

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	82 (56 main school)
Proportion (%) of pupil premium eligible pupils	11%
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)	2023/2024
Date this statement was published	November 2023
Date on which it will be reviewed	February 2024
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	£ 13,095
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>	£640.50
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>	£13,735.50

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 and discussions with pupils and parents of disadvantaged pupil has identified particular difficulties with social and emotional skills, more notably separation anxiety , and this has had an impact on pupil learning.
2	Internal and external data has shown that the attainment gap in maths is greater for disadvantaged pupils, than non-disadvantaged pupils. 57% disadvantaged pupils were below age related expectations (Summer 23) compared to 43% non disadvantaged pupils
3	Internal and external data has shown that the attainment gap in reading, particularly reading fluency, is greater for disadvantaged pupils than non-disadvantaged pupils. <i>Data to be added once autumn assessments complete- 2023</i>
4	Our assessments and observations identify that fine motor skills/meeting handwriting expectations in key stages 1 and 2 for disadvantaged pupils is below that of their non disadvantaged peers.
5	Our assessments and observations identify that disadvantaged pupils have fewer opportunities to access rich language experiences impacting their speaking, listening and writing skills.

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 manage relationships and their own emotions. Pupils are confident in a range of social situations.	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 separation anxiety /behaviour incidents (CPOMs) • PSHCE lesson monitoring + pupil voice • Growing up in NY survey shows that disadvantaged pupils have improved relationships and can regulate emotions

Pupil attainment and progress in maths increases across the school year. Staff quickly identify gaps in learning and make rapid interventions to ensure pupils are not left behind.	23-24 70% pupils meet age related expectations in maths in line with national Multiplication check?
Pupils are fluent, confident readers who read avidly for pleasure Pupil engagement in the library and wider reading materials	All disadvantaged pupils increase reading fluency score across the year. Monitored through half termly check points.
Pupils meet handwriting expectations at the end of Key Stage 1 and Key Stage 2 Pupil confidence with fine motor skills and approach to handwriting is increased	Book scrutinies and pupil voice show increased pupil confidence for disadvantaged pupils
Pupils engage in rich language experiences Pupils speaking and listening is confident and in line with expectations	Increased opportunities in curriculum and out of school: <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations • Out of school club registers • Speaking and language assessments?

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: £ 5500.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Increase teacher/teaching assistant pedagogy in emotional literacy and trauma</i>	ELSA and Compass Phoenix Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK (www.gov.uk)	1

<i>Further embed teacher pedagogical knowledge in Maths</i>	<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>	2
<i>Widen teacher knowledge and resources on reading fluency</i>	EEF blog: Shining a spotlight on reading fluency EEF (educationendowmentfoundation.org.uk)	3
<i>Further embed rich speaking and listening opportunities</i>	LearningtoTalkandListen.pdf (ed.gov)	5

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
<i>Increase targeted intervention and support in Maths</i>	<p>Research shows pupils with high quality target support make good progress.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support</p>	2
<i>Increase capacity to support pupils on 1:1 basis particularly in fine motor skills/handwriting</i>	The OT's Guide to Fine Motor Skills - The OT Toolbox	4

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

Budgeted cost: £ 3000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted mental health support to address social, emotional resilience and trauma	<p>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</p> <p>Dfe Public Health England publication</p>	1
<i>Targeted attendance support – early bird/breakfast club</i>	<p>Working together to improve school attendance (publishing.service.gov.uk)</p>	1

Total budgeted cost: £ 13,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published (including school attainment and progress measures)*
- *EBacc entry data for secondary schools*
- *Comparison to local and national averages (a note of caution can be added to signal that there are ongoing impacts of the COVID-19 pandemic, which affected schools, and pupils, differently) and outcomes achieved by your school's non-disadvantaged pupils*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out 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 used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
N/A	

Service pupil premium funding (optional)

<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>
Extra reading books and small group intervention
The impact of that spending on service pupil premium eligible pupils
Increased progress in reading Increased progress in times tables (MTC)

Further information (optional)

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