

# Pupil premium strategy statement – Bredenbury Primary School

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

Detail	Data
Number of pupils in school	37
Proportion (%) of pupil premium eligible pupils	5%
Academic year/years that our current pupil premium strategy plan covers	2022 – 2023 2023 – 2024 2024 – 2025
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	M Farmer, D Wiles, K Lane
Pupil premium lead	K Lane – Trust Executive Lead for Safeguarding and Inclusion S McAtear – Head of School L Taylor – Pupil Premium Mentor
Governor / Trustee lead	Mr G Barker

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 7,275
Recovery premium funding allocation this academic year	£500
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£7,775</b>

# Part A: Pupil premium strategy plan

## Statement of intent

The principle aim of our school's pupil premium strategy plan is to ensure that all students, regardless of their background and family income have an equal opportunity to thrive and achieve in school.

Common barriers to learning for disadvantaged children in our school, can be that they receive less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties as well as attendance and punctuality issues. There may also be complex family situations that prevent children from excelling. The challenges are varied and there is no "one size fits all" answer.

### Key aims

- We ensure that teaching and learning opportunities meet the needs of all the students
- We ensure that appropriate provision is made for students who belong to vulnerable groups, this includes but is not limited to, ensuring that the needs of socially disadvantaged students are adequately assessed and addressed.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level
- In making provision for socially disadvantaged students, we recognise that not all students who receive free school meals will be socially disadvantaged.
- We promote and encourage increased parental engagement with the school.

### The range of provision we will provide

- Ensuring all teaching is good or better therefore ensuring that the teaching experienced by all children is improved.
- To allocate staffing appropriately in order to provide small group work focussed on overcoming gaps in learning.
- 1-1 support both socially and academically as required
- All work through pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources to be used to focus on able students achieving age-related expectations
- Additional staffing – for interventions, catch-up lessons and additional reading across both Key Stages.
- Mentor Meetings – providing contact and support, whilst getting to know the pupil premium students and their families.

- Supporting payment for activities, educational visits and residential trips. Ensuring children have concrete experiences to expand their classroom education
- Support payment for school uniform, PE kit and school equipment as appropriate
- Support payment for attendance at one Out of School activity.
- Assistance as necessary to encourage good attendance working closely with students and their families
- Mental Health and Wellbeing support, through use of the school based Thrive Practitioner on a 1:1 or targeted group basis.

Support for Mental health and wellbeing will be offered through commissioned counselling and support services as well as support for improved physical health through the school nurse.

## Challenges

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

Challenge number	Detail of challenge
1	Early Years Learning Goals for disadvantaged pupils has shown that they have not reached the expected level across all learning areas. These pupils may not have had exposure to nurseries or pre-school education, and this will have significantly impacted them. It is a concern that this will negatively impact the end of Key Stage data, especially with a large percentage of movement to other schools from those within the disadvantaged groups.
2	Writing levels – current writing levels across both Key Stages suggest that disadvantaged pupils are working at a lower level than non-disadvantaged peers. It is unclear if this is due to issues with reading, lack of exposure to a wide range of reading material, language and communication issues for the family and pupil or whether it is lack of exposure to a more varied life and opportunity.
3	Mental Health and Wellbeing – our assessments, observations and discussions with pupils and their families have identified social and emotional issues for many students, such as anxiety, low self-esteem, confidence issues. This is for a variety of reasons, but it is an established fact that these challenges particularly affect disadvantaged pupils, including their attainment.  Teacher and family referrals to the school based Thrive Practitioner remain high. 100% of all disadvantaged pupils have accessed Thrive support over the year with many requiring ongoing monitoring and 1:1 or small group support as well as named support daily within the school environment.

