

Stoke Bruerne CE Primary

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	Stoke Bruerne CE Primary
Number of pupils in school	67
Proportion (%) of pupil premium eligible pupils	5.97%
Academic year/years that our current pupil premium strategy plan covers.	2021/2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Eliza Hollis Executive Headteacher
Pupil premium lead	Eliza Hollis Executive Headteacher
Governor / Trustee lead	Peter Brough, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7,380
Recovery premium funding allocation this academic year	£2,000
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	£9,380

Part A: Pupil premium strategy plan

Statement of intent

We aim for every child, within our school to reach or exceed their full potential and become lifelong learners. We provide personalised learning opportunities and targeted support to allow every child to flourish.

We recognise that not all pupils who are academically or socially disadvantaged receive pupil premium funding. We reserve the right to allocate pupil premium funding to support any pupil, identified by the school as being at a significant disadvantage. The focus of our pupil premium strategy is to support disadvantaged pupils to make good progress and achieve high attainment across all subject areas.

We understand the challenges faced by vulnerable pupils and will support their needs.

Our approach has high quality teaching at the core of our pupil premium strategy, proven to have the greatest impact on closing the disadvantage gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment. We have robust assessment systems in place to identify when children have barriers affecting their learning and tailor specific interventions which are delivered by highly trained staff. This practice of personalised learning applies to all pupils across the learning spectrum including pupils who are identified as high attainers.

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
- 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	Pupil mental health and well-being - Some of our pupils have experienced Adverse Childhood Experiences which have impacted on their ability to succeed. We must also pay particular attention to the impact of a significant disruption to their schooling over the past 18 months, including the lack of 'team' or 'group'
2	Academic confidence and resilience – disadvantaged pupils may lack resilience in their learning. They may lack self-belief and have low self-esteem. They may have limited experiences of success.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers
4	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties in developing their knowledge of language to support their facility as writers in KS2 in readiness for secondary school.
5	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.</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
Improve pupil mental health and well-being	Targeted interventions will demonstrate impact on pupil mental health and well-being. Pupil questionnaires, for example, will show that pupils feel happy and safe in school. Interventions are monitored and evaluated for impact. Annual review discussions will also show impact. Behaviour interventions will show that pupils use the strategies they are taught and that these strategies make an impact on their day-to-day experiences. Pupils will have a regular mental health and well-being sessions. Pupils will be able

	to stay safe online, and be aware of the dangers they may be faced with. This will be done through intervention work.
Improved academic confidence and resilience.	Lesson observations will show pupils taking risks with their learning. These will be compared across the year. Lesson observations and discussions with pupils, or staff supporting pupils, will demonstrate risk taking. Lessons will be innovative and creative, and pupils will feel involved with their learning. Progress data will show the impact of quality first teaching.
Pupils identified as under achieving in phonics are confident in using and applying their phonics knowledge to support their reading.	Pupils make expected progress or better in their phonics assessments.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book looks and ongoing formative assessment.
To raise the attainment in writing for the disadvantaged pupils	Pupils make good or better progress in writing and achieve the age related outcomes

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: £1,380

Activity	Evidence that supports this approach	Challenge number(s) addressed
Performance poetry CPD for all staff and inset working with all children.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on confidence and wellbeing . Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1, 2, 4, 5
Ensure planning reflects curriculum intent- 'To develop high levels of oracy , across all subjects'	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on confidence and wellbeing . Oral language interventions Toolkit Strand Education Endowment Foundation EEF	4
Ensure all relevant staff are trained in delivering a systematic scheme for Phonics-Sounds write. Staff to deliver intensive support in small groups and 1:1 with the aim to supporting pupils to catch up with their peers	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	3
Enhancement of our writing teaching and curriculum planning in line with DfE and EEF guidance. SLE English leads to be released to support , mentor and coach staff in delivering Talking for Writing.	Teach writing composition strategies through modelling and supported practice Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)	5

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

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	3
Drawing and talking therapy targeted at those pupils needing support with mental health and wellbeing	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	1,2

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support families who have been identified through actioning an Early Help plan	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.	1,2,

Total budgeted cost: £9,380

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 2 years in key areas of the curriculum but especially in Writing and Phonics for those in the younger year groups. Maths however, has been a strength. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. 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. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by the introduction of a new Microsoft Online learning platform. All pupils, especially disadvantaged, had access to technology during lockdown.

Our assessments and observations indicated that wellbeing 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 provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Programme	Provider