

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)	2021/2022 2022/2023 2023/2024
Date this statement was published	October 2022.
Date on which it will be reviewed	April 2023
Statement authorised by	Branton St Wilfrid's Governing board
Pupil premium lead	Vickie Webster
Governor / Trustee 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

Branton- St. Wilfrid's Primary School. Doncaster.

- 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. (£1385 + £320 for services) 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.
- We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the pupil premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Our Intent

We have a strong ethos of inclusion and crucially a compassionate approach towards engaging and supporting our children and parents. All staff at every level speak with one voice about our ambition for ALL our pupils and they all fully understand the part they play in addressing educational disadvantage.

- 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.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.

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 be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved through coaching and CPD for both teachers and teaching assistants.
- To allocate a 'Quality First' teacher - providing small group work focussed on overcoming gaps in learning with appropriate provision adequately addressed.
- Small groups of children work with teaching assistants to embed learning.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations.
- Support payment for activities, cultural capital experiences, educational visits, music lessons, before and after school provision, school visits / workshops and residential 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.

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 children in receipt of PP funding accelerate progress and narrow the attainment gap on their peers, in years 2,3 and 4. Some children who qualify for Pupil Premium also have specific SEND needs.
2	A small number of pupils in receipt of pupil premium have limited life experiences creating a creative capital disadvantage.
3	A small number of reception children require support with reading, writing, maths, speech and language and self regulation and relationship strategies.

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 for pupil premium/ disadvantaged pupils are at least in line with peers in school in writing and maths through ensuring high quality teaching alongside targeted interventions.	Identified children are supported and tracked closely to ensure that they make accelerated progress. High quality interventions is monitored by school leaders. Additional interventions take place to close the gap from previous key stage data.
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. Children in receipt of Pupil Premium funding are given priority for certain activities such as sports clubs, gardening club, cooking club, peripatetic music lessons and Rock Steady.

	Costs of school visits and trips are reduced.
All pupils particularly pupil premium/ vulnerable children have access to an engaging and exciting and progressive curriculum.	The school curriculum is rich and ambitious. Teachers and support staff plan visits and workshops to enhance learning and make it more memorable. This could be a WWII Holocaust visit, the chocolate story visit in York, stone age workshop in school or a member of the Sikh community visiting school. Teachers are confident with encouraging metacognition strategies across the curriculum and pupils love learning.
To improve and sustain attendance and punctuality among children in receipt of pupil premium funding	Some children require individual support and monitoring to encourage attendance and punctuality.

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>That the updated teaching and learning model is consistent across school.</i></p> <p><i>CPD Maths Read Write Maths</i></p> <p><i>Enhance maths teaching and curriculum planning in line with DFE and EEF guidance</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>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.</p> <p>Training and developing staff throughout school.</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>Continue to use 'Walk Thrus' of the Rosenshine principles teaching model as strategies for our learning journey across school. Collaborative learning, deepening learning, questioning, scaffold and modelling.</p>	1
<p><i>Training and recapping of Metacognition</i></p>	<p>EEF (+7 months)</p> <p>Metacognition guide</p> <p>Work with staff and pupils to understand the importance of metacognition and the strategies in the classroom</p>	1
<p><i>Effective deployment of staff and teaching assistants to support key children both</i></p>	<p>Teaching Assistants EEF</p> <p>Small Group Tuition EEF</p> <p>SEN EEF</p>	

<i>academically and pastoral.</i>		
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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>Tutoring (funded £2106)</p> <p>Vulnerable and PP children in small groups to access catch up provision</p> <p>Children to receive 1:3 tuition</p> <p>To analyse summative assessment data and identify children who require catch up and targetted intervention. This is monitored by SLT and PP lead. This also includes termly pupil progress meetings.</p>	<p>EEF (+4)</p> <p>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 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. 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 Maths, Reading and writing.</p>	1
<p>Social and emotional PSHE programmes to support pupils – Art Therapy and Lego therapy</p>	<p>EEF (+4Months)</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</p>	2

	<p>than just focussing 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>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 3000

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 all 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>EEF (+)</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>Help with knowledge and organisation of home learning – termly workshops.</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. The involvement of parents in their</p>	<p>3</p>

	pupils learning activities. Encouraging attendance. Child's improved scale of feelings about coming to school.	
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Total budgeted cost: £22,380

Actual cost: £24,142 2022-2023

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Daily arithmetic practise and weekly tests have shown an increase in scores in tests. Pupils in receipt of pupil premium funds have improved their fluency of the 4 operations through daily practise which in turn has increased confidence. Maths, reading and writing scores at the end of last academic year (2022) in KS1 and KS2 were above National level.

Last academic year 100% of children in receipt of pupil premium passed the national phonics test.

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.

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 English and Maths Hub	White Rose Hub