# Pupil premium strategy statement – Budbrooke 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

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| Detail | Data |
| Number of pupils in school | 199 |
| Proportion (%) of pupil premium eligible pupils | 11% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022-2023  2023-2024  2024-2025 |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | September 2023 |
| Statement authorised by | Corinne Thomas  Headteacher |
| Pupil premium lead | Corinne Thomas |
| Governor / Trustee lead | Liz Appleyard |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £26,138 |
| Recovery premium funding allocation this academic year | £2000 |
| Pupil premium (and recovery premium\*) funding carried forward from previous years *(enter £0 if not applicable)*  *\*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.* | £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* | £28,138 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| The Pupil Premium was introduced to address the underlying inequalities between children eligible for free school meals and their peers. It is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years.  School are free to spend the Pupil Premium as they see fit, however, our approach and vision for our pupils is to ensure that all are offered ‘rich opportunities and memorable experiences’ and that those from poorer socio-economic backgrounds do not suffer barriers which hamper their progress and attainment.  We believe that:  - All of our children should and will benefit from the teaching and learning opportunities that Pupil Premium funding provides  - Appropriate provision is made for all pupils belonging to vulnerable groups, including those who are from socially and economically disadvantaged groups  - Pupil premium spending should be allocated following a needs analysis which identifies children with priority needs; those with the greatest need being children in receipt of free school meals whose progress is not rapid enough  - Pupils who receive free school meals are not necessarily socially disadvantaged or are making inadequate progress  - Not all pupils who are socially disadvantaged are registered or qualify for free school meals  - Our Pupil Premium funding should be spent in a wide and imaginative variety of ways, so as to benefit the wide variety of interests and needs of our children  - Our Pupil Premium funding should be spent according to ‘best value principles’ and related to activities which research suggests will make the very best use of the finances available  - Whilst there are some ‘quick wins’, there is a need to also take a ‘long term view’ to stop achievement gaps from widening. Some of our long term objectives will take more than an academic year to come to fruition.  Our ultimate aim is to ensure that every pupil comes to school ready to learn; this, in turn, will raise attainment for a Pupil Premium cohort. It is of the utmost importance that staff identify and support barriers to learning, evidence suggests that majority of such barriers are outside of school. We work closely with our families and their wider network to ensure that they have access to a wide range of services. We use our Pupil Premium budget to support the mental health and wellbeing of our pupils and ensure they receive a high-quality education.  At Budbrooke Primary, we recognise that a pupil does not need to be eligible for Pupil Premium funding in order to access our support program.  Our strategies aim to provide the pupils with the best possible educational experience. Our teaching assistants work very closely with class teachers to ensure gaps are addressed and small steps to success are identified. We strive to ensure that teaching and learning across our school is of a consistently high quality. Our staff have access to a vast range of CPD opportunities such as National Teaching College courses, Developing People through Communities Academies Trust and our own specialised CPD programme. This will ensure that all pupils have the skills and knowledge to prepare them for their future careers. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Entrance attainment is below age-related expectations |
| 2 | Attainment gap cross Reading, Writing and Maths |
| 3 | Overall attendance of PP pupils is only slightly less than non-PP but certain children eligible for PP have lateness/attendance issues, which reduce their school hours and cause them to fall behind. |
| 4 | Emotional instability of family members resulting in disrupted educational experiences for their children |
| 5 | Financial hardship results in reduced opportunities and memorable experiences. Specific children cannot afford trips and events, limiting their access to the curriculum. |

## 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.

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| Intended outcome | Success criteria |
| Ensure pupil premium children are meeting age-related expectations and making at least expected progress from their starting points | Raised progress and attainment and reduced barriers to learning for PP children |
| Accelerated progress in core subjects for pupils identified to need catch-up intervention | Raised progress and attainment; and addressing curriculum gaps in knowledge for PP children |
| Provide resources to support improved access to learning opportunities at school | Rapid progress through specific interventions for PP children |
| Enrich the lives of those on Pupil Premium, opening doors and creating opportunities | PP children access enrichment activities and extra-curricular opportunities including sports and music. |

## 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: £11,500

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Extra qualified teacher time to ensure targeted children have additional high-quality teaching in small groups. | Research illustrates quality first teaching is of paramount importance to enable pupils to know more and remember more and apply prior learning.  EEF Small group tuition | 1,2 |
| Provide resources to support improved access to learning opportunities in Early reading and phonics.  Eg.Twinkl phonics, Nessy | 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  EEF Phonics Toolkit Strand | 1,2 |

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

Budgeted cost: £9500

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Teaching assistant support to provide targeted delivery of high-quality intervention and precision teaching in core subjects. | Engagement with core subject curriculum increases attainment and progress.  EEF Pupil Premium Guide  EEF Teaching & Learning Toolkit | 1,2,3 |
| Engaging with National Tutoring programme to provide school-led tutoring (high-quality targeted tutoring focussed on Reading, Writing and Maths) | Tuition sessions targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small group arrangements. | 1,2,3 |

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

Budgeted cost: £7200

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Funding to enable PP children to access enrichment and extra-curricular activities which enhance the curriculum.  Eg trips (including residential), after-school clubs, music tuition | Based on the current economic climate, some families are experiencing financial hardship and have limited access to resources.  Learning is contextualised in concrete experiences and language rich environments. OFSTED research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. | 4,5 |
| Develop support for PP children and their families by providing access to specialist services:  Educational Psychologist  Early intervention service  Intervention and Disability Service  Speech & Language  Access to pastoral support and mental health well-being lead  Access to Early Help process | Increased mental well-being and safe guarding issues can impact on behaviour, attainment and SEMH.  Early identification ensures pupils are able to access all learning opportunities.  Early intervention can help children and young people to develop the skills they need to live happy, healthy and successful lives. It can improve the quality of children's home lives and family relationships, increase educational attainment and support good mental health. | 3,4 |

**Total budgeted cost: £28,300**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| The effect of this expenditure on the educational attainment of those pupils at the school in respect of whom grant funding was allocated.  **How impact is measured:**   * All children’s attainment and progress from individual starting points is tracked and monitored against national and school expectations (in addition to progress being measured in lessons) * All disadvantaged children eligible for the pupil premium grant are monitored closely and individual barriers to learning are recorded and addressed (this may include barriers to learning that are not academic in nature) * Attendance and punctuality is continually checked * Engagement of parents in school events (parents evening etc.)   **Progress during the 2021-22 academic year:**   * Key Stage 1 * *Internal data shows that 33% of PP pupils are making expected progress in Reading with 67% making better progress* * *Internal data shows that 67% of PP pupils are making expected progress in Writing with 33% making better progress.* * *Internal data shows that 67% of PP pupils are making expected progress in Maths with 33% making better progress..* * Key Stage 2 * *Internal data shows that 67% of PP pupils are making expected progress in Reading with 17% making better progress.* * *Internal data shows that 100% of PP pupils are making expected progress in Writing.* * *Internal data shows that 92% of PP pupils are making expected progress in Maths with 8% making better progress.*   **Attainment during the 2020-21 academic year:**   * Key Stage1      * Key Stage 2 |

# Further information (optional)

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| A new ‘Deep and Diverse’ experiences timetable has been developed to support the SEMH development of all children, specifically including those that are disadvantaged.  A programme of Student Leadership is actively being promoted across the school which include groups such as: House Captains, School Council, Librarians, Well-being Ambassadors, Eco Committee, Digital Leaders and Maintenance Masters, the school has made the conscious decision to ensure each group contains a proportional representation of Pupil Premium children to support the access to wider opportunities that the school offers. |