

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

Detail	Data
School name	Branton St Wilfrid's Primary School.
Number of pupils in school	191
Proportion (%) of pupil premium eligible pupils	19 children = 10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2024/25
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Jo Turner
Pupil premium lead	Vickie Webster
Governor lead	Celia Brown

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 20,350
Recovery premium funding allocation this academic year	£ 2,030
Pupil premium funding carried forward from previous years	£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	£ 22,380

Part A: Pupil premium strategy plan

Statement of intent

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 consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- 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.

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils suggest disadvantaged pupils have greater difficulty with reading than their peers. There remains a significant gap at the end of KS1 and KS2 reading (2022/23).
2	A small number of pupils in receipt of pupil premium have limited enrichments opportunities creating a creative capital disadvantage.
3	Assessments, observations and discussions with pupils suggest disadvantaged pupils have greater difficulty with multiplication than their peers. There remains a significant gap in the MTC with pupils scoring 21-25 (2022/23).
4	In some cases, pupil attendance at school has been impacted. Our attendance data over the last year indicates that attendance among disadvantage pupils has been between 2.5-3% lower than non-disadvantaged pupils. 23.5% of disadvantaged pupils have been 'persistently absent' compared to 12.99% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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 continue to ensure the outcomes in reading, writing and maths for disadvantaged pupils are improved through ensuring high quality teaching alongside targeted interventions.	KS2 outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
All pupils have the opportunity to contribute to extra-curricular activities (particularly sport and music)	All pupils are given a breadth of experiences to add to the broad and balanced curriculum offered. Disadvantaged pupils are given priority for certain activities such as sports clubs, gardening club, cooking club, peripatetic music lessons and Rock Steady Music. Costs of school visits and trips are reduced.

<p>All pupils particularly pupil disadvantaged children have access to an engaging and exciting and progressive curriculum.</p>	<p>The school curriculum is rich and ambitious. Teachers and support staff plan visits and workshops to enhance learning and make it more memorable. Teachers are confident with encouraging metacognition strategies across the curriculum and pupils love learning.</p> <p>Qualitative data from pupil voice demonstrates pupils are engaged and enjoying learning.</p>
<p>To improve and sustain attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>A sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. • The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 5% lower than their peers.

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: £ 5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>High Quality Teaching and Learning</i></p> <p><i>This is essential for all pupils, especially those who are disadvantaged.</i></p> <p><i>The school prioritises staff CPD through coaching, external and internal staff training.</i></p> <p><i>All teachers have individual development plans which focuses on vulnerable children.</i></p> <p><i>Strategies used are research based with positive impact.</i></p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p>KS1 and KS2 Reading, Writing and Maths EEF guidance.</p> <p>The DFE non- statutory guidance has been produced in conjunction with the National Centre for Excellence in the teaching of Mathematics.</p>	<p>1, 3</p>

<i>Walkthru Resources alongside Rosenshine Principles of Instruction as a basis for staff CPD to ensure quality first teaching.</i>	Walkthru resources are research evidence based strategies to instructional coaching led by Tom Sherrington, Oliver Caviglioli, Dylan Williams, Mary Myatt.	1, 3
<i>Training and recapping of Metacognition</i>	EEF Toolkit (+7 months) Metacognitive and Self-Regulated Learning strategies Work with staff and pupils to understand the importance of metacognition: strategies to support pupils to plan, monitor and evaluate their learning.	1, 3
<i>Effective deployment of staff and teaching assistants to support key children both academically and pastoral.</i>	Making Best use of Teaching Assistants guidance report (EEF) Special Education Needs in the Mainstream school guidance report (EEF)	1, 3
<i>Read, Write, Inc programme - staff trained and scheme integrated and taught effectively across EYFS & KS1</i>	DfE Approved SSP programme to ensure continuity, clarity and progression through phonics teaching. Children will learn to read, regardless of their background, needs or abilities.	1, 3

