

## Pupil premium strategy statement

**2021-24**

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
School name	Bromesberrow St. Mary's C of E Primary School
Number of pupils in school	59
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	£1,455 per pupil LAC- £2, 530
Date this statement was published	7/10/21
Date on which it will be reviewed	7/10/23
Statement authorised by	L. Hankins and L. Mison
Pupil premium lead	L. Hankins
Governor / Trustee lead	Melanie Orgee

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,535
Recovery premium funding allocation this academic year	£1,160
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£3,740
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£17,435

## Part A: Pupil premium strategy plan

### Statement of intent

#### **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.
- Using Phonics Bug SSP to ensure consistency in approach to teaching phonics across the school.
- Investing in new aligned texts to Phonics Bug, to ensure that children learn to read texts that are matched to their phonic ability across school.
- 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, Perseverance

The 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 themselves, 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

## Challenges

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

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.

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	<p>Children are identified at the earliest possible opportunity and supported to maintain progress and/or catch up with their peers in Phonics</p> <p>Children who can understand what they are reading, and in turn can read widely and richly.</p> <p>Children who have a well-developed vocabulary, so that they can communicate well verbally and in writing</p> <p>Children who are readers and writers with purpose</p>

<p>To develop children's personal, social and emotional resilience and self-regulation, so that they are 'ready' to learn and become more successful academically</p>	<p>Children who are ready, able and receptive to learn</p> <p>Children who are mentally aware; they have well developed emotional literacy and have strategies to manage their feelings and behaviour</p> <p>Children 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</p>

## 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: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To continue to develop staff's ability to have quality adult-child interactions, building children's vocabulary by being able to spot and capitalise on those 'magic moments', developing cultural capital as well as language.</i>	<p>Great teachers:</p> <ol style="list-style-type: none"> <li>1. understand the content they are teaching and how it is learnt</li> <li>2. <u>create a supportive environment for learning</u></li> <li>3. manage the classroom to maximise opportunity to learn</li> <li>4. <u>present content, activities and interactions that activate their students' thinking</u></li> </ol> <p>Great Teaching Toolkit 2020 (recommended EEF Evidence Brief)</p>	4
<i>To invest in improving staff knowledge of teaching and learning and subject knowledge by planning for a strong professional development programme built through the performance management cycle. Use Learning Partnership CPD offer, Odyssey ECT Programme, NPQEH and NPQH materials, EEF Research Materials, links with other schools and external (GLOSSI) and internal expertise and understanding of the science of learning</i>	<p>Effective Professional Development <i>EEF</i></p> <p>Cognitive science principles of learning can have a real impact on rates of learning in the classroom. There is value in teachers having working knowledge of cognitive science principles. <i>EEF Cognitive Science in the Classroom</i></p> <p>Great teachers:</p> <ol style="list-style-type: none"> <li>5. <u>understand the content they are teaching and how it is learnt</u></li> <li>6. create a supportive environment for learning</li> <li>7. manage the classroom to maximise opportunity to learn</li> <li>8. present content, activities and interactions that activate their students' thinking</li> </ol> <p>Great Teaching Toolkit 2020 (recommended EEF Evidence Brief)</p>	1 and 4

<p><i>Supporting staff to understand 'adaptive teaching' and know how to adapt learning for those children who are most vulnerable, so that they are able to access the curriculum, make progress and learn.</i></p>	<p>Use of Teaching Assistants <i>EEF</i> Adaptive Teaching <i>NASEN</i></p> <p>Great teachers:</p> <ol style="list-style-type: none"> <li>9. understand the content they are teaching and how it is learnt</li> <li>10. <u>create a supportive environment for learning</u></li> <li>11. <u>manage the classroom to maximise opportunity to learn</u></li> <li>12. <u>present content, activities and interactions that activate their students' thinking</u></li> </ol> <p>Great Teaching Toolkit 2020 (recommended EEF Evidence Brief)</p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>To fine tune the use of pre and over learning, using Precision Teaching, Dyslexia Gold, Clicker and Rapid to provide further structure and alignment to ensure greater improvement and narrowing of the gap in Phonics, Reading, Writing and Maths.</i></p>	<p>Phonics low cost/high impact 5+ months <i>EEF Toolkit</i></p> <p>Reading intervention strategies low cost/high impact 6 + months <i>EEF Toolkit</i></p>	5
<p><i>To continue to use Talkboost as a successful approach to improving children's speaking, listening and communication.</i></p> <p><i>Work to embed this further into the classroom, with strategies to support being well communicated, planned and impactful.</i></p>	<p>Oral language intervention 6+ months gain low cost/high impact <i>EEF Toolkit</i></p>	5

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To continue to invest in our School Pastoral and Attendance Lead to be 'curious' about attendance, with a hands on approach to communicate with parents, putting in place attendance improvement plans to tackle low attendance; as well as an in school approach to work with children to improve resilience.</i>	Working with parents to support children's learning <i>EEF</i>	1, 2 and 3
<i>Provide an open approach to working with parents, focusing in a bespoke, individualised way to improve and support engagement e.g. modelling how to listen to your child read</i>	Parental Engagement Low cost/ Moderate impact 4 + months <i>EEF Toolkit</i> Parental Engagement Guidance Report <i>EEF</i>	2 and 3
<i>To support children to improve their cultural capital and engagement with the curriculum and learning, through trips and enrichment.</i>	Arts Participation low cost/moderate impact <i>EEF Toolkit</i>	1

