**Bromesberrow St. Mary’s Primary Academy Pupil premium strategy statement**

**2024-27**

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**

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| **Detail** | **Data** |
| School name | Bromesberrow St. Mary’s C of E Primary School |
| Number of pupils in school | 56 |
| Proportion (%) of pupil premium eligible pupils | 8/56 (14%) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | £ 1,480 per pp  £340 service children  £2570 per PP+ (previously looked after) |
| Date this statement was published | 7/10/24 |
| Date on which it will be reviewed | 7/10/25 |
| 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 | £12930 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £4080.45 |
| **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 | £17,010.45 |

**Part A: Pupil premium strategy plan**

**Statement of intent**

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| Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will focus on quality first teaching as our main approach to ensuring all pupils have access to excellent teaching, so that they thrive in learning.  **Ultimate Objectives**   * To improve pupils cultural capital, so that all children have access to the same life opportunities and enriching experiences * 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 support our families to be aspirational, supporting them to engage in their child’s learning journey   **How does your current pupil premium strategy plan work towards achieving those objectives?**   * Providing enrichment through the curriculum, to support learning and understanding, through hands on, real world learning. * Using Talkboost as a tool to support children with speech and language challenges. * Using quality adult- child interactions and teachable moments to support communication and vocabulary development * Regualr curriculum events and specific newsletters to inform and involve parents in their child’s learning. * Bespoke sessions, based on strong communication and knowledge of families to enable them to support their children further * Investment in pastoral worker, to support vulnerable families, providing advice and Thera-build.   **The Key Principles**  The key principles of our plan are linked to our curriculum vision/ intent:  All children (particularly those who are vulnerable and with additional needs) at Bromesberrow are supported to be able to ‘**shine together and reach for the stars’**    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   Our approach will recognise and be responsive to the common challenges for pupil premium children. We will work to:   * ensure disadvantaged pupils are challenged in the work that they’re set * act early to intervene at the point need is identified * adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve |

**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 | Inequality in terms of children’s access to experiences and opportunities. Knowledge of our families, through good communication |
| 2 | Children not having a language and text rich environment (birth to 5) |
| 3 | Parental engagement, understanding and aspiration |
| 4 | Staff knowledge and understanding of speech, language and communication needs and how to improve this. |
| 5 | Low reception starting points of Pupil Premium children |

**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** |
| Pupil Premium children to be accessing the same experiences and opportunities as that of non-pupil premium children. | Child voice will show increased aspiration (reaching for the stars).  Participation in clubs, trips and enrichment will have increased.  Children will be thriving in our curriculum and will have an increased understanding of the world and their potential part to play in this. |
| Low starting points shown in reception baseline to improve, so that children are school ready and able to thrive in the early years curriculum. | A Preschool that is providing a quality provision, so that children are school ready and baseline reflects this.  GLD to have increased due to preschool provision impacting earlier on children’s developmental outcomes.  Families feel more supported and enabled to support their child/ren through a strong cohesive early years curriculum, provision and approach. |

**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: £7000

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Focus on reading fluency as the key to unlocking the curriculum, so that children are able to learn and acquire knowledge and understanding.   * Staff training on fluency around Rasinski’s resources * Embedding Rasinski’s fluency approaches to develop prosody. | EEF reading fluency linked to Timothy Rasinski. Timothy Rasinski’s work on Reading fluency with strong evidence base: Effects of Fluency Development on Urban Second-Grade Readers Timothy V. Rasinski, Wayne Linek, Elizabeth Sturtevant and Nancy Padak  The Journal of Educational Research  [Vol. 87, No. 3 (Jan. - Feb., 1994)](https://www.jstor.org/stable/i27541909), pp. 158-165 (8 pages)  Published By: Taylor & Francis, Ltd.  [Content source](https://www.jstor.org/journal/jeducresearch) | 2,4,5 |
| *To invest in improving staff knowledge of teaching and learning and subject knowledge by planning for a strong professional development programme to enable children to know more and remember more. Use of PQ Trust links, collaboration and training offer. Use Learning Partnership CPD offer, , EEF Research Materials,* | Effective Professional Development *EEF*  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. *EEF Cognitive Science in the Classroom*  Great teachers:   1. understand the content they are teaching and how it is learnt 2. create a supportive environment for learning 3. manage the classroom to maximise opportunity to learn 4. present content, activities and interactions that activate their students’ thinking   Great Teaching Toolkit 2020 (recommended EEF Evidence Brief) | 1 and 4 |
| *Continue to support 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.* | Use of Teaching Assistants *EEF*  Adaptive Teaching *NASEN*  Great teachers:   1. understand the content they are teaching and how it is learnt 2. create a supportive environment for learning 3. manage the classroom to maximise opportunity to learn 4. present content, activities and interactions that activate their students’ thinking   Great Teaching Toolkit 2020 (recommended EEF Evidence Brief) |  |
| *Support all staff through the use of Place Value of Grammar and Punctuation to ensure the basics are right in writing. Teachers will gain an improved understanding of how to support learners and learners will develop stronger sentence level foundational skills.* | EEF Literacy report:  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2>  The simple view of writing:  C:\Users\Teacher\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\61F062B0.tmp | 2 |

