

## 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	112
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers.	2022/2023 to 2024/2025
Date this statement was published	
Date on which it will be reviewed	July 2023
Statement authorised by	Julie Knock Headteacher
Pupil premium lead	Julie Knock Headteacher
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,045
Recovery premium funding allocation this academic year	£3,250
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	£33,295

# 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 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 who are already high attainers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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, 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, observations, and discussions with pupils indicate gaps in phonic knowledge and reading among some disadvantaged pupils in Years 2,3,4 and 5.

2	Assessments, observations, and discussions with pupils and parents indicate the need for additional targeted support for some disadvantaged pupils' social and emotional needs in Reception - Year 6.
3	Assessments, observations, and discussions with pupils indicate gaps in some disadvantaged pupils' speech, language and listening skills in Year 1-6.

## 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 and communication skills among disadvantaged pupils.	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, book scrutiny and ongoing formative assessment.
Improved phonic and reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that all 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 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• participation of disadvantaged pupils in enrichment activities, including THRIVE.</li> </ul>

## 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: £18,295

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics groups and interventions in place across KS1 and 2.	Little Wandle is a graduated approach to teach children to learn to read in small steps that provide the right amount of challenge, approved by the DFE. It provides pathways for pupils who may need additional adaptations. The school has a high success rate using this approach.  <a href="https://www.littlewandlelettersandsounds.org.uk">https://www.littlewandlelettersandsounds.org.uk</a>	1,3
Strategic teaching assistant deployment to ensure priority pupils received targeted interventions for language and communication needs.	Language Link provides standardised assessment, planned and resourced interventions for a graduated approach and high quality teaching strategies and classroom resources. Provides targeted interventions and intensive focussed individual support.  <a href="#">Help with speech and language in the classroom</a>	1, 3

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide THRIVE using a trained practitioners across the school.	Understand what children and young people are trying to communicate	2, 3

	<p>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><a href="#"><u>The Thrive Approach to social and emotional wellbeing   The Thrive Approach</u></a></p>	
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**Total budgeted cost: £33,295**

## 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.

#### KS2

##### Disadvantaged Pupils (%)

Year	No.	Reading			Writing		GDPR		
		Exp	GD	SS	Exp	GD	Exp	GD	SS
2021/22	2	100	100	109.5	100	50	100	0	107

Comb = Combined

Exp = expected

GD = Greater depth

SS = Scaled Score

#### KS1

##### Disadvantaged Pupils (%)

Year	No.	Reading		Writing		Maths		Science
		Exp	GD	Exp	GD	Exp	GD	Exp
2021/22	2	0	0	0	0	50	0	0

##### Comments

Assessments, observations, and discussions with pupils indicated that this group of children have been the most impacted by COVID 19 restrictions over the past two years. Whilst gaps are closing, school continues to provide targeted interventions.

#### Phonics

##### Disadvantaged (%)

Year	No. Year 1	End of Year 1 % working at	No. Year 2	End of Year 2 % working at
2021/22	1	100	2	100
Nat		62.6		75.5

**EYFS****All pupils (%)**

Year	No.	% Good Level of Development	Average Point Score
2021-22	13	76.9	33.0
Nat		65.2	31.0

**Disadvantaged Pupils (%)**

Year	No.	% Good Level of Development	Average Point Score
2021-22	2	50	32
Nat		49.1%	29.3

**Comments**

Good level of Development (GLD) above national. Weaknesses for pupils who did not achieve GLD centre around reading, writing and mathematics (number). Targeted provision is being built into Year 1 to close these gaps.