

Pupil premium strategy statement

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.

School overview

Detail	Data
School name	Bruche Primary School
Number of pupils in school	250
Proportion (%) of pupil premium eligible pupils	17.6%
Academic year/years that our current pupil premium strategy plan covers	2023 - 2024
Date this statement was published	17th July 2023
Date on which it will be reviewed	17th July 2024
Statement authorised by	Chris Jones (Executive Headteacher)
Pupil premium lead	Chris Jones (Executive Headteacher)
Governor / Trustee lead	Matt Jones (Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60940
Recovery premium funding allocation this academic year	£6380
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£-1231
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	£67320 - previous years £66089

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium is additional to main school funding and it will be used by Bruche Primary School to address any underlying inequalities between children eligible by ensuring that funding reaches the pupils who need it most.

Objectives

- Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standard of achievement for these pupils.
- The funding will be used to narrow the gap between achievement of these pupils and their peers.
- As far as its powers allow the school will use the additional funding to address any underlying inequalities between pupils eligible for Pupil Premium and others.
- We will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.

Challenges

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

Challenge number	Detail of challenge
1	Children have limited / no parental support for homework, reading or academic study. As a result of limited reading support children are often behind their peers and do not have access to high quality reading material and engagement to develop their vocabulary.
2	Aspiration, self-belief and confidence within the group of eligible for pupil premium there is a need for them to believe that they can achieve and have high expectations
3	PPG children have social and emotional needs requiring additional pastoral care and guidance.
4	Attendance and lateness can cause a significant loss of learning time for pupils. Attendance is excellent but need to be continually monitored.
5	Children and families do not always seek help and support from other agencies to support the development of their children, for example Speech and Language, keeping appointments etc.

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
More PPG children to attain greater depth reading in attainment and progress.	Progress and attainment of PPG children by the end of Key Stage 2 is significantly above that of national. More PPG children attain greater depth
The aspirations, confidence and self-belief of pupils identified as eligible will improve and increase as evidence in increased contributions within the classroom, pupil and parental feedback.	Progress and attainment of PPG children by the end of Key Stage 2 is significantly above that of national.
Attendance of the group of PPG children continues to improve. Punctuality also improves so that the children are not missing any learning.	Improve overall PPG attendance and ensure children are on time for school.
Provide emotional and social support for PPG children and their family to enable families and children have access to support outside the school setting e.g. Early help.	Parents feel supported and gain access to support if needed. Children are more prepared for school and the school have effective engagement with parents.

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: £22400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to enhance quality of teaching of phonics	<p>From EEF phonics support has a proven impact with average gains of 4+ months.</p> <p>Small group intervention with highly qualified staff have been shown to be effective as evidence as discussed in reliable evidence sources such as visible learning by John Hattie and the EEF toolkit.</p> <p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective especially for older students.</p>	1, 2
<p>Ensure that all maths and reading teaching in the school is strong.</p> <p>As a result of High quality teaching PPG children make better than expected progress.</p>	<p>Small group intervention with highly qualified staff have been shown to be effective as evidence as discussed in reliable evidence sources such as visible learning by John Hattie and the EEF toolkit.</p> <p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective especially for older students.</p> <p>There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress - EEF Toolkit</p> <p>EEF report on the impact of whole class shared reading.</p>	1, 2

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

Budgeted cost: £35000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils targeted make accelerated progress in reading and maths improving fluency and understanding	One to one/ small group tuition EEF shows a gain of 5+months. The research has shown strong evidence of impact	2
Pupil outcomes demonstrate at least good progress Improved outcomes for PP children in EYFS. 2 year old/3 year old provision relative to starting points show outstanding progress. KS1 interventions demonstrate a narrowing of an attainment gap where one appears by the end of year 2. KS2 interventions demonstrate the attainment gap has closed by the end of year 6.	One to one tuition EEF shows a gain of 5+months. The research has shown strong evidence of impact. Use of information technologies From EEF use of information and communication technologies shows that children can make a potential gain of 4+ months.	2

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

Budgeted cost: £12894

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance of the group of PPG children improves and the difference diminishes between this group and others. Punctuality also improves so that the children are not missing learning.	Attendance and lateness serves as a huge barrier to individuals. Improving attendance will remove this barrier for the children. Improving attendance concerns can have a huge impact on attainment and progress.	3,4,5

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 2022 to 2023 academic year.

Educational Outcomes for 2022 – 2023

- Of the Pupil premium children in EYFS 75% achieved GLD.
- The percentage of children overall passing the Year One Phonics screening check is 80% which is above LA and National averages.
- The achievement in phonics of pupils benefiting from pupil premium intervention strategy are in line with all pupils. There is no in school gap.
- At the end of KS1 at ARE and greater depth attainment overall subjects is above national averages (PPReading 83%, PPWriting 67%, PPMaths 67%, PPRWMARE 67%). PPRWMGD 17%
- At the end of KS2 at ARE and greater depth attainment overall subjects is above national averages (PPReading 100%, PPWriting 100%, PPMaths 100%, PPSPAG 100%, PPRWMARE 100%). PPRWMGD 40%.

