

Pupil premium strategy statement – St Peter’s Brafferton CE VA 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	62 R-Y6 (29 Preschool)
Proportion (%) of pupil premium eligible pupils	15%
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)	2024/2025
Date this statement was published	November 2024
Date on which it will be reviewed	February 2025
Statement authorised by	Headteacher and Governing Body
Pupil premium lead	Sarah Anderson
Governor / Trustee lead	Tom Spilman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 10,650
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£1253.00
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>	£11,903.00

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	<p>Our assessments, observations and discussions with pupils and parents of disadvantaged pupil has identified lack of wider opportunities outside the school day.</p> <p>Club registers show that 95% non disadvantaged pupils attend after school clubs/extra music compared to only 5% disadvantaged pupils.</p>
2	<p>Internal and external data has shown that the attainment gap in maths is greater for disadvantaged pupils, than non-disadvantaged pupils.</p> <p>50% of disadvantaged pupils were below age related expectations (Summer 24) compared to 22% non disadvantaged pupils across the whole school</p>
3	<p>Internal and external data has shown that the attainment gap in our combined subjects (reading, writing and maths) is limited and disadvantaged pupils are below or at age related expectations.</p> <p>0% of disadvantaged pupils achieved 'greater depth' in reading, writing and maths (summer 24 teacher assessment data)</p>
4	<p>Our assessments and observations with disadvantaged pupils identify that there needs to be a greater understanding and skills to have a healthy lifestyle.</p> <p>Growing up survey (NY) data – see separately</p>
5	<p>Our assessments and observations identify that disadvantaged pupils have fewer opportunities to access the online homework learning due to limited IT resources.</p> <p>50% of disadvantaged pupils do not have an laptop to access learning out of school.</p>

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 can access a range of wider opportunities after the school day	Sustained high levels of attendance to school and clubs, and also social skills and good relationships. This will be evidenced through:

<p>Pupils increase in social and communication skills</p>	<ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations • Attendance overviews • Club registers show a range of pupil groups accessing clubs • Parent view/parent surveys • Growing up in NY survey shows that disadvantaged pupils have improved relationships and enjoy coming to school
<p>Pupil attainment and progress in maths increases across the school year.</p> <p>Staff quickly identify gaps in learning and make rapid interventions to ensure pupils are not left behind.</p>	<p>Sustained high levels of progress in maths so that pupils achieve at least expected in maths, some greater depth. This will be evidenced through:</p> <ul style="list-style-type: none"> • Termly White Rose Maths Assessment data • Multiplication check tracker • Mastering Number baseline and tracker • Statutory data summer 2025
<p>Pupils are challenged to achieve well across combined subjects, reading, writing and maths</p>	<p>High aspirations of all pupils, including all disadvantaged pupils. Evidence shown through:</p> <ul style="list-style-type: none"> • Increased termly assessment scores across the school year • Pupil voice on enjoyment in learning • Celebrations of learning across school- displays and collective worships
<p>Pupils engage more in sport and have a greater understanding of healthy eating</p> <p>Pupils make healthy choices at breaktimes and breakfasts</p>	<p>Increased opportunities in curriculum and out of school:</p> <ul style="list-style-type: none"> • Sports club registers • Breakfast club registers • Pupil voice • Collective worship planning • DT curriculum
<p>Pupils can access IT to extend home learning and increase IT skills</p>	<p>Increased engagement in learning:</p> <ul style="list-style-type: none"> • Online subscription opportunities-see login records • Homework tasks completed • Computing curriculum assessments-tracking

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: £ 6000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Wider opportunities outside the school day</p> <p><i>Music enrichment-instrument lessons</i></p>	<p>Extra sport in schools New PE guidance for schools strengthens equal access to sport - GOV.UK</p> <p>Extra music in schools Music Education Beyond the Classroom - Sing Education</p>	1
<p>Increase attainment gap in maths</p> <p><i>Maths 'catch up' interventions</i></p> <p><i>Maths hub work with lead teacher and case study children</i></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: 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: Improving Mathematics in Key Stages 2 and 3</p> <p>Yorkshire Ridings Maths hub research https://www.yorkshireridingsmathshub.co.uk/mastery/</p>	2
<p>Increase combined attainment in reading, writing and maths</p> <p><i>Teacher CPD with English hub to increase early phonics/ reading</i></p> <p><i>Teacher CPD with Maths hub to increase maths</i></p>	<p>The Sutton Trust report 2023 Closing-the-attainment-gap.pdf</p>	3

<i>attainment and progress</i>		
Pupils understand and live a healthy lifestyle <i>PE coaching – staff CPD</i> <i>Cooking lessons- DT</i>	Creating a culture and ethos of healthy eating - GOV.UK	4
Increase IT access and engagement in home learning <i>Computing curriculum</i>	Giving every pupil a laptop can boost academic performance, new research reveals – The Educator Magazine UK	5

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

Budgeted cost: £3000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Increase targeted intervention and support in Maths</i>	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
<i>Increase targeted intervention in reading and writing to help boost combined score</i>	The Sutton Trust report 2023 Closing-the-attainment-gap.pdf	3

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

Budgeted cost: £ 2903.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Music/instrument lessons</i>	Strong evidence from Royal College of Music supports music to increase attainment in all areas of school	1
<i>Cooking lessons</i> <i>Sports clubs</i>	Increased skills for an active, healthy lifestyle improve attainment and overall wellbeing	4

Total budgeted cost: £ 11,903.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Previous outcomes 23/24:

- Pupils can manage relationships and their own emotions.
- Pupil attainment and progress in maths increases across the school year
- Pupils are fluent, confident readers who read avidly for pleasure
- Pupil confidence with fine motor skills and approach to handwriting is increased
- Pupils speaking and listening is confident and in line with expectations

Attendance 23/24

All pupils 95.5%

FSM6 pupils 95.5%

Disadvantaged pupil attendance good (in line with non disadvantaged)

Outcome met

Pupil data

Maths (PP Y1-5)

Below age related 66% PP pupils

At age related 33% PP pupils

Outcome not met- part of 3 year maths plan

Reading (PP Y1-5)

Below age related 33%

At age related 33%

Above age related 33%

Outcome met

Writing (PP Y1-5)

Below age related 66%

At age related 33%

KS2 SATs data

Maths 100% PP at or above age related, Reading 100% PP at or above age related, Grammar and punctuation 100% at or above age related, Writing 100% PP at or above age related.

100% engagement in school poetry competition (autumn 2023)

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
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N/A	

Service pupil premium funding (optional)

<p><i>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</i></p>
<p>Small group intervention work in maths</p> <p>White Rose Maths resources – workbooks</p> <p>CGP homework maths books</p> <p>Maths.co.uk subscription</p> <p>Extra books for KS2 readers in the library</p>
<p>The impact of that spending on service pupil premium eligible pupils</p>
<p>Reading 50% at age related and 50% above age related</p> <p>Writing 50% at age related and 50% above age related</p> <p>Maths 100% at age related</p>