

Pupil premium strategy statement – Brimpton C.E Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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.

Pupil Premium Statement of Intent

Our school vision takes its inspiration from St Peter. John 21 3-19 the picnic on the beach celebrates that 'God holds each of us in his net of love' Ultimately, we want our disadvantaged pupils to have the same life chances as all of our other pupils. Our whole school Christian vision and ethos epitomises our aims for all of the children in our care in our 'net of love', and we realise that our disadvantaged pupils may well require additional provision and support to achieve this.

School overview

Detail	Data
School name	Brimpton Primary School
Number of pupils in school	53
Proportion (%) of pupil premium eligible pupils	4.77%
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Heidi Davies
Pupil premium lead	Heidi Davies
Governor / Trustee lead	Brenda Harding

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	14,450
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	14,450

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

Challenges

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

Challenge number	Detail of challenge
1.	Our observations and assessments indicate underachievement writing and phonics in some of our disadvantaged pupils in Key Stage 1
2.	Levels of vocabulary within our disadvantaged children are lower than previously perhaps due to the pandemic and lack of opportunities for our children prior to starting school
3.	Social and Emotional barriers are evident in some of our disadvantaged children which place them in a difficult place to learn
4.	Ensuring that all stakeholders, parents, children and staff have high expectations for vulnerable children and encourage them to attend parent workshops particularly Mental Health support team sessions.

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
Pupil achieves expected in Reading element of Early Learning Goal by end of year assessments point	Say a sound for each letter in the alphabet and at least 10 digraphs Read words consistent with phonic knowledge by sound-blending Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Flying Start with letters and sound scheme.
For early identification of barriers for PPG children with their Reading - PPG Gaps to be monitored during PPG meetings and by HT and SENCO	All PPG children to make positive progress on Standardised Scores in Reading across the academic year eg 100-102. In July 23- 66% did make positive progress and exceeding this by 2 children
For early identification of barriers for PPG children with their Maths Skills - PPG Gaps	All PPG children to make positive progress on Standardised Scores in

to be monitored during PPG meetings and by HT and SENCO	Maths across the academic year eg 100-102 – to continue due to impact of Doodle Maths for PPG children
For early identification of barriers for PPG children with their Writing - PPG Gaps to be monitored during PPG meetings and by HT and Senco	Evidence in books of all disadvantaged children will show progression in writing across the year.
All staff to have increased awareness of PPG children and how they are able to support them academically and socially and to increase expectations	All staff to understand their role in supporting all disadvantaged children.

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: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
The profile of PPG children will be raised within each classroom and in everyday life in school	Disadvantaged children will be high profile in school, they will take part in extracurricular activities, be ambassadors for the school and will be positive members of the class	3,4
CPD for staff to be reviewed and decided within appraisals. All staff to be offered appropriate training	High quality first teaching is the main strategy to support all our children especially our disadvantaged.	1,4
Attachment Training to be delivered to all staff and further support from MHST to support emotional development. Therapeutic thinking training to be shared by HT.	Some children suffer from MH needs therefore need a nurturing approach to learning due to experiences they may have had or been witness to. Early intervention with ELSA is used to support all children.	3

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

Budgeted cost: £7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality measurable interventions such as Catch Up, FFT Reading and SNAP maths to be delivered by the classteacher. All staff to have	Evidence shows that measurable interventions delivered as planned can have + 6 months impact in a 6–10 week period	1,2,3,4

received precision teaching training.		
In cohorts where necessary the use of an apprentice LSA will be used to provide smaller group teaching	All children including disadvantaged children will show progress in Reading, Writing, Phonics and Maths through Standardised Scores, Teacher Assessment and Phonics Threshold	1,2,3,4
1:1 and small group tuition for all disadvantaged children by class teacher/LSA/ELSA	When children learn to read their language, cognitive skills, communication, imagination and emotional development grow. Reading helps children bond with other people and strengthens interpersonal relationships. It helps children learn how to focus and concentrate, which also teaches them how to show respect by listening when someone is talking.	1,2

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

Budgeted cost: £7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specific support for individual disadvantaged children addressing their SEMH needs	Social and emotional learning helps children interact with others and deal with their emotions, this can also increase their confidence in school and help peer to peer relationships.	3
Therapeutic attendance to continue to be rolled out across the school.	High attendance at school is key for all children, the more time they are in school the easier it is for them to learn. Involvement with EWO and discussion about specific children and key information weekly in our newsletter.	3
Therapeutic Support for parents from all stakeholders at school to ensure they are	Disadvantaged children's targets to be shared and agreed with parents Open Days and information Sessions for parents some specifically for	1,3,4

promoting the importance of school and learning at home	parents of disadvantaged children	
Extra-Curricular Clubs offered to all PPG children at no cost and Trips to be paid for or contributed to	Social and emotional learning helps children interact with others and deal with their emotions, this can also increase their confidence in school and help peer to peer relationships.	3,4

Total budgeted cost: £12, 415

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 2021 to 2022 academic year.

Following the COVID-19 crisis the last academic year has had a large focus on pastoral support. The children have Social and Emotional difficulties that have needed to be addressed in order to support them to be in a good place to learn. These difficulties have been met well and will be reflected in the review of this strategy.

Intended outcome	Success criteria	Impact
Pupil achieves expected in Reading element of Early Learning Goal by end of year assessments point	Say a sound for each letter in the alphabet and at least 10 digraphs Read words consistent with phonic knowledge by sound-blending Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception word	PPG children all were daily readers and KS1 children all achieved their ELG target.
Pupils are working at ARE in Maths by July	Standardised PUMA assessments show pupils are working at ARE in Maths Evidence in pupil books shows understanding of concepts	37.5% of children were able to achieve ARE at the end of the year but all showed confidence and progress of number work in their books and within Maths lessons.

	and progress	
<p>The emotional, physical and mental health of the children will improve. Children will feel a greater sense of belonging within school. Children with the greatest need will be taught self-regulation strategies.</p>	<p>Children will show improved self-esteem and educational risk taking, growing in independence and pro-social behaviours. With additional use of ELSA and Playground Leaders, the use of pupil voice, pupil surveys and parent surveys, we will see increased levels of wellbeing.</p> <p>A reduction anti-social behaviour on the playground and an increase in pro-social activities and enrichment activities particularly with our disadvantaged pupils.</p>	<p>All PPG children were involved in one if not more clubs and enrichment activities at school.</p> <p>6 of the PPG children to receive ELSA support and 1 child to worked with MHST</p> <p>PPG children represent team captains, sports ambassadors and play leaders.</p>
<p>Disadvantaged pupils are writing confidently and independently at ARE by July Handwriting fluency has increased writing stamina</p>	<p>Internal writing assessments reflect ARE in Rising Stars Grammar and Punctuation assessment. Teacher assessment shows ARE criteria met for these aspects. Pupils sustain A4 page of writing within a session showing good stamina.</p>	<p>62.5% of children achieved ARE at the end of the year but all became more confident writers and gained more confidence applying their stamina to school tasks. All but one PPG pupil are able to write for a sustained period of time and produce at least a page of writing. The child that is unable to produce a page of writing is in Year 1 and can manage ½ a page with support.</p>