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

Budgeted cost: £ 16,142

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide school led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who	EEF (+4) Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy	1

<p>receive tutoring will be disadvantaged.</p>	<p>to ensure effective progress, or to teach challenging topics or skills.</p> <p>Having analysed our cohorts we have identified that all groups across school who are PP or vulnerable need support to address gaps in Reading, Writing and Maths.</p> <p>Due to Covid we have identified that some gaps that could be effectively addressed through intensive tuition. The cohort needing intervention will therefore have access to tutoring for Phonics, Maths, Reading and writing.</p>	
<p>Social and emotional PSHE programmes to support pupils – Art Therapy and Lego therapy</p>	<p>EEF (+4 Months)</p> <p>Social and emotional learning – interventions which target social and emotional learning seek to improve pupil’s interactions with others and self-management of emotions, rather than just focusing on academic and cognitive elements.</p> <p>Needs will be met through case study and observation, questionnaires and engagement in class.</p> <p>Further staff training for RSE and mental health strategies.</p>	<p>2</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions.</p> <p>EEF Toolkit Phonics - teaching and learning.</p>	

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

Budgeted cost: £ 3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Subsidising of school trips, music lessons and other out of school activities to support cultural capital.</p>	<p>EEF state a moderate impact for outdoor learning with gains of 3 months. Increasing social skills and self-regulation. Forest school now runs weekly for different year groups.</p> <p>For music, benefits are concentration, phonemic awareness, literacy, memory and academic achievement.</p> <p>We include peripatetic lessons, Rock Steady Music, choir and Young Voices.</p> <p>Help with knowledge and organisation of home learning – termly workshops.</p>	<p>3</p>
<p>Embedding principles of good practice set out in the DfE’s guidance on working together to improve school attendance.</p> <p>This will involve parent support to improve attendance and support families</p> <p>Work closely with attendance lead and EWO.</p> <p>Regular meetings, letters and rewards for good attendance.</p>	<p>Pupil Premium Lead links with the family and pupil to monitor engagement, learning, attendance, punctuality and to support with events in school.</p> <p>We define parental engagement as the involvement of parents in supporting their pupil’s academic learning. It includes general approaches which encourage parents to support their children with reading and homework.</p> <p>DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistence absence.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	<p>4</p>

Forest School learning	Outdoor learning improves child development, supports mental health and wellbeing, deepens nature connection and promotes more inclusive and engaging learning.	1, 2, 3
Residential / trip costs	All trips are linked to topics that they are studying therefore it is crucial that and essential for their own well-being that they experience these trips.	1, 2, 3

Total budgeted cost: £22,380

Actual cost: £24,142 2022-2023

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2022-2023 academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national data and our own internal summative and formative assessments.

The data demonstrated that there is gap in attainment in reading, writing and maths in both KS1 and KS2 with disadvantaged pupils compared to their non-disadvantaged peers.

We have also drawn on school data and observation to assess wider issues impacting disadvantaged pupils' performance, including attendance.

The data demonstrates that there is a significant gap between disadvantaged pupils and their non-disadvantaged peers.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

To improve attainment for all pupils in phonics

Phonics Branton St Wilfrid's

Year 1

	% of cohort	Wa	Mark	LA	England	Wa 2022	Wa 2021	GLD 2022
All pupils (26)	100%	85%	32.5	80%	79%	90%	88%	82%
Female (12)	46%	92%	35.3	83%	83%	89%	100%	92%
Male (14)	54%	79%	30.1	77%	76%	92%	80%	70%
PP (2)	8%	100%	37.0	69%	67%	100%	100%	100%
Not PP (24)	92%	83%	32.2	84%	82%	90%	87%	80%

Phonics Branton St Wilfrid's

By the end of Year 2

	% of cohort	Total	Y1	Y2	LA	England	Total 2022
All pupils (24)	100%	96%	83%	13%	86%	88%	100%
Female (11)	46%	100%	82%	18%	91%	91%	100%
Male (13)	54%	92%	85%	8%	87%	86%	100%
PP (2)	8%	50%	50%	0%	84%	81%	100%
Not PP (22)	92%	100%	86%	14%	91%	91%	100%

The new approach to RWI has been implemented fully across school. This is already demonstrating impact on pupils. Subject knowledge has improved and delivery across EYFS and KS1 is consistent. The regular assessment identifies children who need further fast track intervention daily. There is also support in place for pupils in KS2 who need further phonics intervention.

