

Pupil premium strategy statement: Brown Clee C.E. 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

Detail	Data
Number of pupils in school	101
Proportion (%) of pupil premium eligible pupils	7.92%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-25 2025-26
Date this statement was published	01/09/2024
Date on which it will be reviewed	01/09/2025
Statement authorised by	Danny Harley
Pupil premium lead	Danny Harley
Governor / Trustee lead	Margaret Buckingham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,280
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£16,280

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 and low number of pupils in receipt of Pupil Premium, 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	<i>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 – and still does so. Our evidence suggests disadvantaged pupils’ experience of home learning varied according to family circumstances and access to technology. Disadvantaged children’s attendance has show some improvements since the changes to our attendance policy and hopefully this will continue.</i>
2	<i>Our observations have found that our disadvantaged children have not typically accessing learning from home activities and reading as compared to the rest of their peers.</i>
3	<i>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.</i>
4	<i>Disadvantaged children have typically not attended after-school and music lessons as compared to their peers.</i>

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
<i>Further improve attendance in school for all pupils, particularly our disadvantaged pupils.</i>	<i>Sustained high attendance will show disadvantaged pupils are in school will be in line with (or above) 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.</i>
<i>Increase attendance of disadvantaged children in after-school clubs and music lessons</i>	<i>An increase in the percentage of disadvantaged children attending after-school clubs and music lessons.</i>
<i>Improve reading fluency and decoding skills in disadvantaged children.</i>	<i>Expected or above progress in disadvantaged children in their decoding skills.</i>
<i>Increase engagement in learning at home tasks (e.g. reading and practising times tables and spellings)</i>	<i>Increase in time spent engaging in home learning activities.</i>

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: £12,280

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Implementation of talk boost at part of the reception curriculum</i></p>	<p><i>Talk Boost has been shown from statistical analysis of data, feedback from class teachers and data from informal speech and language therapy assessments to enable the majority of children to make significant progress with language and communication skills following Talk Boost. For many this will mean a significant increase in language and communication skills and subsequent growth in confidence and self-esteem.</i></p> <p>https://speechandlanguage.org.uk/wp-content/uploads/2023/12/talk-boost-interim-report-29-may-2012-sluk.pdf</p>	<p>1,3</p>
<p><i>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.</i></p>	<p><i>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</i></p>	<p>1,2,3</p>

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

Budgeted cost: £2,000

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.	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:	1,2,3

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

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Financially supporting extra-curricular activities (such as music tuition, after-school clubs, residential trips)</i>	<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.</i>	4

Total budgeted cost: £16,280

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- *Due to the small number of children qualifying for PPG, it is not appropriate and unreliable to report on pupil achievement and progress.*
- *Almost all pupils in regular attendance of additional PP-funded intervention sessions made significant progress*
- *Wraparound care has been increasingly attended by pupils in receipt of pupil premium*
- *After-school clubs has seen a small increase in attendance; however, this could be further improved*
- *KS2 pupils in receipt of PP have increasingly attended sporting events outside of school*

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	EdShed
Times Table Rockstars	Maths Circle
Twinkl Phonics	Twinkl