# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium) funding for the 2022 to 2023 academic year, 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 (2023/24) and the effect that last year’s spending of pupil premium had within our school.

## School overview

|  |  |
| --- | --- |
| Detail | Data |
| School name | Brockhampton Primary |
| Number of pupils in school | 172 |
| Proportion (%) of pupil premium eligible pupils | 37/172 22% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022-2025 |
| Date this statement was published | July 2023 |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | Matthew Mander (Headteacher) |
| Pupil premium lead | Matthew Mander (Headteacher) |
| Governor / Trustee lead | Helen Holly (Chair) |

**Funding overview**

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £30 470 |
| Recovery premium funding allocation this academic year | £0 |
| 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 | £39 955 |

# Part A: Pupil premium strategy plan

## Statement of intent

|  |
| --- |
| At Brockhampton, it is our intent that all our children have the opportunities to learn, grow and become all they can be. We believe that every child matters. We believe that irrespective of background, all our children are entitled to, and deserve, the best possible start in life. We intend that our disadvantaged children, alongside their peers, should:  -remain safe, happy and able to learn  -engage positively in that learning across the full breadth of the curriculum  -develop high levels of self-confidence, resilience and self-esteem  -have wide ranging opportunities to experience and discover interests and passions  -play a full and active part in the “life” of the school  -achieve at least national expectations of attainment and progress by the end of EYFS, KS1 and KS2  -be ready and able to access the next stage of their education  We intend to ensure our disadvantaged children attend school regularly and on time. Staff understand that children’ social and emotional development plays a significant role in their ability to engage in learning and achieve well. To that end we prioritise mental health and well-being through a graduated and personalised approach for screening, assessing and delivering high quality therapeutic and targeted interventions that support children to engage positively in learning, relationships and life. Staff understand the necessity of high expectations and standards for all our children regardless of background. They understand quality first teaching lies at the heart of our approach and that professional development to improve teaching and learning skills will have a positive impact on all children in school. Our strategy includes and extends the approaches, learning and targeted activities that have supported the pupils to recover lost learning due to COVID 19 and are directed to those children whose education has been most affected, including non-disadvantaged pupils, and who are most vulnerable to underachievement. |

## Challenges

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

|  |  |
| --- | --- |
| Challenge number | Detail of challenge |
| 1 | High proportion (44%) of disadvantaged children are identified as highly vulnerable to underachievement as a result of additional potential barriers to learning: SEND, Persistent Absence, ACES (safeguarding and welfare issues) |
| 2 | 2021/22 attendance report indicates that attendance among disadvantaged pupils has been between 3 - 5% lower than for non-disadvantaged pupils.  25% of disadvantaged pupils have been ‘persistently absent’ compared to 17% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ academic and social/emotional development |
| 3 | Assessments and observations in Early Years suggest disadvantaged children generally have greater difficulties with speech, language and communication skills than their non-disadvantaged peers. Currently 6/10 60% of PP children N-Y2. This subsequently negatively impacts on attainment and progress in phonics, vocabulary development, early reading/, KS1 outcomes and ability to access KS2 curriculum |
| 4 | Assessments, observations, and discussions indicate disadvantaged pupils generally achieve less well in reading, writing and maths than their peers, by the end of EYFS and KS1, and at GDS throughout the school |
| 5 | Analysis of extra-curricular activities/peripatetic music teaching, suggest fewer disadvantaged children access enrichment activities and provision than their non-disadvantaged peers |

## 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 |
| Sustain improved attendance for disadvantaged children | Overall attendance for disadvantaged children to meet school target of 96%  2023/24 % of disadvantaged children PA to build on improvement seen in 2022/23.  July 2022 Disadv PA 25%  July 2023 Disadv PA 11% |
| Achieve and sustain improved social and emotional development, skills and well-being for pupils in school for disadvantaged children. | Progress is evident between Thrive Online assessments made at the start and end of the academic year.  Pupil voice, teaching and learning reviews and incidents of behaviour evidence disadvantaged children engaging positively in school life and the opportunities offered to them |
| Improved outcomes in speech, language and communication skills by end of Nursery and Reception | % at ARE in listening and attention, understanding, speaking, reading, writing at end of Nursery and Reception, at least in line with national levels and non-disadvantaged peers  Any children not at ARE to have made better than expected progress across EYFS ie gap is closing |
| Improved outcomes in reading, writing and maths at end of KS1 | % at ARE in reading, writing and maths at least in line with non-disadvantaged peers and national levels  Any children not at ARE to have made better than expected progress across KS1 ie gap is closing |
| Increased proportion of disadvantaged children accessing extra-curricular clubs and enrichment opportunities | % disadvantaged children accessing extra curricular clubs increased on 2022/23 levels |

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: £*22 000*

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Whole school Thrive training INSET will ensure all teachers and teaching assistants are able to relate, engage and support pupils through the consistent and nurturing approach. | There is extensive evidence associated with supporting children’s social and emotional development and improving academic outcomes, behaviour and relationships.  EEF Social and Emotional Learning | 1 |
| CPD programme of whole staff training on evidence based pedagogical approaches to more effective teaching and learning practice in classrooms | There is extensive evidence associated with developing high quality teaching, assessment and curriculum to improve outcomes for all children including disadvantaged  EEF High Quality Teaching | 3  4 |
| Increased release time for senior leaders and subject leaders to support delivery of quality first teaching across school and develop their own understanding and practice by collaborating with colleagues in other settings | There is extensive evidence that providing a coaching and/or mentoring model of professional development can significantly improve teaching and learning and outcomes for children  EEF High Quality Teaching | 3  4 |

