

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	St Mary's Broughton Gifford
Number of pupils in school	80
Proportion (%) of pupil premium eligible pupils	13 children (16.3%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	Dec 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Simon Cowley
Pupil premium lead	Candida Hutchinson
Governor / Trustee lead	Rachel Hipkin-Fox

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Deprivation PP £15,235
	Services PP £ tbc
	Post-LAC £ 0
	Total £15,235

Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£17,235

Part A: Pupil premium strategy plan

Statement of intent

Our intent is to provide all children with the high quality teaching and learning that closes the attainment gap between disadvantaged children and their peers, despite this being a small cohort within our school. The overarching aim for our pupil premium funding is to provide our children with quality first teaching from all school professionals that engages, develops and supports key learning skills that will allow them to become confident learners. In addition to this, we aim to provide children with the values they need to become outstanding members of society and increase their ambition and social capital, especially those from a disadvantaged background.

Since the impact of the pandemic will take time to manifest itself within some children all staff will use skills and knowledge from closing the gap training to support children's well-being and intervene quickly with both catch up and keep up interventions when they become apparent. We will strive to support each child by quality first teaching and strong relationships with both children and parents to ensure timely intervention and support.

Challenges

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

Challenge number	Detail of challenge
1	Year 3 children with phonics gaps post COVID – needing rapid catch up from SSP
2	Limited extended writing opportunities for the more able PP children – writing has seen an improvement in the past year but remains a focus to ensure progression of standards
3	43% of children entitled to PP Grant are also on SEND register (2 new entrants PP and SEND)
4	Children in EY with areas of development effected by lack of pre school experience during COVID and/or SEND needs
5	Parental understanding of how to support children to be school ready and ready for the next stage in their education and in supporting learning at home

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
Children to be well prepared for their next stage of learning	<ul style="list-style-type: none"> • Social and emotional needs do not hinder progress • Pastoral and emotional literacy support improves readiness to learn and access to learning • Intent of lesson plans shows high expectations • ELSA trained member of staff
To increase pupils resilience to challenge, ensuring a positive mindset thereby enabling maximum impact from deeper learning opportunities, making connections and securing knowledge in long term memory	<ul style="list-style-type: none"> • Termly tracking shows an improving picture for PP children. • Pupil progress meetings focus specifically on the PP children as a group and progress is evident • Teacher focus on gap closing for PP children – use of pre and post learning • Planning in school has high expectations for all children but looking closely at the expectation for PP children.
To know what each child is disadvantaged of and facilitate opportunities to overcome this and to identify and support the children who are in receipt of PP who also have additional vulnerabilities.	<ul style="list-style-type: none"> • Social / emotional needs do not hinder progress • An increase in cultural capital • Bespoke tracking of SEN children through reading, maths and spelling ages to ensure small steps of progress are measured. Pupil provision maps to be used to identify small achievable targets Targeted intervention • Awareness of gaps for recently joined Forces children
Higher rates of improvement in writing for PP children: more PP children in year 6 reach end of year expectation in writing and an increase in RWM coincidence.	<ul style="list-style-type: none"> • Data shows across the school that the gap is closing for PP children Planning files and distance marking show where intervention /pre teach has taken place
To continue to provide teaching and learning that targets post Covid gaps especially for year 3 cohort and new EY who have been impacted in lack of pre-school experience.	<ul style="list-style-type: none"> • Pupils to be provided with a targeted curriculum for read, write and maths in order close learning gaps. • Pupils through pupil voice feel safe, secure and supported.

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: £9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focussed feedback from all staff	EEF toolkit states high impact low cost (+8 mnths) for feedback	1,2,3,4
Regular TA meetings – highlighting support and interventions to be used.	Ofsted The Pupil Premium reviewed successful use of Pupil premium and showed extending TA hours to allow planning and discussion time each day had high impact.	1,2,3,4
SEND CPD for all staff to support rigour and early identification of children with needs	EEF – effective professional development to embed teaching strategies	1,3,5,6
Phonics SSP rapid catch up programme used	Agreed and validated SSP as per DFE statute	1,5

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

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics support for children in years 3 and EY	Lost learning and not taught content for every year group since 20.3.2020.	1,4
Intervention resources used	Focus on key skills to help plug gaps in understanding and application.	1,2,3,4
Focussed support for SEN PP children through TA deployment to close	Lost learning and not taught content for every year group since 20.3.2020.	2,3,4

gaps from transition documents		
Forest school provision	To support 2 children with significant SEND – 1 in EY within 22-36mth age bands. 1 x child with SEMH transferred	1,3,4

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

Budgeted cost: £2,235

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of HLTA with ELSA training. Plus resources to support	EEF states Social and Emotional Learning has moderate impact for moderate cost (+4 months).	2,3,4,5
Support offered to pay for enrichment / extracurricular activities.	Enabling children to access high quality enrichment activities that they might otherwise not have access to will support their learning through experiential learning and vocabulary development.	3,4
Focussed support for SEN PP children in EY through TA deployment to close gaps from transition documents and after each data point	Early identification and targeted pupil profiles show the impact of early intervention and regular monitoring so that curriculum can be adapted as appropriately for children with SEN Early intervention for children within EY using Recovery Premium	3,4

Total budgeted cost: £17,235

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.

We know, through targeted support and robust monitoring of all staff, that teaching is of a good standard. Teachers used a range of 'catch up' and 'keep up' interventions to support all children. Teachers increased the time that the lowest 20% spent working alongside them and lessons engaged all learners through quality first teaching and well deployed support staff. Through well targeted CPD, continually developed leaders and a developing curriculum the education received by our disadvantaged children has improved since 2019 even with the challenges presented by the pandemic. This has also been linked to some staff changes.

Our assessments post pandemic show that not all disadvantaged children are attaining at the expected level for their age in line with our targets from our previous strategy.

Of the 13 children:

31% below ARE for maths

23% below ARE for writing

38% below ARE for reading

46% These children also have SEN.

Teachers and leaders continue to monitor these children with rigour so that intervention happens in a timely manner to continue to close gaps and persistent absence is quickly escalated through the absence tracking policy.

- All subject leaders continued to develop their curriculums (across 3 schools), ensuring that they are sequenced well and focused on key learning to limit the cognitive loads of pupils. CPD was offered to all staff to support their subject knowledge and ability to plan for all children. There was increased evidence of timely 'Keep up' interventions being used, and the use of pre-teaching amongst our disadvantaged children leading to a positive impact on their engagement within lessons and during independent/group activities.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Allocation for 2022-23 Services PP £0

Further information (optional)

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