

# Bredenbury Pupil Premium Strategy Statement 21-23

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.

Pupil premium was first introduced in 2011 and is allocated to schools to allow them to work with pupils who have been registered for free school meals at any point in the last six years. It is specific funding for children from low-income families who were or are eligible or received free school meals, looked after children and those from families with parents in the Armed Forces. This school uses Pupil Premium funding to support all pupils whom I deems liable.

*"It is for schools to decide how the Pupil Premium...is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility." Source DfE website.*

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	Bredenbury Primary
Number of pupils in school	36
Proportion (%) of pupil premium eligible pupils	12
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021-23
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Mr Martin Farmer
Pupil premium lead	Mrs Sam McAtear
Governor / Trustee lead	Mrs C Edwards

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9,415
Recovery premium funding allocation this academic year	£2,880 (see separate plan)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£12,295
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# Part A: Pupil premium strategy plan

## Statement of intent

At Bredenbury Primary we recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We, therefore, reserve the right to allocate the Pupil Premium funding to support any pupil or group of pupils the school has legitimately identified as being socially disadvantaged.

We also recognise that not all children who receive free school meals are socially disadvantaged. Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

We ensure 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.

## Challenges

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

Challenge number	Detail of challenge
1	The emotional wellbeing of many pupils has been affected by the Covid 19 Pandemic. Pupils need to be prepared for the next academic step.
2	Pupil outcomes have dipped due to closures and school absence
3	Pupils, due to financial situations or the rural nature of the school may not receive support and opportunity outside of school, or during closure.
4	
5	

## 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 the emotional wellbeing and safety is paramount	Pupils have been supported emotionally and been given an educational environment that is safe and enriched.
To secure positive outcomes, based on their baseline for pupils	

To ensure equal opportunity for all pupils	All pupils have access to all in school and out of school opportunities, and have the resources that they require.

## 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

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"><li>• To train all staff, in order that they are better able to meet the needs of individual pupils in the teaching of Maths</li><li>• To release curriculum leads to work regularly with the Head of School to develop initiatives which support individuals and small groups of pupils to raise standards.</li><li>• To provide extra teaching time for groups of pupils who would benefit from extra support. (These include gifted/talented pupils, those who had ever been in receipt of free school meals, and support for Y6 pupils as preparation for SATS.)</li></ul>	Provision is mapped across the school, monitored and assessed regularly.	All pupils

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

Budgeted cost: £ 3000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Employ a highly skilled TA to run target interventions	Read Write Inc and Accelerated Reader, and Maths interventions (White Rose Intervention and Numicon) will show evidence of rapid pupil progress against the intervention objectives	Groups of up to six in each year group, or individual if more appropriate
Increase teacher hours in EYFS and KS1	Pupils in all groups will receive increased teacher time on their targets	Groups of up to 4 to be spread across the school involving a maximum of 20 pupils during the week

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

Budgeted cost: £ £3,415

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>To offer additional curriculum opportunities for pupils both within and outside of normal school hours.</p> <p>A small proportion of the funding may be used to subsidise or pay for educational trips or residential visits.</p>	<p>When the emotional needs of the children are met and their mental health is being supported there are less barriers to learning and pupils are better positioned to learn.</p> <p>Extra activities such as educational visits and school clubs (lunchtime and after school) give children these opportunities.</p>	Up to 12 pupils

**Total budgeted cost: £ 9, 415**

## 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 2020 to 2021 academic year.

#### **General Overview**

The performance of disadvantaged pupils in 2020/21 was hampered by a series of lockdowns and time spent away from school isolating or recovering from Covid.

Around 70% of disadvantaged pupils attended school during lockdown. Attendance since returning from lockdown has been irregular. Since return from lockdown internal data has show a marked difference between disadvantaged children that attended provision and those that did not. Some disadvantaged pupils had limited computer access which had to be resolved and also engagement overall for these pupils was less which resulted in slower levels of progress compared to peers who made accelerated progress in many areas.

Analysis of internal data showed rapid progress for 60% of disadvantaged pupils in reading and maths. Accelerated reader data showed that 50% of the pupils made at least 2 years progress in relation to their reading age during the year. In mathematics, many pupils made good progress, particularly with their arithmetic with 75% of the children making at least a year's progress or more. The schools internal writing data showed that progress was slightly lower, due to it not being the school focus. Progress of disadvantaged pupil was broadly similar across the whole school but there were 3 pupils in upper key stage 2 who made less progress across all subjects due to other, non covid related factors.

An extensive programme of interventions as well as quality first teaching contributed to the progress of the disadvantaged group as well as well established relationships with parents ensuring support was readily available.

Once Covid restriction were relaxed the children had at least 1 paid trip with curriculum enrichment and wellbeing being at the forefront of the decision.

