in the number of disadvantaged children meeting the EXS or more in reading in comparison with the previous academic year.

We continue to prioritise a consistent and high quality approach to phonics and early reading. In 2223 we were supported by a Read Write Inc trainer to work with our reading lead to review phonics teaching in the school and provide further training to the teachers of early reading around the components of a successful phonics lesson. This focussed on how children were reviewing previous learning in each lesson. We continue to ensure that reading teachers use signs to reduce instructional language and enable all pupils to succeed. In 2223 83% of our children passed the phonic screening check which in our cohort is 15/18 children. In the academic year of 2223 we continued to develop and review our intervention for readers not making expected progress and now ensure that support targets both fluency and accuracy by using a SUWR programme for all y1 and 2 children in the lowest 20%.

In the academic year of 2223 we continued to focus on the improving social, emotional and mental health for all pupils in our school, particularly those who are disadvantaged. We implemented a tiered programme of support for children and focussed on improving our universal provision through daily teaching of social and emotional learning as well as daily emotional check-ins for all children. We worked with Young Minds Matter to run workshops for the children about understanding their emotions and all staff received training from our educational psychologist. We began collecting pupil voice in relation to mental health and wellbeing and have used this to identify priorities for this academic year. For example pupil voice identified that children benefitted from opportunities to talk with a teacher on a 1:1 basis and that some children felt that relationships with teachers could be improved. As a result teachers implemented the 2x10 strategy with a focus on disadvantaged children.

Leaders implemented assessment and moderation procedures for all curriculum areas which is now enabling us to track progress across wider curriculum areas for all pupils. This enables us to ensure that disadvantaged pupils are being supported to attain in line with their peers across the curriculum.





