# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 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

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| Detail | Data |
| School name | Bromesberrow St. Mary’s C of E Primary School |
| Number of pupils in school  | 54 |
| Proportion (%) of pupil premium eligible pupils | 16/54 30% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | Autumn 2021-Autumn 2024 |
| Date this statement was published | 16/11/22 |
| Date on which it will be reviewed | 16/11/22 |
| Statement authorised by | L. Hankins and L. Mison |
| Pupil premium lead | L. Hankins |
| Governor / Trustee lead | Melanie Orgee |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £24,212 |
| Recovery premium funding allocation this academic year |  £2320. |
| Pupil premium (and recovery premium\*) funding carried forward from previous years *(enter £0 if not applicable)**\*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.* | £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 | £26,532 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| **Ultimate Objectives*** To focus on high quality phonics and targeted phonics intervention to ensure that those most vulnerable keep pace with their peers, learn to decode and be able to access the school curriculum with confidence; making good progress and having equal opportunity
* To prioritise children’s communication and language skills at the earliest opportunity, to ensure that children are effective communicators with a good vocabulary and understanding
* To improve children’s emotional resilience and ability to self-regulate, to enable them to be able and receptive to learning

**How are we working to achieve this?** * Working with parents, valuing their input and supporting them to be able to support their child with communication, language and reading.
* Investing in a Phonics Bug SSP to ensure consistency in approach to teaching phonics across the school.
* Investing in new aligned texts to Phonics Bug, online and hard copy to ensure that children learn to read texts that are matched to their phonic ability.
* Enabling quality first teaching, using pre and over learning to intervene and ensure the most vulnerable are giving every opportunity and support to keep pace with their peers.
* Using quality adult- child interactions, injecting vocabulary into the curriculum and across all areas of the school day, to broaden and deepen children’s vocabulary, enabling them to progress well in the curriculum.
* Using Talkboost as a strong speech, language and communication intervention to break down barriers to learning.
* Building our mental health offer, including Trailblazer Partnership, Lego therapy, Children’s Partnership Approach to support children and families to recover and thrive after the impact of the Covid 19 pandemic.

**The Key Principles**The key principles of our plan are linked to our curriculum vision/ intent:All children at Bromesberrow are supported to be able to ‘**Reach for the Stars with Hope and Aspiration’…**…with our Core Christian Values being seen as drivers to enable children to achieve this:Respect, Motivation, Cooperation, Kindness, Pride, PerseveranceThe impact of our curriculum aims to see:* Children who are engaged and active learners.
* Children who are curious.
* Children who think for themselves and at a deeper level.
* Children who are secure, happy and ready for the next stage in learning.

This will be seen through:* Children’s voices; through them sharing what they know, what they are interested in and what they would like to learn next
* Children in lesson who are visibly **motivated** and engaged, they are active, resilient learners, who **persevere** in their learning
* Children who are visibly happy, have **respect**for themselves and others, **kind** to others, and able to seek support when it matters
* Children’s work and what they produce- this will be of a high standard and children will feel **pride** in this.
* Children who feel a sense of belonging, who **cooperate** together to be a part of our Bromesberrow school team
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## Challenges

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

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| Challenge number | Detail of challenge  |
| 1 | Children’s early reading and communication experiences, the difference and disparity in these and how these impact upon their development. Low starting points among those most vulnerable, so that they are already working significantly below their peers. |
| 2 | Parents being supported early on to know how to best support their child in speech, language and communication and the importance of early reading. |
| 3 | Parental engagement for those ‘hard to reach’ families |
| 4 | Staff who are all trained and confident to develop vocabulary and improve communication (quality adult-child interactions) across the school  |
| 5 | Time to ensure that staff are able to deliver intervention and support to those who need it for SEMH needs or SALT need |

## 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.

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| Intended outcome | Success criteria |
| To increase the proportion of disadvantaged children working at the expected standard in reading and writing, so that they are able to access and make good progress in the curriculum | Children are identified at the earliest possible opportunity and supported to maintain progress and/or catch up with their peers in PhonicsChildren who can understand what they are reading, and in turn can read widely and richly.Children who have a well developed vocabulary, so that they can communicate well verbally and in writingChildren who are readers and writers with purpose |
| To develop children’s personal, social and emotional resilience and self-regulation, so that they are ‘ready’ to learn and become more successful academically | Children who are ready, able and receptive to learnChildren who are mentally aware; they have well developed emotional literacy and have strategies to manage their feelings and behaviourChildren who socially aware; they are able to interact well with others, building on those core social skills that were effected during Covid 19 absence and isolation |