4	<p>Work supporting pupils and families that are disadvantaged continues across the school with the designated Family Support Worker currently coordinating necessary help either through signposting of additional services, accessing Early Help assessments or providing a contact for all families seeking extra support. As financial concerns increase within the wider community the impact on those disadvantaged pupils is felt more severely. The Family Support worker has additional strain to support each of these families and continue the safeguarding work that is necessary and supersedes the low-level holistic support offered due to severity. Consideration of how to overcome and support at all levels is required.</p>
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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
Those pupils within Early Years that have not reached their Early Learning Goals at expected standard will be supported to develop the necessary skills with a focus on independence and achievement within KS1.	All pupils regardless of advantaged or disadvantaged position will achieve a minimum of 14.1 expected learning goals as the achieved level in line with the previous years national figure. Focus on the 5 main groups will take preference with the remaining 2 areas strived for as well.
Both Key Stages will see an improvement in writing, with the gaps between disadvantaged pupils and their peers being closed, bringing them all in line with age related expectations.	In excess of 70% of all pupils will attain age related expectations regardless of disadvantaged or advantaged.
<p>Pupils and families will continue to access Thrive, ELSA and WEST to support a pupil's mental health and emotional wellbeing needs. With the continuation of the work of a Pupil Premium Mentor who will act as contact and support for families to relieve the workload on the Family Support Worker and Head of School. This mentor will ensure that support is available where necessary and feedback to the Pupil Premium lead.</p>	<p>All pupils that require support regardless of pupil premium status will be able to access Thrive, ELSA and WEST. The family support worker will be able to focus on families that need extra support signposting those families that need financial assistance to the pupil premium mentor. The mentor will meet with pupils (and families if required) to ensure that all their needs are met and refer to other support agencies as required.</p> <p>Sustained high levels of wellbeing by 2024/2025 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• A significant reduction in bullying</li> <li>• A significant increase in participation in enrichment</li> </ul>

	<p>activities, particularly among disadvantaged pupils.</p> <ul style="list-style-type: none"> <li>• An increase in consistent financial support offered where required.</li> </ul>
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## 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: £ 2565

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide CPD for all teachers and assistants in Phonics and early reading skills. (Read Write Inc – as the chosen programme)</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</a></p> <p>Research demonstrates that language provides the foundation of thinking and learning and should be prioritised. Equally, early reading development is an essential recommendation, suggesting that a variety of approaches should be adopted of which letter and sound knowledge as well as singing and rhyming activities to develop phonological awareness.</p> <p>This will focus on one of the Early Learning Goal areas and enable achievement.</p> <p><a href="https://educationendowmentfoundation.org.uk/early-years-evidence-store/self-regulation-and-executive-function?approach=promoting-talk-about-learning">https://educationendowmentfoundation.org.uk/early-years-evidence-store/self-regulation-and-executive-function?approach=promoting-talk-about-learning</a></p> <p>advice will be taken to ensure that all pupils, especially those with no previous exposure to Early Years education are supported when attending within the Reception classroom to achieve as many early learning goals as is possible alongside their advantaged peers.</p>	1

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

Budgeted cost: £ 2644

Activity	Evidence that supports this approach	Challenge number(s) addressed
Classroom based Teaching Assistant providing targeted interventions on a 1:1 or small group basis within afternoon sessions to support the development of improved writing levels and skills; including interventions within mathematics and phonics.	<p><a href="https://www.eef.org.uk/eef-reports/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf">EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf</a> (<a href="https://d2tic4wvo1iusb.cloudfront.net">d2tic4wvo1iusb.cloudfront.net</a>)</p> <p>states that structured interventions delivered by teaching assistants can also have a large positive impact on learner outcomes, equating to four additional months' progress on average.</p> <p>This report continues that it does not matter when the teaching assistant delivers the intervention but how they are doing so. Regular monitoring of progress and impact upon the pupil's abilities with regards to other subjects and social interactions is essential.</p>	1,2

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

Budgeted cost: £2255

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive or ELSA Practitioner to be available over the lunchtime period, in addition to regular sessions delivered, to support the emotional wellbeing and self-esteem as well as behaviour	<p><a href="https://www.eef.org.uk/eef-reports/Improving-Social-and-Emotional-Learning-in-Primary-Schools">Improving Social and Emotional Learning in Primary Schools   EEF (educationendowmentfoundation.org.uk)</a></p> <p>recommends that children should be taught to use self-calming strategies and positive self-talk to help deal with intense emotions. With delivery of the Thrive sessions these strategies would be taught away from the 'crisis moments' and support offered for implementation during the crisis moments whilst this knowledge and strategies are embedded; this follows the recommendations of the EEF report.</p>	3,4

