

Pupil Premium Strategy Statement 2022/23

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	Breage CE Primary School
Number of pupils in school	58
Proportion (%) of pupil premium eligible pupils	31% (18 Pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23
Date this statement was published	6 th December 2022
Date on which it will be reviewed	6 th April 2023 6 th July 2023
Statement authorised by	Lisa Holliehead (Head of School)
Pupil premium lead	Lisa Holliehead
Governor / Trustee lead	Aspire Trust Board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,505
Recovery premium funding allocation this academic year	£2,465
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£26,790

Part A: Pupil premium strategy plan

Statement of intent

The intent of our school curriculum is to deliver a curriculum which is accessible to all, develops academic achievement and enables all children to flourish.

At Breage CE Primary School it is our intent that all pupils flourish and enjoy a rich and diverse curriculum. As a school we are committed to raising the achievement for pupils who are eligible for Pupil Premium and understand that many of these pupils must make accelerated progress compared to non-eligible pupils to achieve this. At Breage CE Primary School we have created a package of support aimed to tackle a range of barriers to ensure all pupils flourish. We aim to:

- Provide learning experiences which meet the needs of all pupils.
- Establish further provision to support the cognitive and emotional needs of identified pupils.
- Provide support for disadvantaged families (including signposting to services and attendance).

Challenges

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

Challenge number	Detail of challenge
1	Cognition & Learning - Misconceptions in learning have led to lower attainment in reading, writing and maths for identified pupils. Regular opportunities to develop automaticity in maths and opportunities for reading have been identified.
2	Early communication, phonics and reading - Our assessments and observations show that many of our disadvantaged pupils struggle with phonics and early reading. This has a negative impact on their development as a reader and therefore impacts across the school curriculum.
3	Attendance – impact on pupils due to low attendance rates are disproportionately PP pupils, but this affects others too. Research identifies that there is a clear link between those whose absence is a concern and lower outcomes.
4	SEMH - Many of PP pupils falling behind expected progress are also less able to self-regulate and require significant additional SEMH support. The current Year 3 cohort outcomes achieved lower outcomes in 'Personal, Social and Emotional Development' in EYFS, which could have been impacted upon by the disruption caused by the pandemic.
5	Family circumstances and deprivation - Our observations and knowledge of families help us to recognise that pupils falling behind academically and whose attendance is poor often come from homes which fall into the lower deprivation categories. Income and wider family circumstances are impacting pupils' ability

	to perform well in school. This is also linked to attendance. Pupils who struggle with reading and communication are less likely to read at home.
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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
Misconceptions in learning for identified pupils will be addressed in reading, writing and maths. Regular opportunities to develop automaticity in maths and opportunities for reading have been identified.	<ul style="list-style-type: none"> School to refine methods for formative and summative assessment to inform the teaching of the curriculum. Teachers to ensure the curriculum for all subjects is planned in a sequential approach, with a clear intent for acquired knowledge and skills, so that misconceptions are overcome. All pupils to access fluency support in maths in order to develop automaticity in number skills and facts.
Identified pupils will be supported in early phonics, reading and vocabulary to make accelerated progress from starting points.	<ul style="list-style-type: none"> High quality phonics and early reading support in place for all pupils. Pupils identified with a lower baseline in early reading to access additional support with evidence of accelerated progress. Support for families to assist their children in the development of early reading to be established.
The % of persistent absence amongst pupil premium pupils will reduce and the gap will narrow in comparison to non-pupil premium pupils.	<ul style="list-style-type: none"> School to work in collaboration with EWO to provide support / challenge for families where attendance is lower than expected (specific cases). School to re-establish attendance expectations are communicated with all parents. School-based support to be made available for identified families. % of pupils who are persistently absent decrease from 2021/22 figure in 2022/23.
The SEMH needs of identified pupils will be met, enabling pupils to flourish in school and make progress both socially and academically. Early identification in EYFS to be established and provision in Year 3 to be a priority.	<ul style="list-style-type: none"> Continued development of whole school SEMH provision (PSHE, well-being curriculum), including a specific focus on mental health as part of the PSHE curriculum. Training and deployment of TIS practitioners, ensuring a rigorous timetable of support is in place for identified pupils. Development of the 'Senior Mental Health Lead' role, which has impact on practice across the school. Whole-school well-being provision to be established and prioritised as part of the curriculum. Children are able to articulate and act to regulate their own emotions.

