

Pupil Premium Strategy St Peter's Brafferton CE VA Primary School 2022-2023

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	47
Proportion (%) of pupil premium eligible pupils	23.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 23-24 24-25
Date this statement was published	Nov 2022
Date on which it will be reviewed	Nov 2022 March 2023 July 2023
Statement authorised by	Sarah Anderson
Pupil premium lead	Sarah Anderson
Governor / Trustee lead	Tom Spilman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11,720.00
Recovery premium funding allocation this academic year	£ 2000.00
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£13,720.00

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. In addition, we want all our children including those who are disadvantaged to display wider skills such as independence and resilience in order for them to be lifelong learners. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by all our vulnerable pupils whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the school tuition and careful resourcing for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our Pupil Premium Principles

At St Peter's Brafferton CE VA Primary School:

- We ensure that teaching and learning opportunities meet the needs of all the pupils.
- We ensure 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.
- Pupil premium funding will be allocated following a needs analysis, which will identify priority groups or individuals.
- 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. Any group will be made up of FSM children and non FSM children, where their needs are similar, or where meeting their needs helps to create a learning environment more conducive to success for all.

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, discussions with pupils and families have identified that wellbeing and mental health, notably relationships with peers and regulating emotions are areas of particular difficulty for disadvantaged pupils. This has had an impact on their learning in the curriculum. CPOMs data for relationship incidents.
2	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. By Summer 2022, 38% of disadvantaged pupils were below their level of expected attainment in maths compared to 15% of their non disadvantaged peers.
3	Assessments, observations, and discussions with pupils indicate underdeveloped early 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. Evidence from pupil voice, phonics data and referrals to speech and language therapy
4	Our discussions and observations of pupils show that pupils have limited access to wider technology and educational materials which is impacting their learning. The cost of living crisis is continuing to impact their access to out of school opportunities and experiences. 9% of disadvantaged pupils accessed multi schools club in autumn 1 2022 18% of pupils are accessing dance/theatre club in autumn 2 2022

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
Pupils are able to resolve conflict and socially interact with peers Pupils confident to emotionally regulate	Sustained high levels of social skills and good relationships built with peers evidenced through: <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations • a significant reduction in behaviour incidents (CPOMs) • PSHCE lesson monitoring + pupil voice • Growing up in NY survey shows that disadvantaged pupils have improved relationships and can regulate emotions

Improved maths attainment among disadvantaged pupils.	<p>Year 1-6 maths outcomes in 22/23 show that 65% disadvantaged pupils meet the expected standard.</p> <p>Year 1-6 maths outcomes in 2023/24 show that more than 70% of disadvantaged pupils met the expected standard</p> <p>Year 1-2 outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard</p>
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Vocabulary progression across subjects used as an assessment tool and observations indicate significantly improved vocabulary among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, pupil voice and ongoing formative assessment.</p> <p>Early Years 'communication literacy and language' assessments will show an improvement in early language</p>
To ensure all disadvantaged pupils have increased opportunities for wider learning experiences	<p>Increased opportunities in curriculum and out of school:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations • Out of school club registers • Wellbeing and attainment improved - data

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: £ 3000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Increase teacher pedagogy in PSHE and mental health</p>	<p>Evidence suggests that pupil outcomes are greater if PSHE is taught, modelled by staff and embedded into school life</p> <p><i>'Very strong evidence' that PSHE (personal, social, health and economic) learning has a positive impact on academic attainment, according to independent Pro Bono Economics review.</i></p> <ul style="list-style-type: none"> • <i>Disadvantaged pupils enjoy greatest benefits to academic performance</i> • <i>Through its proven impact on physical and mental health, levels of bullying and general behaviour, PSHE education removes barriers to learning and develops skills that help young people succeed</i> <p><i>PSHE Association</i></p> <p>https://pshe-association.org.uk/news/pshe-education-supports-academic-success-says</p>	<p>3</p>
<p>Further embed teacher pedagogical knowledge in maths</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p> <p>Yorkshire Ridings Maths hub research</p> <p>https://www.yorkshireridingsmathshub.co.uk/mastery/</p>	<p>2</p>
<p>Increase teacher knowledge on early language in the classroom</p>	<p>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:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>3</p>

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

Budgeted cost: £ 5000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring support given to those identified with maths gaps/weaknesses Maths breakfast clubs/after school clubs	Research shows pupils with high quality target support make good progress. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support	2
Structured intervention to support friendship groups and resolving conflict- social stories, smaller circle time, friendship circles and Lego therapy	https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support	1

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

Budgeted cost: £ 3720.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted mental health support through Compass Phoenix	Strong evidence from Public Health England suggests that targeted mental health support to work with young people supports their future development as citizens and also impacts attainment in school Dfe Public Health England publication	1
Support for disadvantaged families for pupils to access out of school clubs, trips and residential, and technology	Evidence suggests that providing rich wider learning opportunities can benefit academic learning. This can be throu	4

Total budgeted cost: £ 11,720.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Governor pupil voice/ monitoring showed pupil wellbeing was good: children were happy to come to school and enjoy learning.

Parent Survey July 2022 showed a great improvement in pupil wellbeing and parents recognised improved independence and resilience in their children.

Challenge – SEND pupils had personalised targets which were SMART, appropriate and achievable

Maths in KS2 – Y6 SATs 80% met the expected standard although no GDS

Writing across school – Jane Consadine programme introduced across school. Pupil voice shows pupils have more enjoyment in English. Data shows writing needs further embedding to see the impact.

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
Mastering number	Yorkshire Ridings Hub
Mental health and wellbeing	Compass Phoenix
Talk Boost in the Early Years	NY Hambleton and Richmond Hub

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

Jigsaw programme – PSHCE specific focus to increase resilience to new challenges

The impact of that spending on service pupil premium eligible pupils

Pupil wellbeing improved and greater resilience to new challenges in and out of school