To improve attainment for all pupils in reading

Key Stage 1 Branton St Wilfrid's

Reading

	% of cohort	Teacher assessment						LA	England
		EXS+	GDS	EXS	WTS	PKS	EM	EXS+	EXS+
All pupils (24)	100%	71%	17%	54%	25%	4%	0%	66%	68%
Female (11)	46%	64%	9%	55%	36%	0%	0%	70%	72%
Male (13)	54%	77%	23%	54%	15%	8%	0%	62%	65%
PP (2)	8%	0%	0%	0%	50%	50%	0%	52%	54%
Not PP (22)	92%	77%	18%	59%	23%	0%	0%	72%	73%
EHCP (1)	4%	0%	0%	0%	0%	100%	0%	12%	13%
SEN support (4)	17%	50%	25%	25%	50%	0%	0%	26%	32%
No SEN (19)	79%	79%	16%	63%	21%	0%	0%	75%	77%
English (24)	100%	71%	17%	54%	25%	4%	0%	68%	70%
EAL (0)	0%							56%	65%
Wt (1)	4%	0%	0%	0%	0%	100%	0%	3%	-
Wa Y2 (3)	13%	0%	0%	0%	100%	0%	0%	26%	-
Wa Y1 (20)	83%	85%	20%	65%	15%	0%	0%	83%	-

Key Stage 2 Branton St Wilfrid's

Reading

	% of cohort	Test				LA	England
		Score	Exp+	High	Progress	Exp+	Exp+
All pupils (32)	100%	107	75%	34%	+0.0	68%	73%
Female (18)	56%	108	83%	39%	+0.9	72%	76%
Male (14)	44%	104	64%	29%	-1.0	64%	70%
PP (4)	13%	102	50%	0%	-1.4	56%	60%
Not PP (28)	88%	107	79%	39%	+0.2	75%	78%
EHCP (2)	6%	105	50%	0%	-1.4	23%	18%
SEN support (3)	9%	97	33%	0%	-0.7	38%	45%
No SEN (27)	84%	108	81%	41%	+0.2	78%	82%
English (32)	100%	107	75%	34%	+0.0	70%	74%
EAL (0)	0%					56%	70%
BLW (0)	0%					0%	-
PKS (5)	16%	100	20%	20%	+3.1	16%	-
WTS (0)	0%					37%	-
EXS (17)	53%	106	82%	24%	+0.1	77%	-
GDS (10)	31%	111	90%	60%	-1.5	98%	-

There is a stronger focus on fluency across KS2 which is starting to show impact.

To improve attainment for all pupils in writing

Key Stage 2 Branton St Wilfrid's

Writing

	% of cohort	Teacher assessment							LA	England
		EXS+	GDS	EXS	WTS	PKS	EM	Progress	EXS+	EXS+
All pupils (32)	100%	78%	19%	59%	19%	3%	0%	+0.3	67%	72%
Female (18)	56%	89%	17%	72%	6%	6%	0%	+0.8	75%	78%
Male (14)	44%	64%	21%	43%	36%	0%	0%	-0.4	60%	65%
PP (4)	13%	75%	0%	75%	25%	0%	0%	+0.9	53%	58%
Not PP (28)	88%	79%	21%	57%	18%	4%	0%	+0.2	75%	77%
EHCP (2)	6%	0%	0%	0%	50%	50%	0%	-4.5	12%	12%
SEN support (3)	9%	33%	0%	33%	67%	0%	0%	+1.1	30%	34%
No SEN (27)	84%	89%	22%	67%	11%	0%	0%	+0.5	79%	83%
English (32)	100%	78%	19%	59%	19%	3%	0%	+0.3	69%	72%
EAL (0)	0%								59%	72%
BLW (0)	0%								0%	
PKS (4)	13%	25%	0%	25%	50%	25%	0%	+3.4	9%	
WTS (2)	6%	50%	0%	50%	50%	0%	0%	+3.7	37%	
EXS (19)	59%	84%	0%	84%	16%	0%	0%	-1.7	85%	
GDS (7)	22%	100%	86%	14%	0%	0%	0%	+2.7	98%	