Families of disadvantaged pupils feel supported by the school and wider school community.	<ul style="list-style-type: none"> • Regular communication and updates from the school for identified families. • Information on provision for PP pupils made accessible to all. • School to organise support sessions for identified families.
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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 (for example, CPD, recruitment and retention)

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuous Professional Development to improve high quality first wave teaching and support from all staff. Fund ongoing teacher training release time/overtime for support staff.	<p>The evidence indicates that great teaching is the most important lever schools have to improve pupil attainment.</p> <p>Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-qualityteaching</p>	1 2 4
Retention additional adults for learning and interventions taking place.	<p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3) (EEF).</p>	1 2 4

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>PP pupils will be targeted with extra support in the classroom, as well as participate in SMEH and team building activities (Year 3 focus).</p> <p>Additional support staff with a specific focus on supporting identified PP pupils both academically and socially / emotionally.</p> <p>Additional staff will support with targeted in-class provision, directed and planned by class teachers.</p> <p>Additional resources to be sourced to support staff in delivering high quality provision.</p>	<p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3) (EEF).</p>	<p>1 2 4</p>

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

Budgeted cost: £2790

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupils to access provision and support to develop SEMH barriers to school.</p> <p>Use of 'Motional' assessments on all pupils to identify areas of support needed and progress.</p>	<p><i>A creative and flexible curriculum is key in an SEMH school. A range of different extracurricular activities will work hand in hand to create the balance needed to challenge and provide continuous opportunity for success, vital for providing the confidence to try new things.</i> SEMH Schools Link</p>	<p>4</p>
<p>Identified families will receive support in school attendance, with</p>	<p>The attendance gap between our disadvantaged and non-disadvantaged pupils is a contributing factor for the lower %</p>	<p>3 5</p>

<p>the aim of increasing attendance % and reducing persistence absence.</p>	<p>of progress and attainment. Evident gap in persistent absence in 2021/22.</p> <p>Case studies between 2020-22 demonstrated that specific support for attendance led to a decrease in persistent absenteeism.</p> <p>Securing good attendance and tackling persistent absence - GOV.UK (www.gov.uk)</p>	
<p>Parents & wider family members will be supported for identified PP pupils.</p> <p><i>To provide parent workshops and support based on need.</i></p> <p><i>Provide free / subsidised access to clubs, trips & residential for identified pupils.</i></p>	<p><i>Plan carefully for group-based parenting initiatives (such as regular workshops). A convenient time and location, face to-face recruitment, trusting relationships, and an informal, welcoming environment are the most important factors for parents to attend group sessions. (EEF – Working with parents to support children’s learning).</i></p> <p>Support for trips and educational visits to enable pupils to build on cultural capital. Signposting and support to external services where appropriate has been effective for previous case studies.</p> <p><i>The best SEMH schools will be working with a range of external providers to cater for the needs of a very diverse set of students. Access to a range of therapies is vital including, but not limited to, on site counsellors. Connections to charities and voluntary groups can also provide opportunities for the children to access support and experiences that may meet their needs to an even greater extent. SEMH Schools Link</i></p>	<p>5</p>

Total budgeted cost: £26,790

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.

Aim	Chosen Action / Approach	Outcome / Impact
To improve Maths progress scores.	Develop maths mastery teaching, skills and knowledge and engage with Maths hub	White Rose curriculum implemented throughout the school along with relevant assessments. Engagement with Maths Hub negated through changeover of staff / moving to new Academy.
To improve oracy, vocabulary and therefore spelling outcomes across the school.	Identify and purchase supportive programmes to bring about improved outcomes	<p>NELI was introduced in a limited capacity due to trained staff leaving. It was also noted that NELI focused particularly on expressive language rather than phonological articulation which was where many children showed most difficulty, therefore impact was not what was needed.</p> <p>Little Wandle purchased and rolled out through EYFS and KS1. Keep -up programmes are still in the process of being implemented as a result of staffing / training implications. Significant improvement in pupil phonic / early reading has been observed including very positive feedback from parents.</p>
Improve life outcomes for disadvantaged pupils.	Develop and embed curriculum of entitlement to a wide range of creative, social, active and work experiences.	<p>Curriculum review currently underway ready for initial implementation in January. This will include a 'memorable experience' to launch each project.</p> <p>Increased participation in interschool team sports fixtures and the purchase of new school sports kit has led to an increase in disadvantaged pupils taking part in sports activities and representing the school.</p> <p>'Wild tribe' training has been accessed and key members of staff qualified to lead and drive the school forward with an emphasis on outdoor education alongside work with Aspire's Outdoor education lead. A designated area has been established for Outdoor education activities such as den building, fire lighting etc and resources purchased.</p>

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Trauma Informed Schools	Trauma Informed Schools

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	As above with a particular focus around any deployment of parents.
What was the impact of that spending on service pupil premium eligible pupils?	As above.