

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 CE Primary School.
Number of pupils in school	181
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Branton St Wilfrid's CE Governing board
Pupil premium lead	Vickie Webster
Governor / Trustee lead	Celia Brown

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,105
Recovery premium funding allocation this academic year	£2000 (min)
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	£20,105

Part A: Pupil premium strategy plan

Statement of intent

Branton St. Wilfrid's CE Primary School Pupil Premium

- The pupil premium is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years. The pupil premium is aimed at addressing the current underlying inequalities which exist between pupils from disadvantaged backgrounds and their more affluent peers. The percentage of our pupils eligible for pupil premium is significantly lower than the national average
- The pupil premium grant also provides funding for pupils who have been looked after continuously for more than six months and the pupils of service personnel

Our Intent

- All members of staff and the governing body accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment.
- We hope that each child will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential and as an adult finding employment. "It is vital that schools get this right" Sir Michael Wilshaw in the Ofsted 2012, Evaluation of the Pupil Premium Spending.
- Overcoming barriers to learning and reducing social inequality is at the heart of our pupil premium grant use.
- We understand that needs and costs will differ depending on each pupils barriers to learning. As such, we do not automatically allocate personal budgets per student in receipt of the Pupil Premium Grant. Instead, we identify the barrier to be addressed through careful assessment and take action to address the issue through whole school approaches or interventions that is required, whether in small groups, large groups, the whole school or as individuals, we allocate a budget accordingly. In order to decide on best use of funding we consider research conducted by the EEF to guide our decision making.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all vulnerable pupils (including PP)
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

- We will ensure that all teaching staff are involved in the analysis of data and identification of pupils needs so that they are fully aware of strengths and weaknesses across the school.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be limited to:

- Improving whole school teaching approaches through CPD and coaching for both teachers and teaching assistants.
- 1:1/1:3 support through the use of the National Tutor Programme.
- Additional small group or 1:1 teaching and learning opportunities provided through trained TAs.
- Supported funding for activities such as educational visits (day trips and residentials), workshops and music lessons to ensure children have first-hand experiences to use in their learning in the classroom.
- Targeted strategies for families/ parents to raise the attendance and punctuality percentage.
- Supporting social emotional support to supplement activities to improve behaviour, engage and promote school values and thus enhance learning, e.g. Forest School.
- Supporting transition into EYFS, from Y6 to Y7 and through transition internally.

All our work through the pupil premium will be aimed at developing more access to stronger learning and accelerating progress, aiming to move pupils closer to age-related expectations and beyond.

This list is not exhaustive and will change according to the needs and support needed for our disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	To ensure vulnerable pupils including PP accelerate progress and narrow the attainment gap on their peers.
2	To support pupil's social and emotional mental health (including PP) to strengthen engagement.
3	To improve attendance and punctuality of vulnerable learners(including PP) so there is consistent access to learning.

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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
Progress in Reading To accelerate progress in reading (including phonics) so that pupils narrow the gap with their peers. 72% to reach EXS+	For children to make good progress from their starting point. Evidence using a range of assessment criteria, phonic assessment, NFER tests and Birmingham Toolkit.
Progress in Writing To accelerate progress in writing so that pupils narrow the gap with their peers. 61% to reach EXS+	For children to make good progress from their starting point. Evidence using a range of assessment criteria, phonic assessment, NFER tests and Birmingham Toolkit.
Progress in Mathematics To accelerate progress in Maths so that pupils narrow the gap with their peers. 77% to reach EXS+	For children to make good progress from their starting point. Evidence using a range of assessment criteria, phonic assessment, NFER tests and Birmingham Toolkit.
Increase family engagement reducing absences. All above 90%	Ensure attendance of disadvantaged pupils is improving and is closer to or above 96% and PA is above 90%
To improve attitudes to learning	Increase the % of engagement in lessons to 100% Reduction of the number of behavioural incidents on CPOMs systems

Activity in this academic year

See Pupil Premium/Vulnerable Group Action Plan

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: £ 1800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Experienced teachers to have release time to mentor and coach others</i> (Supply costs of release for staff member to be confirmed) £1800</p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. EYFS, KS1 and KS2 Literacy and Maths EEF guidance. We have looked at the capacity of staff within the school and recognise that we need to support staff to be able to support less experienced members of staff so have identified members of staff who will take on coaching of others.</p>	1
<p><i>Training and recapping of Metacognition.</i> Supply costs of release for staff) £0</p>	<p>EEF (+7 months) Metacognition guide Work with staff and pupils to understand the importance of metacognition and the strategies in the classroom</p>	1

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

Budgeted cost: £ 16142

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School Led Tutoring (first £ NTP funded) Vulnerable and PP children in small groups to access catch up provision £2000</p>	<p>EEF (+5) Small group tuition is defined as one teacher or professional educator working with one to three 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 to ensure effective progress, or to teach challenging topics or skills.</p>	1

Children to receive 1:3 catch up provision from NTP 15 hours @ £ per hr £13,000	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. The cohort needing intervention and therefore will access NTP tutoring for Maths, Reading and English with SEN children accessing 1:3 provision to narrow the gaps	
Purchase and use of Fresh start intervention programme and Toe by Toe to accelerate progress. Training TAs and coaching programme £42.00	EEF (+4 months) Using the most of teaching assistants training programme to further develop skills. Training in specific programmes such as NELI, Read, Write Inc etc.	1
Social and emotional PSHE programmes to support pupils – Art Therapy and Lego therapy In small groups in every year group £1100	EEF (+4Months) 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 focussing on academic and cognitive elements Needs will be met through case study and observation, questionnaires and engagement in class.	2

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

Budgeted cost: £ 3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engagement mentors assigned per child £1000	EEF (+2 months) Mentor links with the family and pupil to monitor engagement, learning, attendance, punctuality and to support with events in school.	3

	<p>Help with knowledge and organisation of home learning – termly workshops.</p> <p>Mentor to link with pupil once a week to check on learning, goals, targets and attitudes, talk about metacognition strategies and celebrate attendance and punctuality – weekly.</p> <p>We define parental engagement as the involvement of parents in supporting their pupil’s academic learning. It includes:</p> <ul style="list-style-type: none"> • General approaches which encourage parents to support their children with reading and homework • The involvement of parents in their pupils learning activities • Encouraging attendance. <p>Evidence improvement of attendance</p> <p>Improvement in scale of how the pupils are feeling about attending school</p>	
<p>Additional Wider activity £2000</p>	<p>.Forest school for all year groups This increases engagement in learning, practising self-regulation and social skills.</p>	<p>3</p>

Total budgeted cost: £ 18,105 + £ 2000 = £20,105 2021-2022

Actual cost £20,942 2021-2022