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

Budgeted cost: £9,000

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| *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.* | Phonics low cost/high impact 5+ months *EEF Toolkit*  Reading intervention strategies low cost/high impact 6 + months *EEF Toolkit* | 5 |
| *Introduce ELKLAN through training HLTA to lead across school, to support speech and language outside and inside the classroom*  *To continue to use Talkboost as a successful approach to improving children’s speaking, listening and communication.*  *Work to embed this further into the classroom, with strategies to support being well communicated, planned and impactful.* | <https://www.elklan.co.uk/OurWork/CaseStudies/>  Oral language intervention 6+ months gain low cost/high impact *EEF Toolkit* | 5 |

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

Budgeted cost: £1435

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| *To continue to challenge poor attendance and be ‘curious’, 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.* | Working with parents to support children’s learning *EEF* | 1, 2 and 3 |
| *Invest in My Happy Minds as a programme to support wellbeing; to be used at school and home. Link this to spirituality- the ows, wows and nows of life.* | Science backed and NHS endorsed. | 1,2, 4 and 5 |
| *Provide curriculum events to engage and support parents in their child’s learning journey e.g. reading café and maths strategies.*  *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.* | Parental Engagement Low cost/ Moderate impact 4 + months *EEF Toolkit*  Parental Engagement Guidance Report *EEF* | 2 and 3 |
| *To support children to improve their cultural capital and engagement with the curriculum and learning, through trips and enrichment.* | Arts Participation low cost/moderate impact *EEF Toolkit* | 1 |

**Total budgeted cost: £ 17, 435**

**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 2023 to 2024 academic year.

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| **Aim** | **Outcome** |
| *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’* | Significantly low Reception Baseline. 4/8 GLD. 1/8 at expected reception baseline. All children made strong gains from starting points.  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. |
| *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* | PSC results and progress very strong (63% 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.  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. |
| *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* | 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. 63% of children in year 1 passed their PSC and those who didn’t have made significant, measurable progress. 67% 2/3 children achievedY2 resits. |
| *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* | 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.  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. |
| *To use the Children’s Partnership resources (Zippy’s, Apple’s and Passport) and Lego Therapy to support children’s PSHE and SEMH* | 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 this is a good investment and supports lasting change.  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. To develop this further, investment in My Happy Minds. |
| *To increase our opportunities to partner with parents through projects e.g. Bromesberrow Getting Growing; PTA, open events and informal communication and dialogue.* | Bromesberrow Getting Growing linked to the curriculum and enabling children to expand upon and apply their science learning.  PTA working alongside school, providing opportunities for children and supporting us to deliver these e.g. whole school cricket festival.  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.  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. |
| *To support children and families to experience opportunities to broaden and enrichen their lives* | 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.  Our trip to Ogmore beach, enabled our children to complete coastline fieldwork on site enabling them to deepen their understanding through contextualised learning.  Child and parent voice has been resoundingly positive about the enrichment.  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. |

**Externally provided programmes**

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| **Programme** | **Provider** |
| Phonics Bug | Pearson |
| Lego Therapy | Therabuild |
| Rapid Writing | Pearson |
| Elklan | I Can |
| 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 |