

Pupil premium strategy statement 2023 – Brede Primary School

This statement details our school's use of pupil premium (and recovery 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	109
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/24 – 2026-27
Date this statement was published	July 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Julie Knock Headteacher
Pupil premium lead	Julie Knock Heradteacher
Governor / Trustee lead	Christian Lippiatt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,710
Recovery premium funding allocation this academic year	£1,000
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</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>	£26,710

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those that are already high attainers.

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 strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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

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 phonic and reading attainments in Years 3 – 6.
2	Assessments, data, observations and discussions indicate gaps in Mathematics attainment in Years 3 – 6.

3	On-entry data, observations and discussions indicates children are entering into EYFS with lower experience and acquisition in language, communication, listening and social skills.
4	Assessments, data, observations and discussions an increased number of pupils experiencing anxiety related issues, particularly in upper Key stage 2, which can impact on attendance, attainment and progress.

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
Improved language, communication, listening and social skills among disadvantaged pupils in EYFS.	Assessments and observations indicate improved language and communication among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, work scrutiny and ongoing formative assessment.
Improved phonic and reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2025/26 show that 100% of disadvantaged pupils met the expected standard or gaps closed significantly taken into account starting points.
Improved mathematics attainment among disadvantaged pupils.	KS2 mathematics outcomes in 2025/26 show that 100% of disadvantaged pupils met the expected standard or gaps closed significantly taken into account starting points.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2025/26 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • participation of disadvantaged pupils in enrichment activities, including THRIVE. • a reduction in anxiety related school absences.

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.

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

Budgeted cost: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of EYFS provision: with targeted phonics, communication, literacy and language provision in smaller grouping, development of the inside and outside classrooms to enable greater emphasis on an enriched language and PSED rich curriculum.</p>	<p>(PSED) Social and Emotional (SEL) approaches can benefit disadvantaged children more than their peers. Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make seven months’ additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p> <p>Communication and Language in the Early Years EEF: PSED in the Early Years</p>	<p>3</p>
<p>Enhancement of maths teaching in EYFS and KS1 via the NCETM Mastering Number Programme.</p>	<p>This project aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 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 to support success in the future.</p> <p>NCETM: Mastering Number Programme</p>	<p>2</p>

<p>Additional phonic intervention and small group tutoring classes in reading and mathematics for KS2 pupils.</p>	<p>Little Wandle is a DFE approved graduated approach to teach children to learn to read in small steps. It also provides pathways for pupils who may need additional adaptations.</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 pupils to make up to four months additional progress.</p> <p>EEF: Making a difference with effective tutoring</p>	<p>1,2</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £10,710

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide THRIVE trained practitioners across the school.</p>	<p>Understand what children and young people are trying to communicate 2, 3 5 through their behaviour - so you can promote their positive mental health, improve their ability to learn, and open their doors to a bright future. A neuroscience and psychology-based approach to helping children and young people thrive.</p> <p>The Thrive Approach.</p>	<p>4</p>
<p>Sports coaching and outdoor learning opportunities for KS2 pupils.</p>	<p>Physical Activity can have a profound and positive impact on mental health. Being physically active can improve mood, decrease the chance of depression and anxiety and lead to a better and more balanced lifestyle.</p> <p>Sport England: Mental Health.</p>	<p>4</p>

Total budgeted cost: £26,710 (includes £1000 Covid Recovery Premium)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Key Stage 2: Achievement of Expected Standard or better

Cohort Size: 19	Reading Writing and Mathematics	Reading	Writing	Mathematics
Pupil Premium	50%	67%	50%	83%
6 pupils	3/6	4/6	3/6	5/6
Non Pupil Premium	85%	85%	77%	85%
13 pupils	11/13	11/13	10/13	11/13

Disadvantaged pupils in Key Stage 2 achieved better than expected, with all pupils making good or better progress from their starting points and achieving a scaled of 97 or better.

Key Stage 1: Achievement of Expected Standard or better

Cohort Size: 13	Reading Writing and Mathematics	Reading	Writing	Mathematics
Pupil Premium	50%	50%	50%	50%
2 pupils	1/2	1/2	1/2	1/2
Non Pupil Premium	64%	64%	73%	73%
11 pupils	7/11	7/11	8/11	8/11

Disadvantaged pupils in Key Stage 1 achieved as expected, with 1 pupil achieving Greater Depth in Reading, Writing and Mathematics.

Phonics

Cohort Size: 13	Working At the Expected Standard
Pupil Premium	50%
2 pupils	1/2
Non Pupil Premium	100%
11 pupils	11/11

Disadvantaged pupils in Year 1 achieved as expected, with one pupil with SEND not achieving the expected standard.