To improve attainment for all pupils in maths

Key Stage 2 Branton St Wilfrid's

Maths

	% of cohort	Test				LA		England	
		Score	Exp+	High	Progress	Exp+	Exp+		
All pupils (32)	100%	106	88%	22%	+0.2	71%	73%		
Female (18)	56%	106	89%	17%	-0.5	70%	72%		
Male (14)	44%	106	86%	29%	+1.2	72%	73%		
PP (4)	13%	100	75%	0%	-2.0	58%	59%		
Not PP (28)	88%	107	89%	25%	+0.5	78%	79%		
EHCP (2)	6%	102	50%	0%	-1.2	18%	16%		
SEN support (3)	9%	101	67%	0%	+4.1	39%	42%		
No SEN (27)	84%	106	93%	26%	-0.1	81%	83%		
English (32)	100%	106	88%	22%	+0.2	71%	72%		
EAL (0)	0%					68%	77%		
BLW (0)	0%					0%			
PKS (1)	3%		0%	0%	-6.5	8%			
WTS (4)	13%	101	75%	0%	+6.0	34%			
EXS (17)	53%	104	88%	6%	-0.0	81%			
GDS (10)	31%	110	100%	60%	-1.0	98%			

Multiplication tables check

Branton St Wilfrid's

	% of cohort	Teacher assessment						Score	LA		England	
		No score	21-25	16-20	11-15	6-10	0-5		EXS+	EXS+		
All pupils (32)	100%	6%	91%	3%	0%	0%	0%	23.5	20.6	20.4		
Female (16)	50%	0%	94%	6%	0%	0%	0%	23.7	20.4	20.1		
Male (16)	50%	13%	88%	0%	0%	0%	0%	23.4	20.8	20.6		
PP (4)	13%	25%	75%	0%	0%	0%	0%	24.0	19.0	18.4		
Not PP (28)	88%	4%	93%	4%	0%	0%	0%	23.5	21.3	21.0		
EHCP (1)	3%	100%	0%	0%	0%	0%	0%		16.1	15.3		
SEN support (6)	19%	0%	83%	17%	0%	0%	0%	22.8	16.5	16.3		
No SEN (25)	78%	4%	96%	0%	0%	0%	0%	23.7	21.4	21.3		
English (31)	97%	6%	90%	3%	0%	0%	0%	23.5	20.4	20.1		
EAL (1)	3%	0%	100%	0%	0%	0%	0%	25.0	21.9	21.6		

Most targets have rolled over into the current plan as they remain a priority so that pupil attainment for the disadvantaged pupils continues to rise.

The impact of our actions are reviewed termly in governors' meetings. The data is gathered during regular meetings with senior staff and through analysing the data at key data points. Individual pupils are monitored more frequently as required to ensure intervention / action is put in place. Support plans and provision maps are adapted as required. The impact for each child at an individual level is monitored carefully during each academic year as they progress towards the next school year.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Read Write Inc	Ruth Miskin

White Rose Maths Mastering Number	White Rose Hub NCETM
Grammarsaurus - reading, writing, spelling and spag	Grammarsaurus
Literacy Shed	Ed Shed
Walkthru Resources (linked to Rosenshine Principles of Instruction)	Amazon