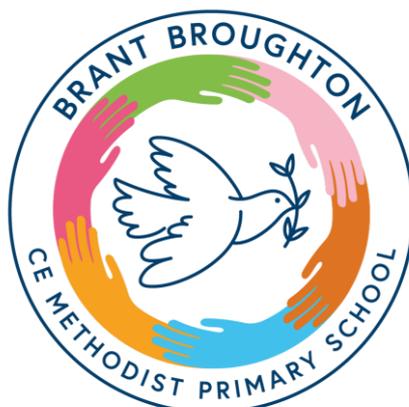


# Brant Broughton CE Methodist Primary School Pupil Premium Strategy Statement



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	82
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers	2021/22
Date this statement was published	26 October 2021
Date on which it will be reviewed	October 2022
Pupil premium lead	Elaine Bedford/Rachael Simeoli
Governor lead	Muriel George

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25 555
Recovery premium funding allocation this academic year	£4780 School led tutoring grant/Recovery Premium
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£6000

# Part A: Pupil premium strategy plan

## Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

## 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.</i>
2	<i>Some disadvantaged pupils are below age expectations in reading, writing and maths due to SEND, lack of home support or other disadvantage.</i>
3	<i>Some pupils have additional emotional needs which affect learning and behaviour in school.</i>
4	<i>Some PP children have additional Special Educational Needs requiring training for school staff and/or access to SEND support or resources beyond school which can be costly.</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 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.

## 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: £27 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Purchase of Phonics resources to support Early Years/KS1</i>	EEF – “high impact for very low costs based on extensive evidence”. Impact of 5 additional months progress	1, 2
<i>Purchase of reading resources in KS2 to develop reading comprehension strategies</i>	EEF Reading Comprehension Strategies show ‘very high impact for very low cost’	1, 2
<i>Single age-group teaching of maths across the school.</i>	Some EEF evidence for reducing class size. This strategy has been chosen as all classes are mixed age.	1, 2
<i>Purchase of Comparative Judgements Writing Moderation for Years 1 - 6</i>	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.”	1, 2
<i>Tracking system for Rec to Year 6 to identify, monitor and address progress of individuals and groups of pupils.</i>	Evidence from EEF that assessments need to be completed and effective tracking employed to identify individuals and groups in need of tutoring and individual support.	1, 2
<i>Metacognition and Self-Regulation – staff training and cover for observed lessons/team teaching</i>	EEF Metacognition and Self Regulation, “very high impact for very low cost based on extensive evidence”, average increase of 7 months progress	1, 2

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

Budgeted cost: £ 7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Small group/individual tutoring for maths, reading and writing</i>	EEF – small group tuition (average impact of 4 additional months progress over a year)	1, 2, 4
<i>1:1 individual tutoring for maths</i>	EEF – individualised instruction (average impact of 4 additional months progress over a year)	1, 2, 4
<i>Purchase of additional resources and training to support individual learning needs for specific pupils.</i>	EEF – Teaching Assistant Interventions ‘moderate impact for moderate cost’. (4 months additional impact). EEF Report ‘Supporting Special Needs in Mainstream’.	4

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

Budgeted cost: £ 2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Teaching Assistant Interventions/Social and Emotional Learning</i>	EEF Social and Emotional Learning “moderate impact for very low cost based on limited evidence”.	3
<i>Forest Schools/Outdoor Learning</i>		3
<i>1:1 counselling for children identified as requiring additional emotional support</i>	EEF Social and Emotional Learning, “moderate impact for very low cost based on limited evidence”.	3

**Total budgeted cost: £36 500**

## 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*

	<b>Maths ARE (GD)</b> <b>All pupils</b>	<i>Maths ARE (GD)</i> <i>Pupil Premium</i>	<b>Reading ARE (GD)</b> <b>All pupils</b>	<i>Reading ARE (GD)</i> <i>Pupil Premium</i>	<b>Writing ARE (GD)</b> <b>All pupils</b>	<i>Writing ARE (GD)</i> <i>Pupil Premium</i>
<b>2019/20</b>	71% (25%)	48% (22%)	77% (32%)	52% (22%)	74% (23%)	61% (22%)
<i>Difference between All pupils and PP</i>		<b>-23%</b> <b>(-3%)</b>		<b>-25%</b> <b>(-10%)</b>		<b>-13%</b> <b>(-1%)</b>
<b>2020/21</b>	72% (18%)	50% (6%)	76% (29%)	44% (6%)	58% (14%)	17% (6%)
<i>Difference between All pupils and PP</i>		<b>-22%</b> <b>(-12%)</b>		<b>-22%</b> <b>(-23%)</b>		<b>-41%</b> <b>(-8%)</b>

<b>Aims</b>	<b>Success Criteria</b>	<b>Evaluation</b>
1. Increased confidence, self esteem particularly in the light of the lockdown period when most children were not in school. Lock-down has meant that many of these children have not had support with	Improved confidence and self esteem so that pupils can reach potential in all curriculum areas. Evident through progress data to show progress for PP pupils in reading, writing and maths to	Individual counselling support provided to a number of individuals who settled back into school life successfully. Whole school strategies to support wellbeing and

learning at home and have struggled to maintain progress. For many PP children, there has been an adverse impact on family life impacting on pupil wellbeing.	be the same as all pupils (see below for details).	mental health also used to support. Mental Health First Aider training utilised to support individuals.
2. The majority of PP pupils are working below Age Related Expectations in reading, writing and maths and struggle to make expected progress in these areas. PP pupils have made less progress in maths than in reading and writing.	PP pupils to reach age-related expectation in reading, writing, maths.	Further lockdowns have impacted on pupil progress. Some use of NTP in summer term with PP pupils have shown some gains.
3. Mitigate for Lack of resources and support to develop learning at home or take up additional curriculum opportunities such as music or sport or in the event of further periods of lockdown/isolation.	PP pupils to maintain good progress in all curriculum areas.	Further paper based resources had to be purchased to support some learners. Additional devices loaned out ensured 98% of pupils able to access online learning and daily class check-ins/Collective Worship.
<b>How Improvement will be measured:</b>		
1. Teaching observations, pupil and parent feedback.		2.
3. Use of Pupil Progress internal data and end of Key Stage national data in reading, writing and maths to track pupils' achievements.		4.