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

Budgeted cost: £*28 500*

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Class teachers released to deliver targeted support for disadvantaged pupils in their class | Class teachers are best placed to complete intervention groups with targeted children as they know the gaps in learning and misconceptions through the teaching of lessons and marking of books. The teacher has a strong relationship with pupils and are able to motivate an engage them with learning activities.  EEF Small Group Tuition  EEF Feedback | 3  4 |
| RWI interventions delivered by RWI TAs for those children making below expected progress in phonics | Evidence that specific, targeted support and precision teaching can enable children to “catch up” and make expected levels of progress  EEF One to One Tuition  EEF Teaching Assistant Deployment | 3  4 |
| Bottom 20% readers a daily focus for all staff in school and with Reading Fluency Programme | Evidence that specific, targeted support and precision teaching can enable children to “catch up” and make expected levels of progress  EEF One to One Tuition  EEF Teaching Assistant Deployment  EEF Peer Tutoring | 3  4 |
| Identified Communication Teaching Assistant to be trained to deliver a range of targeted intervention. | Oral language interventions can have a positive impact on pupil progress and support learning skills across the curriculum. EEF Oral language interventions | 3 |
| Increased release time for SENDCo to support delivery of quality first teaching and interventions across school | There is extensive evidence that providing a coaching and/or mentoring model of professional development can significantly improve teaching and learning and outcomes for children  EEF High Quality Teaching | 3  4 |

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

Budgeted cost: £*2 500*

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Thrive sessions will be delivered on a weekly basis to children who are identified through the Thrive Screening process. | There is extensive evidence associated with supporting children’s social and emotional development and improving academic outcomes, behaviour and relationships.  EEF Social and Emotional Learning | 1 |
| Come dine with me/lunch club staff | There is extensive evidence associated with supporting children’s social and emotional development and improving academic outcomes, behaviour and relationships.  EEF Social and Emotional Learning | 1 |
| Funding for peripatetic music lessons and clubs (including residentials) available for families in receipt of FSM. | he school family support worker will lead on incentives to promote excellent attendance for all pupils as well as design personalised support for individual families require more support with morning routines.  EEF Extracurricular activities, including sports, outdoor activities, arts, culture and trips  EEF Supporting Attendance  EEF Attendance interventions rapid evidence assessment | 1  2  5 |
| Funding for clubs/sport coaching/trips | Engagement in wider opportunities, including residentials in KS2, supports children to experience cultural, educational and outdoor learning activities that deepen understanding of the curriculum.  EEF Extracurricular activities, including sports, outdoor activities, arts, culture and trips  EEF Supporting Attendance  EEF Attendance interventions rapid evidence assessment | 1  2  5 |
| Breakfast Club and daily milk is available to all children and funded for those in receipt of FSM. | Providing disadvantaged and vulnerable children a free and healthy breakfast is known to give them a positive start to the day. The early club ensures that children are in school on time and ready to start their learning.  EEF Breakfast Clubs and Meal Provision | 1  2  5 |
| CPD for all staff on “Working Together to Improve School Attendance” (May 2022), adopt recommendation and share with parents on website and via regular communication  Redesign and implement methods by which good attendance is celebrated and showcased in school and amongst parents incl. use of Mental Health Ambassadors and School Council to collect, report on and celebrate good attendance amongst their peers eg in newsletters/weekly website updates and texts  Implement new system for daily monitoring with new office staff: focus on priority PA/PP children (from weekly tracking) daily with member of SLT  Maintain weekly analysis of attendance and respond daily to persistent absence  Refer to Local Authority for Fixed Penalty Notices for PA  Collaborate with similar schools with lower PA to share and understand best practice in improving PA figures and attendance amongst Disadv group (Black Pear Multi Academy Trust) | There is extensive evidence that regular, punctual attendance will improve outcomes for children  EEF Attendance interventions rapid evidence assessment | 1  2  3  4  5 |

**Total budgeted cost: £ 53 000**

# Part B: Review of outcomes in the previous academic year

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Assessment** | **Disadv children in cohort** | **% Disadv at ARE+** | | **National** | **Commentary** |
| YR GLD | 2/25 | 0/2 0% | | unreported | Cross ref 2023/24 Challenge 3 and 4 |
| Y1 Phonic  Screening | 2/19 | 2/2 100% | | 67 | Both children of service personnel |
| Y2 Phonic re-take | 2/5 | 1/2 50% | | tbc | EHCP 1:1 support. Good progress being made.  Cross ref 2022/23 Challenge 3 and 4 |
| Y2 KS1 Teacher  Assessments | 2/26 | R | 2/4 50% | 73 | EHCP 1:1 support. Good progress being made.  SEND monitoring list  Cross ref 2022/23 Challenge 3 and 4 |
| Wr | 2/4 50% | 65 |
| M | 2/4 50% | 75 |
| Y4 Multiplication check | 5/30 | 5/5 25 100%  2/5 20-25 40%  Av Points Score 23.6 | | 20.2 | Cross ref 2022/23 Challenge 3 and 4 |
| Y6 KS2 SAT | 5/20 | R | 4/5 80% | 60 |  |
| Wr | 2/5 40% | 58 |
| M | 3/5 60% | 59 |
| GPS | 4/5 80% | no data |
| RWM combined | 2/5 40% | 44 |

## 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:*

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

# Further information (optional)

|  |
| --- |
| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.* |