

Pupil premium strategy statement – Brindle St James' C of E Primary School

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
Number of pupils in school	68
Proportion (%) of pupil premium eligible pupils	4.4%
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Tracy Austin Headteacher
Pupil premium lead	Jacqueline Chase Senior Teacher
Governor / Trustee lead	Janet Parr Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7,210
Recovery premium funding allocation this academic year	£1,684
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
Total budget for this academic year	£8894

Part A: Pupil premium strategy plan

Statement of intent

At Brindle St James', it is our intention that all pupils have equal opportunities to make good progress and achieve high attainment across all areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

- engage all staff in raising expectations and outcomes
- early intervention as soon as a need is identified
- ensure opportunities of challenge are built into given support

Challenges

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

Challenge number	Detail of challenge
1	Personal and Social Development: Our observations, discussions with pupils and completion of Boxall profiles have identified social and emotional issues for specific pupils. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for identified children access a group of well-being sessions in the nurture group and additional 1:1 support as necessary. Some behaviour issues identified for a small number of children has highlighted the need for further support at less structured times of the school day.
2	English: Our assessments and observations, on a basis of regular review, clearly identify children for interventions in both reading and writing.

	These interventions are given on a 1:1 or small group basis according to need. Bespoke interventions are planned for by class teachers and reviewed regularly.
3	Mathematics: Our assessments and observations, on a basis of regular review, clearly identify children to access interventions. These interventions are given on a 1:1 or small group basis according to need. Bespoke interventions are planned for by class teachers and reviewed regularly.

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
A rise in confidence and resilience To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Children will become more confident enabling them to increase their independence in learning
Improved reading attainment among disadvantaged pupils.	The % of disadvantaged learners achieving 'Age Related Expectations' by the end of KS1 and combined at the end of KS2 is at least in line with national comparators.
Improved writing attainment among disadvantaged pupils.	The % of disadvantaged learners achieving 'Age Related Expectations' by the end of KS1 and combined at the end of KS2 is at least in line with national comparators.
Improved maths attainment among disadvantaged pupils.	The % of disadvantaged learners achieving 'Age Related Expectations' by the end of KS1 and combined at the end of KS2 is at least in line with national comparators.

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: £3250

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD of Teachers and Teaching Assistants in mathematics and English	High quality staff CPD is essential, following EEF principles, through Staff meetings and INSET including support from Yarrow Teaching Hub. 1. High-quality teaching EEF (educationendowmentfoundation.org.uk) 'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'	2 3
CPD in Nurture and Wellbeing	Well-being sessions and Nurture Group. Well-being award attained Autumn Term 2021. Well-being lessons using the 'My Happy Mind' series of lessons and resources throughout the school. Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)	1

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

Budgeted cost: £3644

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bespoke interventions for English and mathematics.	Well-being lessons using the 'My Happy Mind' series of lessons and resources throughout the school. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2 3

One-to-one support for English and mathematics.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	2 3
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture Group and well-being sessions	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1
Playtime behaviour management	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	1
Online learning platform	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/remote-learning-for-pupils	1 2 3

Total budgeted cost: £8,894

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment and Progress – End of Year 2022-23

Reading: One Pupil Premium child above the expected standard. Two Pupil Premium children below the expected standard, making expected progress.

Writing: One Pupil Premium child at the expected standard, making expected progress. Two Pupil Premium children below the expected standard, with one making expected progress.

Maths: One Pupil Premium child at the expected standard with two children one term behind. All children making expected or accelerated progress.

Externally provided programmes

Programme	Provider
None	