## 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: £*5000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *To develop staff’s ability to lead on quality adult-child interactions, building children’s vocabulary by being able to spot and capitalise on those ‘magic moments’* | EEF: 6+ Months (low cost- high impact)Investment in early reading, talking to children about what they are reading, paying attention to letters and sounds, and extending their vocabulary through this has a very strong impact on pupils’ early literacy ability, in terms of reading, writing and oral. Training staff to ensure that interactions are ‘quality’ is essential.EEF: Feedback 6+ (low cost-high impact)There are positive impacts from a wide range of feedback approaches – including when feedback is delivered by technology or peers. Impacts are highest when feedback is delivered by teachers. It is particularly important to provide feedback when work is correct, rather than just using it to identify errors. Caution in regards to feedback which isn’t carefully given and too negatively focused.EEF 7+ Metacognition (low cost-high impact)Supporting children to think about their thinking through good communication, dialogue and discussion can have a strong impact on their ability to process, make connections and learn. Thinking needs to be made explicit. | 4 |
| *To support staff through training and continued CPD to teach quality, consistent phonics lessons and interventions to ensure all children make good progress in their early reading* | EEF: 4 months + (low cost-moderate impact)Strategies that have a good impact are a combination e.g. daily phonics, alongside daily storytelling and group reading (providing opportunity to learn how to decode, alongside developing vocabulary and comprehension). The message is that this needs to be broad and balanced to have a lasting impact.EEF Teaching Assistants +4 months The high average impact hides a large variation between the different approaches to teaching assistant deployment. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes. | 1 |

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

Budgeted cost: £15,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *To use pre and over learning to narrow the gap in phonics and decoding at the earliest opportunity, ensuring we train up Teachers and Teaching Partners to deliver this and provide time to do so* | EEF: 6+ Months (low cost- high impact)Investment in early reading, talking to children about what they are reading, paying attention to letters and sounds, and extending their vocabulary through this has a very strong impact on pupils’ early literacy ability, in terms of reading, writing and oral. Training staff to ensure that interactions are ‘quality’ is essential. | 5 |
| *To build and adapt bespoke interventions for individuals and groups with SEND to meet their needs, ensuring the gap is narrowing and that children are making progress. Use our collective knowledge and experience of different interventions to adapt learning*  | EEF Individualised Learning 4+ monthsResearch shares that this can be very effective if used carefully and realistically. The use of small groups can also be very helpful to adapt learning. | 5 |

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

Budgeted cost: £ *£6,532*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *To use the Children’s Partnership resources (Zippy’s, Apple’s and Passport) and Lego Therapy to support children’s PSHE and SEMH*  | EEF: 5 + Months (low cost-moderate impact)Children who have better self regulation are more successful learners, notably in terms of early reading, maths and problem solving. Studies have shown that self regulation has a positive impact on academic ability and emotional resilience throughout school years. | 1, 2 and 3 |
| *To increase our opportunities to partner with parents through projects e.g. Bromesberrow Getting Growing; PTA, open events and informal communication and dialogue.* | EEF: 4+ months (low cost-moderate impact)The real value in this is supporting parents to develop core skills and feel confident to develop language and communication in the home environment, as well as embed reading into daily lives. Research shows that parental investment leads to improved outcomes for children. | 2 and 3 |
| *To support children and families to experience opportunities to broaden and enrichen their lives* | EEF: 4 + months (high cost-moderate impact)Research shows that participation in adventure (residential or day) has a strong impact on academic application and success. They are seen to have strong impact on self-confidence, self-efficacy and motivation. Outdoor learning and Forest School, enrichment through trips to enhance | 1 |

**Total budgeted cost: £ 18, 140**

# 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.

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| **Aim** | **Outcome** |
| To increase the proportion of disadvantaged children working at the expected standard in reading and writing, so that they are able to access and make good progress in the curriculum | **Reading**Ks2 Reading 80% with 50% GD, showing the impact of our quality text guided reading approach and writing curriculum. *\* PP numbers too small so can identify within cohort*Ks1 Reading 67%, previous 0% on track full school Covid return 2021. Strong progress.Autumn 2022 data checkpoint shows that 80% PP children are on track in terms of reading and the other 20% are working just below.**Writing**Ks2 Writing 60% broadly in line with national 69%*\* PP numbers too small so can identify within cohort*Ks2-Grammar, spelling and punctuation-80%*\* PP numbers too small so can identify within cohort*Pupil voice shows:Children enjoy reading! They are enthusiastic about the texts school has invested in. They feel success, although they acknowledge that sometimes they find reading and writing challenging. Books show:An improvement in writing and spelling across school. Marking and feedback that is in the moment, coupled with high expectations, plus a strong emphasis on editing ensure that children are focused on spelling and applying what they have learned. School will be focusing on adaptive teaching to further capitalise on this and ensure that those children who are working below within the curriculum are able to access, find success and achieve more within the curriculum. |
| To develop children’s personal, social and emotional resilience and self-regulation, so that they are ‘ready’ to learn and become more successful academically | The introduction of the Children’s Partnership Approach is having a strong impact on children’s awareness and ability to recognise and respond to feelings appropriately, offering solutions and strategies. School have invested in a Pastoral Support worker to further develop upon this, using Lego and play based therapies to support children further in terms of PSHE, resilience, mental health and self regulation. |

## Externally provided programmes

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| Programme | Provider |
| Phonics Bug | Pearson |
| Lego Therapy |  |
| Talkboost | I Can |
| Zippy’s, Apples and Passport | Children’s Partnership |
| Dyslexia Gold |  |