**Total budgeted cost: £**



## 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.

Aim	Outcome
<i>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'</i>	<p>GLD- 75% (with small cohort influences), showing strong gains from very low starting points (0% demonstrated secure developmental milestones on entry to Reception.)</p> <p>Training and re-visitation, modelling and team teaching has been effective in supporting staff to be more aware and confident to take the lead on interactions. Staff have communicated examples of where they have made a difference in the moment. Across school, monitoring shows that intervention and scaffolding at the right time is making a difference to outcomes and modelling and coaching has been effective. However, changes to staffing have diluted the impact of this. Continued focus is needed here to ensure that adult-child interactions continue to be quality across the school, being impactful on learning and outcomes.</p>
<i>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</i>	<p>PSC results and progress very strong (75% with small cohort influences). Children who didn't achieve the PSC pass made significant gains in progress as seen in in house assessment and reading interviews.</p> <p>Staff are all confident to teach the consistent phonics SSP. We need to now work to fine tune our interventions so that they show greater fidelity and more children make strong progress to catch up. We have a clear commitment to every child a reader.</p>

<p><i>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</i></p>	<p>Phonics interventions have been timely and committed. Staff delivering these are confident in the SSP programme and this has led to very good progress for all children. 75% of children in year 1 passed their PSC and those who didn't have made significant, measurable progress.</p> <p>Next steps are to continue to work with our SSP provider to develop KS2 Phonics intervention, which has fidelity to the scheme, but is age content appropriate. This will be linked with precision teaching, so that learning is measurable.</p>
<p><i>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</i></p>	<p>We have invested in and committed to training and ongoing modelling and support for interventions e.g. Dyslexia Gold, Rapid Writing and Number Stacks. Our SENCO and SEN Assistant have planned for support, coaching and mentoring so that staff have felt confident to deliver these and make a difference. Intervention assessments show that children have made very strong gains. This can be seen in the progress made in writing from starting points for our Ks1 (Y2) children, where children not on track have made significant gains through structured intervention and tuition.</p> <p>Next steps for us is to build upon this offer to ensure that intervention learning is being retained and applied across the curriculum. We will work further on embedding our understanding of adaptive teaching and use the Science of Learning to build our understanding of how children retain learning. Also to further develop our curriculum offer for those children working 2 years plus below their curriculum age.</p>
<p><i>To use the Children's Partnership resources (Zippy's, Apple's and Passport) and Lego Therapy to support children's PSHE and SEMH</i></p>	<p>Lego therapy has had a noticeable impact on children needing support, particularly with friendship building and maintaining and low level anxieties. Child voice and attitude/behaviours shows that</p>

	<p>this is a good investment and supports lasting change.</p> <p>The Children's Partnership resources provide a strong part of our PSHE approach. Children share that they enjoy these sessions and have found them helpful in managing feelings and behaviour.</p>
<p><i>To increase our opportunities to partner with parents through projects e.g. Bromesberrow Getting Growing; PTA, open events and informal communication and dialogue.</i></p>	<p>Bromesberrow Getting Growing linked to the curriculum and enabling children to expand upon and apply their science learning.</p> <p>PTA working alongside school, providing opportunities for children and supporting us to deliver these e.g. whole school cricket festival.</p> <p>Open, informal approach ensures that parents are listened to and able to contribute ideas. This has been impactful in terms of changing how we communicate, so that parents know more about what their children are learning about in school.</p> <p>We need to build upon this further and work more individually with families to support with particular areas e.g. struggling with home reading and spellings. Aim to offer modelling and scaffolds so that parents know 'how to' and feel supported in this.</p>
<p><i>To support children and families to experience opportunities to broaden and enrich their lives</i></p>	<p>Aiming big in our trips based upon our children's needs and with the aim to build cultural capital has been highly impactful. Children have applied learning from the trips into their learning in school e.g. from a light workshop at Birmingham ThinkTank, children remembered that light travelled in straight lines.</p> <p>Our trip to Ogmore beach, enabled our children to complete coastline fieldwork on site enabling them to deepen their understanding through contextualised learning.</p> <p>Child and parent voice has been resoundingly positive about the enrichment.</p>

	The impact on British Values has been strong in terms of tolerance of others, by interacting with different people in different contexts. The world being opened up more enables children to question and be curious.
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## Externally provided programmes

Programme	Provider
Phonics Bug	Pearson
Lego Therapy	Therabuild
Rapid Writing	Pearson
Dyslexia Gold	Dyslexia Gold
Precision Teaching	Training and support from Gloucs Educational Psychology
Number Stacks	Number stacks
Talkboost	I Can
Zippy's, Apples and Passport	Children's Partnership
Clicker	Crick Software