

Pupil premium strategy statement Year 3 of 3

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Brinkworth Earl Danby's CE Primary School
Number of pupils in school	153
Proportion (%) of pupil premium eligible pupils	10.5%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 – 2023/2024 Year 3 of 3 (2023-2024)
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Alana Walch Head Teacher
Pupil premium lead	Alana Walch
Governor lead	Jo Maitland

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35,560
Recovery premium funding allocation this academic year	£2,106 - £209 = £1,897
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£37,457

Part A: Pupil premium strategy plan

Statement of intent

At Brinkworth Earl Danby's CE Primary School, our intention is that all pupils, irrespective of their background or the challenges they face, are valued, respected and are able to develop to their full potential.

We adopt a whole school approach in which staff and governors take responsibility for all pupils, recognising that a group of pupils within our school may require additional support and intervention, some of whom are not eligible for pupil premium funding.

We are committed to meeting our pupils' needs: academic, emotional, pastoral and social, within our school community.

Our objectives for our pupils in receipt of pupil premium funding are built around the seven areas of principle (below) and we have adopted the Education Endowment Foundation (EEF) recommended tiered approach which defines our priorities and gives balance. We follow the tiered categories approach of **Teaching, Targeted Academic Support and Wider Strategies**.

Whole School ethos of attainment for all:

We have an ethos of attainment for all pupils and our intention is that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. We know that all pupils are facing similar challenges or have less potential to succeed.

Addressing behaviour and attendance:

We ensure that poor attendance is responded to quickly and effective behaviour strategies are in place. We provide strong social and emotional support to our pupils which includes working with families.

High quality teaching for all:

We deliver 'quality first teaching'. We have high expectations of our staff. We share best practice. We monitor performance. We receive regular staff training to keep ourselves upskilled, following the latest research on education.

Meeting individual learning needs:

We identify the strengths and challenges facing each pupil. We work to find the best strategies that will support the pupil along their learning journey. Where specific learning needs are identified, we provide individual or group support for pupils with similar needs.

Deploying staff effectively:

We deploy our teachers to work with the classes where their strengths will support the learning of each class. We deploy and train our teaching assistants to effectively support the learning and wellbeing of our pupils.

Impact driven & response to evidence:

We identify pupils' needs through effectively using data as well as other evidence, We address under performance quickly. Our systems provide clear feedback for pupils. We use evidence to decide upon relevant support systems.

Ambitious leadership:

We have high expectations and aspirations of our staff. We invest in staff training to ensure that best practice supports the high aspirations for our pupils.

Challenges

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

Challenge number	Detail of challenge
1	Our school has a split site – EYFS and KS1 in Dauntsey and KS2 in Brinkworth (2.3 miles apart), which could be a barrier to academic progress.
2	KS2 classes are mixed-age which could be a barrier to academic progress.
3	Around 40% of our pupil premium pupils also have special educational needs
4	Rural location can hinder access to resources, including physical and remote.
5	The long term effects of Covid are still having an impact on our school community. These findings are supported by national studies.
6	Some pupils are unable to take part in enrichment activities due to financial constraints or due to us being a split site.
7	We have a high percentage of mobility with around 20% not home-grown pupils.
8	Face to face communication with parents is difficult as many pupils travel to and from school via bus, minibus or taxi.

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 ensure Pupil Premium pupils have strong academic progress from their baseline.	The progress of Pupil Premium children is at least in line with their non-Pupil Premium peers.
To ensure that our Pupil Premiums' families are supported with any barriers to learning – financially, emotionally and socially	Support is in place to support Pupil Premium pupils and families as needed.

