

Bryn St Peter's CE Primary School

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	Bryn St Peter's CE Primary School
Number of pupils in school	202
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 -2022
Date this statement was published	10/10/2021
Date on which it will be reviewed	01/09/2022
Statement authorised by	?
Pupil premium lead	Julie Alcock
Governor / Trustee lead	Mike Walker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99 150
Recovery premium funding allocation this academic year	£7,830
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	£ 106 980

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils, so that all disadvantaged pupils in school make or exceed nationally expected progress rates, at the same level as non-disadvantaged pupils.
- To support disadvantaged children in the new reception class 'to have a good start'.
- To ensure that all children in school have opportunities to extend their experiences.

How our current pupil premium strategy plan works towards achieving those objectives?

- By ensuring that teaching and learning opportunities meet the needs of all the pupils.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- Providing funding to support inclusion of all in trips and enhancing experiences.
- Supporting excellent attendance at school.
- Ensuring that Bryn St Peter's reception class disadvantaged have the best start.

The key principles of our strategy plan:

When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time

Challenges

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

Challenge number	Detail of challenge
1	Communication and language standards in foundation year
2	Personal, Social, and Emotional Development of children with SE challenges because of circumstances outside school

3	Catch up phonics across y1 and y2
4	Attendance
5	Close attainment gaps in Reading, Writing & Maths to meet age related expectations
6	Support development of 'sticky' knowledge
7	Facilitate opportunities to experience beyond the locality and culture

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 Speech and language in the EYFS and continuing throughout school.	<ul style="list-style-type: none"> Evidence that children are making good starts evident through EYFS tracking Progress at least good in CLL at reception Outcomes of NELI programme show improvement
Improve PSED, and characteristics for effective learning in reception class, following periods of loss of opportunities for development in this area for some children	<ul style="list-style-type: none"> Success through the 'Learning to Learn' Programme. Attainment in this area to meet national expectations for end of EYFS
Improved progress in Phonics	<ul style="list-style-type: none"> At least meet national attainment standards for KS1 phonics. Ensure any catch up in year 3
To ensure attendance is in line or exceeding national expectations. (Especially on return to school post lockdowns)	<ul style="list-style-type: none"> Ensure attendance of disadvantaged pupils is above 96%
Improved working memory of children	<ul style="list-style-type: none"> Develop staff understanding and expertise to support children's understanding of metacognition and working memory.
Progress in Reading, Writing, Maths	<ul style="list-style-type: none"> Achieve national average progress scores in line with national attainment standards in KS2 Reading, writing and maths
To continue to provide enrichment experiences for learning they would not usually experience including links to Cultural Capital	<ul style="list-style-type: none"> Opportunities for visit/visitors and opportunities to extend cultural capital identified and offered through the curriculum. Pupils fulfil elements of The new 'keys to success' wider learning opportunities' offer for their year group.

	<ul style="list-style-type: none">• Pupils demonstrate an increased understanding of 'modern Britain'• Music Tuition
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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

Budgeted cost: £ 1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school CPD developing strategies based on Rosenshine's Principles to enhance Quality First Teaching	<p>EEF +6</p> <p>Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning.</p> <p>Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output or outcome of the task the process of the task the student's management of their learning or self-regulation, or about them as individuals (which tends to be the least effective).</p>	5,6
Whole school CPD on Meta Cognition and to enhance Quality First Teaching	<p>EEF +7</p> <p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p>Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task</p>	5,6
CPD for rec, Y1 and Y2 class teachers for the NCETM Mastering Numbers programme	High quality support for teacher professional development for the lead teachers, directed by the NCETM and facilitated by the local Maths Hub	5,6

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

Budgeted cost: £ 69,488

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Support identified pupils in reception class with CLL through the Nuffield Early Language Intervention programme</i>	EEF +6 Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.	1,5,6
<i>Support all pupils in reception class, Y1 and Y2 through The NCETM Mastering Numbers programme.</i>	This project aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number.	1,5,6
<i>One to one tuition in phonics/reading/writing/handwriting/ maths programmes throughout school, involving a teacher, or teaching assistant giving a pupil intensive individual support. It may happen outside of normal lessons as additional teaching – for example as part of extending school time or as a replacement for other lessons</i>	EEF+5 On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.	1,3,5,6
<i>Small group tuition : one teacher, trained teaching assistant or tutor working with two to five pupils together in a group, enabling the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area.</i>	EEF +4 Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.	1,3,5,6

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

Budgeted cost: £ 36, 032

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>After school clubs: art/science/physical, English, Maths catch up and enrichment opportunities Music Tuition</p>	<p>EEF +3 Arts participation- Improved outcomes have been identified in English, mathematics and science learning-EEF +2months The choices that schools make in allocating the money will be vital, so that the money can help raise children's attainment and aspirations-Sutton Trust</p>	<p>2, 5, 6, 7</p>
<p>Residential trip for Y5 and Y6 children , £100 contribution for all in receipt of PPG</p>	<p>EEF+4 Studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress</p>	<p>2, 5, 6, 7</p>
<p>Twice monthly Attendance Meetings with Attendance Manager/HT, resulting in Early Hel led by Attendance officer where appropriate</p> <p>Parent RAG meetngs/RAG letters</p> <p>Early Help Meetings</p> <p>Awards for attendance</p>	<p>Parental engagement and improved attendance will result in children feeling more included in the life of their school and will experience academic and social success.- Charlie Taylor Report. In 'Supporting the attainment of disadvantaged pupils; Articulating success and good practice' the authors discuss the importance of robust attendance data tracking and monitoring systems in schools, to address attendance issues. This allows patterns of absence to be scrutinised and then targeted interventions to be put in place.</p> <p>Incentives to parents and children shown to increase attendance</p>	<p>4</p>
<p>Provide a nurture group for pupils identified as needing support to be ready to access their learning, and being 'ready to learn'</p>	<p>EEF +4 Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Impacts are larger for targeted interventions matched to specific students with particular needs or behavioural issues than for universal interventions or whole school strategies</p>	<p>2,5,6</p>

Learning mentor to support children needing time to talk/Counselling	EEF +4 Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.	2.5.6
Disadvantaged children to be provided with Milk and toast at morning break	Maslov's theories of ensuring children's basic needs are catered for to help them to learn. eg warmth, shelter and food	2,5

Total budgeted cost: £ 106, 980

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.