

Pupil premium strategy statement: Brown Clee C.E. Primary School

This statement details our school's use of pupil 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

Detail	Data
Number of pupils in school	117
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24
Date this statement was published	23/07/2023
Date on which it will be reviewed	23/07/2024
Statement authorised by	Sue Relph
Pupil premium lead	Sue Relph
Governor / Trustee lead	Steph Boxall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,915
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) *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 <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£18,915

Part A: Pupil premium strategy plan

Statement of intent

At Brown Clee C. of E. Primary School, we nurture and empower each and every child to 'be the best they can be' in every sense: academic, social and behaviourally. We support all children to achieve this through high quality teaching and support in academic subjects and through the provision of extra-curricular activities to promote independence, resilience and a positive attitude to learning.

Our pupils in receipt of Pupil Premium face particular barriers in reaching their full potential; therefore we are determined and committed to provide the necessary support and opportunities that these pupils require to overcome them. All challenges are varied and there isn't one size that fits all; therefore, our intent is to provide bespoke, focused support for the individuals at Brown Clee C. of E. Primary School.

The Pupil Premium funding that the school receives will be used effectively to implement the necessary support and provision to support identified 'disadvantaged' pupils to facilitate pupil's access to education, access to a rich and varied curriculum, including extra-curricular activities, and access to specific interventions, outlined within this Pupil Premium Strategy Plan. This has been informed by the latest research, guidance and regular evaluation, to meet the children's pastoral, social and academic needs.

Given the size of our school, it is not possible to determine funding for children as part of an accurate three-year plan

Challenges

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

Challenge number	Detail of challenge
1	Our assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Our assessments and observations indicate that time in school missed due to Covid pandemic - lockdowns, self-isolation, illness and bubbles closing has impacted the education of our disadvantaged pupils more than our non-disadvantaged pupils. Our evidence suggests disadvantaged pupils' experience of home learning varied according to family circumstances and access to technology. Vulnerable pupils' attendance is disproportionately affected by Covid and other circumstances. Internal school attainment and progress data indicates that PP pupils are working below other pupils in most curriculum areas.

3	Inconsistent support from home, among some families, across all key stages, with reading/homework/self-regulation/organisational skills. This impacts on all areas of school life, including progress, attainment and behaviour.
4	Additional costs limits access to extra-curricular opportunities e.g. clubs, music tuition, 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
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 scrutiny and ongoing formative assessment.
Improved attendance in school for all pupils, particularly our disadvantaged pupils who will be in school at least 96% of the time.	Sustained high attendance will show disadvantaged pupils are in school 96% of the time – in line with their non-disadvantaged peers. The numbers of pupils persistently absent will reduce to less than 2% - there will be no gap in the levels of disadvantaged pupils persistently absent when compared to non-disadvantaged pupils. PPG children make improved attainment and progress in reading, writing and maths.
Parents are actively engaged in their child's learning and promote a positive attitude towards education.	Parental communication is effective. Parents attend parents' evenings. Parents support homework. Pupils read regularly.
Extra-curricular activities are attended by PPG children and all experience a range of learning opportunities outside of the classroom.	All children to experience one educational visit per term to inspire a lifelong love of learning and able to participate in chosen extracurricular activity.

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: £ 15,415

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of TAs to provide targeted intervention for pupils whose prior attainment indicates the need for them to make accelerated progress to reach appropriate ARE.	Sutton Trust's 2011 report revealed that the effects of high quality teaching are especially significant for pupils from Disadvantaged backgrounds. This has been highly successful in the past. Use of intervention plans ensured that children made significantly better than average progress in reading, and mathematics. Use of TAs enabled higher adult to pupil ratios within classes to support teaching and learning	1,2,3
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	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 reading: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1

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

Budgeted cost: £2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in out of school support sessions.	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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,2,3

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

Budgeted cost: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Supporting financially extra-curricular activities.</i>	These activities involve collaboration, physical and emotional challenge, which EEF states have a positive impact on learning. The EEF's research found that children who participate in adventure learning make three months additional progress in their learning. These activities develop other transferable Learning Behaviours such as perseverance and resilience which could be attributed to this accelerated progress.	4

Total budgeted cost: £ 18,915

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- Due to the small number of children qualifying for PPM it is inappropriate and unreliable to report on pupil achievement and progress.
- All pupils that regularly attend the extra spelling/phonics sessions before/after school, make accelerated progress in their reading/spelling age.
- Children have developed a greater love of reading however there are still inconsistent routines of reading at home. This needs to be a continued focus for the whole school in the next academic year.
- All PPG pupils have participated in extra-curricular activities and have experienced a range of learning opportunities outside of the classroom. This has nurtured self-esteem and confidence as well as broadening life-experiences that these children may not otherwise experience. The PPG has funded attendance on school trips and residential which have inspired learning, whilst developing communication, teamwork, independence and social development.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
White Rose Maths	White Rose Maths
Spelling Shed	Spelling Shed
Times Table Rockstars	Times Table Rockstars