Summary:

In this year of additional Pupil Premium funding the evidence gathered through the school's self-evaluation strategy has shown that the intervention strategies have been successful across the school overall. They have had another positive impact on the progress, standards and achievement of those pupils entitled to the additional funds particularly so in KS2.

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
Primary Spanish	Primary Languages Network
Hayley Wynne	EY2P
Primary Art	Art4All

Toni Priddey

Maths consultancy - First 4 Maths

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)

Our implementation process

We believe in selecting a small number of priorities and giving them the best chance of success. We also believe in evidence-based interventions and learning from our experiences, which is why we utilise annual light-touch reviews to ensure our approach is effective and we can cease or amend interventions that are not having the intended impact. Because of this we used the pre teach model for intervention and there is an example of how this looks below. Each of our interventions last 4 - 5 weeks (unless deemed to be having little impact). Each intervention starts with a form of assessment and ends with a review of the impact of intervention.

08:40 – 09:00 - Children in pre teach groups with a teaching assistant. The teaching assistant delivers a condensed lesson of the maths learning objective that day.

Maths lesson – Children remain in their pre teach groups in the daily maths lesson with the teaching assistant supporting them.

14:45 – 15:15 – Children in their pre teach groups and complete a consolidation session, with the teaching assistant reviewing and revising the learning in maths from that day.

We will:

Explore

Identify a key priority that we can address

Systematically explore appropriate programmes and practices

Examine the fit and feasibility with the school

Prepare

Develop a clear, logical and well-specified plan

Assess the readiness of the school to deliver the plan

Make practical preparations

Deliver

Support staff and solve any problems using a flexible leadership approach

Reinforce initial training with follow-on support

Drive faithful adoption and intelligent adaptation

Sustain

Plan for sustaining and scaling the intervention from the outset

Continually acknowledge, support and reward good implementation practices

Treat scale-up as a new implementation process

Our tiered approach

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises three categories:

1. Teaching
2. Targeted academic support
3. Wider strategies

Within each category, we have chosen interventions. This focussed approach ensures the best chance of success for each intervention.

Quality of teaching

1. Provide high quality training through the Generate Teaching Hub
2. Work closely with the Math Hub 1 to support the development of Maths Teaching including members of staff trained in mastery teaching.
3. Teachers are encouraged to share good practice and have opportunities to visit other settings and observe other teachers within the setting
4. Training for the development of Phonics is prioritised ensuring that all staff are skilled to deliver phonics and to support children to use phonic strategies to read and to write
5. Leaders have dedicated leadership time to look at standards of teaching in their subject and to support other colleagues to develop their teaching
6. The school uses outside consultants to support leaders to evaluate school priorities and to develop the standards of teaching and learning
7. Leaders work with other leaders in the Multi Academy Trust to improve the standards of teaching in each subject area as well as developing middle leaders

Targeted academic support

1. Structured interventions for Speech and language development
2. Structured interventions for developing phonic knowledge, understanding and skills.
3. Small group tuition: Introducing targeted English and maths teaching for pupils who are ARE but the capacity for Greater depth.
4. Support from the pastoral lead (Mrs Nicola Charles) for emotional support
5. Pre teach and consolidation model of small group intervention.
6. Support for parents and children to improve their attendance (Mrs Jill Kerrigan)
7. Personal reading libraries for every child. Book swap and donation station.
8. Targeted Friendship groups for children for our younger children.

Wider strategies

1. Parental engagement: Providing a Pastoral lead to support all aspects of Parenting
2. Engage with Parents from the start of Reception through the initial parents meeting and through home visits
3. PPG children are given priority access to clubs
4. PPG are given leadership opportunities and hold positions of responsibilities in the school like school council officers, road safety officers etc.

Our review process

Annually reviewing a one-year pupil premium plan and creating a new plan each year is time-costly and ineffective. This three-year approach allows us to dedicate more time up-front and introduce light-touch reviews annually.

During a light-touch review, we will review the success of each intervention, based on evidence, and determine the most effective approach moving forwards – adapting, expanding or ceasing the intervention as required.

Short term targets are set through our marking and feedback of children’s work for every child and their progress towards achieving these targets is analysed at the end of interventions.

The progress of pupils in receipt of the PPG is regularly discussed with subject teachers both informally and formally at Progress Meetings.

Once the three-year term has been completed, a new three-year strategy will be created in light of the lessons learned during the execution of the previous strategy, and with regard to any new guidance and evidence of best practice that becomes available. The Executive Headteacher and PPG Governor are responsible for ensuring a pupil premium strategy is always in effect.

Accountability

OFSTED inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG.

The school is held to account for the spending of the PPG through the focus in OFSTED inspections on the progress and attainment of the wider pupil premium eligible cohort; however, they will not look for evidence of the grant’s impact on individual pupils, or on precise interventions.

The school publishes its strategy for using the pupil premium on the school website. The school also publishes an evaluation of the impact if the spend the previous year

The school publishes a link to the [school and college performance tables](#) and the schools’ performance tables’ page on the school website.