To ensure that all our Pupil Premium pupils are supported at key transitions between Key Stages, sites, and into secondary school.	Pupil Premium pupils are well prepared for the next steps in their education.
To ensure all our Pupil Premium pupils have access to the resources needed to make strong academic progress from their baseline.	Progress of Pupil Premium pupils is at least in line with their non-Pupil Premium 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: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for staff	Teachers and TAs receive high quality CPD to improve the standards of teaching and learning. So far this academic year, this has focused around ASD, interventions, scaffolding and our universal offer	1, 2, 3
Assess and track children's progress	Pupils' individual strengths and areas for development are identified through diagnostic processes, allowing for specific teaching instruction. Regular communication with parents.	1, 2, 3, 5, 8
Pupil progress meetings	Teachers are supported by leaders at the school in identifying how to provide for the needs of pupils.	1, 2, 3, 5, 7, 8
Develop the curriculum	Subject leaders evaluate and improve the curriculum to ensure it is accessible to all pupils, including the Pupil Premium pupils. We share this work with our governors, to make sure that we are held to account.	2, 5

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

Budgeted cost: £ 8400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ teaching assistants to support teaching and learning. Small group or one to one interventions for PP pupils.	TAs lead interventions and follow up on classwork and diagnostic assessments from gap analysis https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	2, 3, 5
Tuition programme	Teachers lead small group tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition last year we used one of our own teachers to lead this. It was very successful, in part due to the fact that the children already knew this teacher.	2, 3, 5

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

Budgeted cost: £ 9057

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA provision	Our Emotional Literacy Support Assistants receive training and are mentored by the EP service. They provide support to individual pupils, including our pupil premium pupils with identified emotional needs that are barriers to learning.	5
Parent Support Advisor	Our Parent Support Advisor supports families outside of school with the barriers to learning their children may be facing through face to face and group meetings, to Zoom classes. Examples of barriers might include well-being, mental health, family separation, anxiety etc. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	5
Contributions towards enrichment activities and resources e.g. music, residential visits, clubs, forest school, trips	School contributions towards enrichment activities and resources ensure that no pupil misses out due to financial constraints	4, 5, 6

Total budgeted cost: £ 37,457

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 2022 to 2023 academic year.

Our internal assessments during 2022-23 suggested that the performance of PP pupils across the school was broadly in line with non-PP pupils for reading. In maths and SPAG, the PP pupils were slightly below the non-PP pupils, although this varies in different year groups. We will continue to monitor this closely moving forwards.

External assessments at the end of Key Stage 1 showed that 100% of the PP children achieved the expected standard in reading, writing and maths, higher than our overall percentages.

External assessments at the end of Key Stage 2 showed the performance of our PP pupils was higher than non-PP pupils with 100% achieving expected for Reading, Writing and Maths. This was better than previous years and far better than national averages. However it should be remembered that year groups vary, and this score represented only one child last year.

Our assessment of the reasons for why not all of our PP pupils achieved expected points primarily to the continuing impact of Covid-19, which particularly disrupted maths and SPAG due to gaps in their subject knowledge. The school led tutoring funding from last academic year particularly targeted our PP pupils and helped to reduce the difference in attainment between the PP and non-PP pupils.

Our assessments and observations have shown that pupil wellbeing and mental health are still being impacted by Covid-19 related issues. The impact was felt more in some cases by our PP pupils. We used PP funding to provide wellbeing support such as ELSA, and targeted interventions where required.

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	ELSA and Thrive support
What was the impact of that spending on service pupil premium eligible pupils?	Pupils were able to access support for wellbeing concerns.

	<p>Walk and talk sessions were also provided to give pupils regular access to low level support.</p> <p>We also use a small proportion of our SPP funding to provide goodie bags (hot chocolate sachets and bottles of bubbles) to families when a parent goes on deployment, to show that we are thinking of them and supporting them. Feedback indicates that this is very much appreciated and has allowed closer relationships to develop with those families.</p> <p>Adults support was used so that the SPP children could deliver a Remembrance Assembly to their phase.</p>
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Further information

We continue to use the EEF's implementation guidance to help us develop our strategy and to implement activities which will be evaluated throughout the duration of our three-year approach. If necessary we will adjust our plans over time to secure better outcomes for our pupils.