

Pupil Premium Strategy Statement 2023/24



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	Breage C of E Primary School
Number of pupils in school	47
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24
Date this statement was published	12 th September 2023
Date on which it will be reviewed	12 th January 2024 12 th April 2024
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	£19,920
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	n/a
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	£21,920

Part A: Pupil premium strategy plan

Statement of intent

Our vision is to be a caring and loving school where children are equipped to flourish in the real world and beyond. Our chosen Christian values of happiness, respect, care, forgiveness, friendship and honesty are at the heart of the daily experiences of our pupils and our special Bible verse '*We flourish when we help others flourish*' (*Jeremiah 29:4-7*) underpins all that we do.

As a Church of England Academy, we whole-heartedly embrace the Church's vision for education; educating for wisdom, hope, community and dignity. Here at Breage C of E Primary School, our aim is to develop and nurture the character of our pupils whilst developing a love of lifelong learning and curiosity.

At Breage C of E 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	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	High attaining pupils need to continue to maintain and accelerate progress to ensure a higher % of pupil premium eligible pupils achieve GDS.
3	Trends in attendance demonstrate that, in 2022/23 attendance was 4% lower (88.26%) for disadvantaged pupils in comparison to whole school attendance figures.
4	Identified pupils require further support with their SEMH needs in order to flourish in school and make progress both socially and academically. These needs must be met first.
5	Identified families and parents of disadvantaged pupils require additional support in order to feel supported and that their child is able to flourish in and out of school.

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
<p>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.</p>	<ul style="list-style-type: none"> • School to develop methods for formative and summative assessment across 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 regular review opportunities in maths in order to support the development of automaticity in number skills and facts. • School to prioritise 1-1 and small group reading for identified pupils requiring further support.
<p>Higher attaining pupils will maintain and accelerate their progress so that more pupils achieve GDS in reading, writing and maths.</p>	<ul style="list-style-type: none"> • Teaching and learning strategies in all classes meet the needs of the most able to ensure they are challenged. • Targeted intervention to be used to challenge and extend the most able pupils. • Assessment to be used effectively to ensure GDS pupils are challenged and to accelerate potential GDS pupils.
<p>Trends in attendance demonstrate that, in 2022/23 attendance was 4% lower (88.26%) for disadvantaged pupils in comparison to whole school attendance figures.</p>	<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 review how attendance expectations are communicated with all parents.
<p>The SEMH needs of identified pupils will be met, enabling pupils to flourish in school and make progress both socially and academically.</p>	<ul style="list-style-type: none"> • Continued development of whole school SEMH provision (PSHE, outdoor learning, 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. • Whole-school well-being provision to be put into place (including lunchtimes). • Regular 'Motional' assessments will take place for all pupils to support staff in identifying areas of need.
<p>Families of disadvantaged pupils feel supported by the school and wider school community.</p>	<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 (if required). • Links with the PTA to be strengthened to provide support and opportunities for families.

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: £10,960

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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>	<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>	<p>1 2 4</p>
<p>Retention of class structure (and third teacher) at Breage C of E Primary School to ensure smaller sizes and more targeted teaching.</p> <p>Identified pupils to access additional tutoring support in reading, writing & maths.</p>	<p>The quality of teaching and learning is more successful when a teacher leads the class.</p> <p>Teacher-led support has a high impact on outcomes for pupils. Teachers know their pupils well, have identified misconceptions and next steps and have a secure understanding of the National Curriculum for the year group they are teaching.</p> <p><i><u>Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils (EEF – Teaching Assistant Interventions).</u></i></p>	<p>1 2 4</p>

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

Budgeted cost: £10,960

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>PP pupils in KS2 will be targeted with extra support in the classroom, as well as participate in SMEH and team building activities.</p> <p>Additional support staff in KS2 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>Pupils in Year 6 will have access to additional 'booster' sessions after school.</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>
<p>Pupil Experiences – specific provision for identified pupils.</p>	<p>Outsourcing specific services provides identified pupils with provision they need which is not able to take place on the school grounds.</p> <p><i><u>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</u></i></p>	<p>1 2 4 5</p>

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

Budgeted cost: £1100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identified families will receive support in school attendance, with the aim of increasing attendance % and reducing persistence absence.	<p>The attendance gap between our disadvantaged and non-disadvantaged pupils is a contributing factor for the lower % of progress and attainment. 4% overall attendance gap in 2022/23 for disadvantaged pupils.</p> <p>Case studies in 2022/23 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>	3 5
<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>Provision for trips proved effective in 2021-23 in ensuring all pupils have access to a range of activities and experiences. Support for FSM.</p> <p>Support for wider professionals to support pupils and families in school.</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>	4 5

Total budgeted cost: £21,920

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 2022/23 academic year.

Aim	Chosen Action / Approach	Outcome / Impact
<p>Pupil misconceptions in learning will be addressed, enabling learners to make progress from starting points and make links in their learning so that they know more and remember more.</p>	<p>CPD for class teachers and support staff. Engaged with Aspire networks (EYFS, Maths, English). Implemented 'Talk for Writing' with support from the trust. Implemented 'White Rose Maths' with support from the trust. Partner school provided support with implementation of VIPERS approach to teaching reading comprehension. Partner school provided support with implementation of SCARF PSHE scheme. Adopted Cornerstones Curriculum to support with wider subjects, sequencing and subject knowledge.</p>	<p>Teaching became more consistent for learners across the school. Pupil progress in reading and maths accelerated between January – July 2023. Pupils became more confident in articulating their learning over time in some subjects. Pupils developed a clearer understanding of how to keep themselves safe, as a result of the newly-developed PSHE curriculum.</p>
<p>Barriers to learning and SEMH needs are supported so that pupils will feel well-supported in school and are able to flourish.</p>	<p>TIS support and ELSA support in place for identified pupils. TIS approaches and strategies became whole-school, through staff training and coaching.</p>	<p>Identified pupils were able to access school and learning in a more positive way. Their SEMH needs were met through developing positive relationships with school staff. Staff across the school developed confidence in delivering TIS approaches and language.</p>
<p>Attendance rates will be the same for PP and non-PP pupils.</p>	<p>Aspire Attendance Policy implemented. School leaders attended attendance training with EWO and partner school.</p>	<p>The profile of attendance increased across the school community. Individual case studies demonstrated an improvement in attendance.</p>
<p>Families of disadvantaged pupils feel supported by the school and wider school community.</p>	<p>On-going support for parents and families (including new starters).</p>	<p>Parents and wider family members felt more support (reflected in Ofsted Parent View 2023).</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
Rapid Catch Up	Little Wandle
Maths Catch Up	Number Sense
Talk for Writing	Talk for Writing
Trauma Informed Schools	Trauma Informed Schools

Service pupil premium funding

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
What was the impact of that spending on service pupil premium eligible pupils?	As above.