

# Pupil premium strategy statement



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.

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	Brede Primary School
Number of pupils in school	106
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2021-22
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Mrs Nicole Cummins
Pupil premium lead	Mrs Sarah Bulgin
Governor / Trustee lead	Mrs Gill Atkinson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,970
Recovery premium funding allocation this academic year	£4,060
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	£39,030

# Part A: Pupil premium strategy plan

## Statement of intent

The focus of our pupil premium strategy is to support disadvantaged pupils to make good progress and achieve high attainment across all subject areas. It is our intention that pupils' background or the challenges they face should not be considered a barrier to achieving this goal.

We chose to allocate funds based on our school development priorities, the individual needs of our pupils and research based evidence from the Education Endowment Foundation (EEF).

Closing the gap between disadvantaged and non-disadvantaged children continues to be a national focus. At Brede Primary School we believe that all children are entitled to high-quality teaching as this is proven to have the greatest impact on closing that gap. It is our intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Our THRIVE Approach assessments, observations and discussions with pupils and families have identified emotional well-being concerns for a significant number of Pupil Premium children (42%). Lack of opportunities during school closure has particularly affected disadvantaged pupils.</p> <p>42% of our disadvantaged pupils' currently require additional support with their emotional well-being, all of whom are receiving 1:1 or small group interventions.</p>
2	<p>Our teacher assessments, observations and discussions with pupils indicate that reading attainment among disadvantaged pupils, at the end of Key Stage 2, is lower than that of non-disadvantaged pupils.</p> <p>2018 – 100% disadvantaged, 83% non-disadvantaged EXS or above 2019 – 77% disadvantaged, 100% non-disadvantaged EXS or above. 2020 – no data 2021 – no data</p>
3	<p>Our teacher assessments, observations and discussions with pupils and families indicate that progress of pupil premium children, who also have identified SEND, is slower than that of those pupil premium children without SEND.</p> <p>25% of our disadvantaged pupils also have an identified SEND.</p>

## 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 improve the emotional well-being of identified Pupil Premium children.	THRIVE entry and exit data shows identified pupils have improved well-being and are engaging with class learning more successfully.
To diminish the gap percentage of Pupil Premium children who attain EXS in Reading at the end of KS2.	KS2 Reading outcomes for disadvantaged pupils are in line with non-disadvantaged pupils in July 2022
To increase the outcomes of Pupil Premium children who also have an identified SEND.	Number of PP/SEN 5. 100% of pupils will have made progress in Reading, Writing & Maths from their starting point in Sept 2021

## 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: £ £4489

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Retention of a full time teacher to deliver targeted 1:1 and small group support in Reading as well as Writing and Maths, in KS2.</i>	Targeted intervention from a qualified teacher is most effective for a child. EEF states that, 'Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.'  'The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.'	2 and 3
<i>THRIVE Approach annual subscription and practitioner CPD to maintain licence.</i>	Evidence from the EEF's Teaching and Learning Toolkit suggests that 'effective SEL can lead to learning gains of +4 months over the course of a year'. EEF also advocates 'adopting an evidence-	1, 2 and 3

	<p>based programme' such as THRIVE Approach.</p> <p>Continuous professional development through the THRIVE Approach programme enables staff to make accurate assessments of pupils which in turn leads to targeted, individual support and intervention.</p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £34,116

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Qualified teacher to deliver targeted 1:1 and small group support in Reading as well as Writing and Maths, in KS1.</i>	EEF evidence suggests this high quality teaching leads to an 'average impact of an additional four months' progress' as 'Qualified teachers tend to get better results when delivering phonics interventions (up to twice the effectiveness of other staff), indicating that pedagogical expertise is a key component of successful teaching of early reading.	2 and 3
<i>Trained support staff to deliver structured interventions, including THRIVE Approach.</i>	Research suggests that teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average.' Our practitioners have been trained to deliver this evidence based approach to supporting pupils' MHEW. This targeted deployment to small groups and individuals will promote the highest impact. Evidence from the EEF suggests that 'effective SEL can lead to learning gains of +4 months over the course of a year.	1, 2 and 3
<i>Targeted Reading support through the Lexia online resource.</i>	EEF – Improving Literacy recommends active engagement of children in developing their reading skills. To this end, 'involving digital technology can be successful in improving reading comprehension.' As an ICT programme, Lexia provides children with engaging graphics and levelled progress as they develop their decoding and comprehension skills.	2 and 3

<i>Targeted speech and language assessments and intervention programmes through Speech Link, Infant and Junior Language Link.</i>	EEF states that ‘the average impact of Oral Language interventions is approximately an additional six months’ progress over the course of a year.’ ‘Approaches that focus on speaking and listening and a combination of the two all show positive impacts on attainment’.	2 and 3
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## **Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £642

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Lego Therapy to support MHEW.</i>	EEF states that ‘There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management,’ and can increase academic progress over the course of a year by four months.	1, 2 and 3
<i>Supporting disadvantaged pupils to attend extra-curricular activities e.g. Art club and peripatetic music lessons.</i>	EEF evidence suggests that ‘the average impact of arts participation on other areas of academic learning appears to be positive ... about an additional three months progress. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.	1, 2 and 3

**Total budgeted cost: £39,030**

## 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.

As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. We remained resolute in striving to maintain a high quality curriculum, including the use of online resources such as those provided by Oak National Academy.

Our assessments and observations indicated that pupil well-being and mental health were significantly impacted last year, primarily due to COVID-19 related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to continue providing well-being support for all pupils and targeted interventions where required. We are continuing with our THRIVE Approach to supporting all our pupils as detailed in this plan.

For the year 2020-21 48% of children using Lexia were working within or above their academic year, in September 2020. This had increased to 60% by then end of the academic year (COVID-19 interruptions included). As a result of this positive impact, we are continuing this targeted intervention to support academic progress in Reading, for 2021-22.

### Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A 2020/21
What was the impact of that spending on service pupil premium eligible pupils?	