

Pupil premium strategy statement – Brede Primary

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	102
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers	2023 – 2024; 2024 – 2025; 2025 – 2026.
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Julie Knock Headteacher
Pupil premium lead	Julie Knock Headteacher
Governor / Trustee lead	Christian Lippiatt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1252.20
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£1252.20

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress, achieve high attainment across all subject areas and have access to the full range of cultural activities offered by the school. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this goal, including progress for those that are our highest attaining pupils.

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, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- ensure disadvantaged pupils have access to the full breadth of cultural and extra-curricular activities on offer at the school.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, data, observations and discussions indicate gaps in reading attainment in Years 3 – 6.
2	Assessments, data, observations and discussions indicate gaps in Mathematics attainment in Years 3 – 6.

3	Assessments, data, observations and discussions indicate an increased number of pupils experiencing anxiety related issues, particularly in upper Key Stage 2, which impact on attendance, attainment and progress.
4	The increases in the cost of living is inhibiting some disadvantaged pupils from accessing cultural activities and impacting on their sense of belonging to the school community.

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
Reading attainment for disadvantaged pupils is in-line with non-disadvantaged pupils.	KS2 reading outcomes in 2025/26 show that disadvantaged pupils have met the expected standard or gaps have closed significantly taken into account starting points.
Mathematics attainment for disadvantaged pupils is in-line with non-disadvantaged pupils.	KS2 mathematics outcomes in 2025/26 show that disadvantaged pupils have met the expected standard or gaps have closed significantly taken into account starting points.
The attendance of disadvantaged pupils is in-line with non-disadvantaged pupils.	The overall attendance of disadvantage pupil's is 96% or better, or improving taking into account context and need. Anxiety related school absences have reduced.
The attendance of disadvantaged pupils at cultural activities is in-line with non-disadvantaged pupils.	All disadvantaged pupils have access to 100% of cultural activities provided by the school.

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: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancement of maths teaching in EYFS, KS1 and Year 3 via the NCETM Mastering Number Programme.	<p>This project aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1, Year 2 and Year 3. The aim over time is that children will leave Year 3 with fluency in calculation and a confidence and flexibility with number. Attention will be given to key knowledge and understanding needed in Reception classes, and progression through KS1 and Year 3 to support success in the future.</p> <p>NCETM: Mastering Number Programme</p>	2

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

Budgeted cost: £7052.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonic intervention and small group tutoring/ Nessy intervention programmes in reading and mathematics for KS2 pupils.	<p>Little Wandle is a DFE approved graduated approach to teach children to learn to read in small steps - Catch Up Programme.</p> <p>Little Wandle</p> <p>The EEF Teaching and Learning Toolkit indicates that high-quality, small group tuition, aligned to classroom teaching, can support</p>	1,2

	<p>pupils to make up to four months additional progress.</p> <p>EEF: Making a difference with effective tutoring</p> <p>The impact of Nesy on pupil attainment: Research</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £6800

Activity	Evidence that supports this approach	Challenge number(s) addressed
The enhancement of Social and Emotional Learning through school led approaches and intervention sessions.	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>Brede Primary uses three broad categories of SEL interventions:</p> <p>School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning;</p> <p>Universal programmes which generally take place in the classroom with the whole class; and</p> <p>More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs.</p> <p>Social and emotional learning EEF: research.</p> <p>School cultures and practice DFE research</p>	3, 4

Total budgeted cost: £1252.20

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Percentage of disadvantaged Year 6 pupils achieving expected or better than expected outcomes in end of year standard assessment tasks (SATs).	EXS RWM: 66.7% (Nat 45.5%) Reading: 100% (Nat 62.5%) Writing: 66.7% (Nat 58.6%) Maths: 100% (Nat 59.1%) GPS: 66.7% (Nat 59.1%) Science: 100% (Nat 69.3%)
Attendance Percentages of disadvantaged pupils.	94.3% v 95.9% non-disadvantaged pupils.
Percentage of disadvantage pupils receiving a behavior sanction.	8% v 92% non-disadvantaged pupils.

The school remains on target to achieve the intended outcomes. Activities have been reviewed and revised to reflect our analysis and school context, most notably receiving less funding this academic year. A focus on attendance continues to be a priority.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Thrive	Thrive
Little Wandle Letters and Sounds Revised	Little Wandle
Mastering Number Programme	NCETM