

Brant Broughton CE Methodist Primary School Pupil Premium Strategy Statement

2022/23



£13658 TA support + 2227

totaTeachers – 4580 Rachael/Naomi 1846 +1846

Mental Health training ?? £300

Team Teach £820

Bereavement Training 120

Trips £690

Computers £1174

Provisions £500 breakfast/AS Club

Intervention placement £1562

Counselling £315

NMM £625

Additional teaching hours £3000 tutoring

Clothing £100

Joy Foundation £100

STT hours £828

Pearson £240+

Total so far 34 531 (4 469)

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	Brant Broughton CE Methodist Primary School
Number of pupils in school	97
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers	2022/23
Date this statement was published	26 November 2022
Date on which it will be reviewed	November 2023
Pupil premium lead	Elaine Bedford/Rachael Simeoli
Governor lead	Muriel George

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28515
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£10485
	£39 000

Part A: Pupil premium strategy plan

Statement of intent

As befits the vision for our school: All achieve, All believe, All create, All a family, we aim to ensure all our pupils have equal access to high quality learning experiences. We recognise that the majority of our Pupil Premium and disadvantaged pupils suffered adversely due to Covid, affecting their attendance. Of these pupils, a number of them also had below average attendance during 2021/22. Nearly 50% of our pupils eligible for Pupil Premium are from the Traveller community and experience disadvantage in terms of parental literacy levels and access to technology when not in school. Over 40% of pupils eligible for FSM are also on the SEND register; 12% are EAL, recently arrived in the UK and a further 10% have behavioural needs. The key principles are to ensure that none of these factors cause them to be disadvantaged in their attainment and progress, particularly in reading and writing where they show significant weaknesses.

Challenges

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

Challenge number	Detail of challenge
1	<i>Pupils disadvantaged by Covid lockdowns meaning that they have lost ground academically in reading, writing and maths and/or may require additional social and emotional support.</i>
2	<i>Some disadvantaged pupils have additional SEND needs affecting their learning.</i>
3	<i>Some pupils have additional emotional needs which affect emotions and behaviour in school.</i>
4	<i>50% of PP children come from the Traveller community and have significant needs in terms of attendance, low parental literacy levels and poor attendance.</i>

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
<i>Disadvantaged pupils (including FSM, Traveller pupils, other pupils with significant learning challenges due to Covid) show increased progress in reading, writing and maths.</i>	Pupil tracking to show at least 3 progress points (average progress) achieved by July 2023. Pupils progress to be on track despite Covid lockdowns.

Additional learning and emotional needs are supported in school.

All PP pupils make 3 steps of progress by July 2023.

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: £17 790

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Purchase of Phonics resources to support Early Years/KS1</i> £2080	High quality phonics resources purchased to support the development of this learning particularly in Early Years and KS1 but also to support learners requiring additional support in KS2. Additional teacher time to implement this package effectively in mixed age classes. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 (Recommendation 3: Effectively implement systematic Phonics programme)	1, 2, 4
<i>Additional TA support for single age-group teaching of maths across the school.</i> £15 085	Same day intervention for support in maths/English lessons by TA where children are identified in a lesson https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/same-day-intervention	1, 2,4
<i>Purchase of Comparative Judgements Writing Moderation for Years 1 – 6</i> £625	Identification of children falling behind who would benefit from intervention in writing. EEF guidance for effective use of PP states the importance of “gauging the performance of disadvantaged pupils against national benchmarks.” https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 (Recommendation 7: Use high quality information about pupils’ current capabilities to select the best next steps for teaching)	1, 2,4

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

Budgeted cost: £ 16 210

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Small group/individual tutoring for maths, reading and writing</i> £8 000	EEF – small group tuition (average impact of 4 additional months progress over a year) https://educationendowmentfoundation.org.uk/support-for-schools/making-a-difference-with-effective-tutoring	1, 2, 4
<i>Purchase of additional resources and training to support individual learning needs for specific pupils.</i> £1648	EEF – Teaching Assistant Interventions ‘moderate impact for moderate cost’. (4 months additional impact). EEF Report ‘Supporting Special Needs in Mainstream’.	1, 2, 4
<i>Behavioural support including Intervention Placement and additional TA support</i> £6562	Support for identified staff in behavioural intervention and 1:1 support to implement recommendations from external agencies. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/behaviour	1, 3

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

Budgeted cost: £ 5 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Teaching Assistant Interventions/Social and Emotional Learning</i> £120	EEF Social and Emotional Learning “moderate impact for very low cost based on limited evidence”. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning	1, 3
<i>1:1 counselling for children identified as requiring additional emotional support and training for SENDCo in mental</i>	EEF Social and Emotional Learning, “moderate impact for very low cost based on limited evidence”. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning	1, 3

<i>health strategies to disseminate to staff</i> £4 880		
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Total budgeted cost: £39 000

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.

All Pupils/Pupil Premium Pupil Data – Years 1 - 6

	Maths ARE (GD) All pupils	<i>Maths ARE (GD)</i> <i>Pupil Premium</i>	Reading ARE (GD) All pupils	<i>Reading ARE (GD)</i> <i>Pupil Premium</i>	Writing ARE (GD) All pupils	<i>Writing ARE (GD)</i> <i>Pupil Premium</i>
2020/21	72% (18%)	50% (6%)	76% (29%)	44% (6%)	58% (14%)	17% (6%)
2021/22	68% (15%)	20% (7%)	68% (34%)	33% (13%)	65% (17%)	33% (7%)

Intended outcome	Success criteria
<i>Disadvantaged pupils (including FSM, Traveller pupils, other pupils with significant learning challenges due to Covid) show increased progress in reading, writing and maths.</i>	Pupil tracking to show at least 3 progress points (average progress) achieved by July 2022. Pupils progress to be on track despite Covid lockdowns.
<i>Additional learning and emotional needs are supported in school.</i>	All PP pupils make 3 steps of progress by July 2022.