<p>regulation strategies to be taught and practised when required.</p>		
<p>Family Support Worker available to support attendance officer and Trust Safeguarding and Inclusion lead. FSW to liaise closely with parents who require extra help managing students within the home environment, to help with escalating conduct issues, to ensure safeguarding standards are maintained and attendance at school is within acceptable limits. Early Help Assessments, referrals to outside agencies, closely working with Safeguarding and Inclusion executive to provide consistent and effective monitoring and support.</p>	<p>A family support worker is someone who helps families in need of practical or emotional support, particularly when difficulties arise around parenting and the wellbeing of children.</p> <p>The Department for Education recommends the use of an Attendance Officer to monitor pupils at risk of persistent absence. This officer can request assistance from the FSW to coordinate a long-term strategy alongside the family to improve attendance. The FSW role is not confined to attendance, the role is to support the entire family and to coordinate outside agencies as well as monitoring of the family's needs.</p> <p>There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance.</p> <p><a href="http://www.eef.org.uk">Working with Parents to Support Children's Learning   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>3,4</p>

<p>Access to provisions such as funding for:</p> <ul style="list-style-type: none"> <li>• Uniform and PE kits or second-hand uniform</li> <li>• Trips and residentials</li> <li>• Educational activities</li> <li>• Revision guides for KS2 SATs if required</li> <li>• Educational equipment</li> <li>• Peripatetic music lessons</li> <li>• Breakfast club/ After School Care</li> <li>• Access to WEST</li> <li>• Access to Thrive or ELSA</li> </ul>	<p>Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning.</p> <p>Supporting resources: The EEF Toolkit has a strand on <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p> <p>The Department for Education states</p> <p>We strongly encourage schools to have a uniform as it can play a key role in:</p> <ul style="list-style-type: none"> <li>• Promoting the ethos of a school</li> <li>• Providing a sense of belonging and identity</li> <li>• Setting an appropriate tone for education</li> </ul> <p>It continues to state that second hand uniform should be available, or support provided by the school to obtain.</p>	<p>1,2,3,4</p>
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**Total budgeted cost: £ 7464**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Bredenbury Primary school has seen a continuing change in it's on roll numbers. The percentage of disadvantaged pupils over the year has fluctuated between 14% and the current 5%, in addition to an approximate level of 50% special educational needs pupils. This has impacted the number of pupils taking parts in standardised assessments and prevented a clear picture of the impact of any strategies upon these pupils. Changes in pupils' numbers has been frequent and therefore tracking progress has been, at times, limited.

Early Years Foundation Stage – At the start of 2023-2024 academic year there were 4 pupils on roll in EYFS, with none registered as disadvantaged. Within the year a further 3 pupils joined mid-term of which 1 was registered disadvantaged. No early years learning goals were achieved by this pupil and it will be essential for them to be closely monitored over the following academic year with consideration to introducing the Pre-Key Stage curriculum to ensure that their progress is measured successfully.

Key Stage 1 Phonics assessment – only 2 pupils were required to complete, and each achieved a mark above the pass mark.

End of Key Stage 1 – 1 pupil is working towards the age-related expectations with the others achieving the expected standard, across all subjects. None of these pupils were registered as disadvantaged.

Unfortunately, all other disadvantaged pupils had left the school over the previous terms and monitoring of their progress had not been possible. Most had relocated as families and so were no longer able to attend this school, one remains registered at the school but is currently attending an alternative provision better suited to their needs.

The Thrive practitioner has provided work for the disadvantaged pupils and has, over the academic year worked with each of them individually. To allow for increased capacity within the Trust Primary schools, the Family Support worker assigned to the primary schools has undertaken Emotional Literacy support training and delivers the ELSA intervention to those in need as required. It is planned that this will be in support of those to whom Thrive has not previously been accessible or suitable.

Disadvantaged families have been provided with contact details and information on available support through the pupil premium mentor and how to access this if required. Uniform vouchers or trip funding has been made available. With increased planned involvement from the mentor it is hoped that more families will be aware of the available support, and this will enable a more holistic approach to support.

# Externally provided programmes

Programme	Provider