



Pupil premium strategy statement – Brenzett Church of England Primary School

This statement details our school's use of pupil 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	96
Proportion (%) of pupil premium eligible pupils	(28) 29%
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	13.12.24
Date on which it will be reviewed	November 2024
Statement authorised by	Local Governing Body
Pupil premium lead	Rowan Wright Headteacher
Governor / Trustee lead	Lynn Seal

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,800
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>	£0
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>	£51,800



Part A: Pupil premium strategy plan

Statement of intent

Objectives for your disadvantaged pupils:

Our aim is for all disadvantaged pupils to have the same equal opportunities as our non-Pupil Premium pupils; removing barriers to learning and living a life which they rightly deserve- having warm clothing, food, and a safe place to be. If a child feels safe and happy they are more likely to be successful and engaged in learning. Our pupil premium strategy is driven by our Vision and values. Our strategy emphasises an inclusive approach but also targets the specific needs of individuals.

How does your current pupil premium strategy plan work towards achieving those objectives?

Our plan looks to develop and raise the SEMH support within school, preparing pupils so they are school ready and able to access the learning in class bridging the gap. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Challenges

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

Challenge number	Detail of challenge
1	Lack of engagement in reading beyond the classroom
2	Gaps in maths, reading, writing and GPS
3	Attendance rates for PP children are lower than non-disadvantaged children and the number of persistent absentees is higher for this group. This reduces their access to support put into place by the school.
4	Access limited to wider opportunities due to high levels of deprivation and location of school
5	Parental engagement
6	Parents struggling to pay for uniform for their child
7	Children not being "school ready"
8	Children displaying emotional distress because of home circumstances
9	Lack of positive interactions at home, or struggles that families may have.
10	Lack of a healthy diet, not having breakfast before coming to school.
11	Social and emotional skills lacking as well as some to no positive interactions with the world around them limiting engagement in learning and working alongside peers



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 to be reading beyond the classroom to enhance their reading ability/level and to develop reading for pleasure	The gap closes between all pupils and the attainment level of reading increases across the whole school
Having an effective assessment process which identifies the gaps across the core subjects- particularly in maths and GPS- especially for those pupils who are disadvantaged, and providing quality interventions to support closing the gap.	Accurate assessment of all pupils. Effective interventions in place to close the gap between disadvantaged pupils and non-disadvantaged pupils.
Progress in Reading	Children make good progress in reading from their starting point.
Progress in Writing	Children make good progress in Writing from their starting point.
Progress in Maths	Children make good progress in Maths from their starting point
Attendance rates for PP children to be raised and the number of persistent absences reduced, meaning that interventions and support can be continuously delivered. Headteacher and FLO to monitor regularly.	Interventions and support sessions are successfully delivered. Pupils make expected or more progress. The gap between disadvantaged and non-disadvantaged pupils reduces.
Pupils whose families have financial challenges, are able to attend and access opportunities and events beyond the classroom, paid for by the school, so they are included and treated equally.	All pupils are able to attend and access events. No child is left out due to financial hardship. Pupils learn through the experiences, enhancing their understanding of the world around them.
Parental engagement to increase so that there is better communication with families and school meaning that attendance and engagement in learning is higher.	Positive relationships between parents and staff. Pupils happy to come to school and see school as a positive, Attendance improves of those pupils we are concerned about.
Parents struggling to pay for uniform for their child are supported and pupils feel equal to their peers.	Disadvantaged children are not identifiable in appearance and the school have access to funds to support them.
Children are supported with emotional check-ins so that they are "school ready" when coming in each day.	Children are happy in school and engaging in learning.
Children's emotional stress levels because of home circumstances are reduced due to the drawing and talking therapy and play therapy delivered by qualified staff.	Children's well-being increases so that they are able to access learning.



Vulnerable children are given access to breakfast and are provided with additional snacks to prevent hunger	Children are not hungry and can focus on their learning.
Children who arrive at school mid-year are assessed with Speech and Language Link and Strengths and Difficulties questionnaire	Children have access to provision mapping (if appropriate) as soon as possible after entry
Attendance at Slipper Club to give children the opportunity to socialise in a structured but informal environment if appropriate.	Children without positive peer role models at home are able to build positive relationships with peers.

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: **£42,522.95**

Activity	Evidence that supports this approach	Challenge number(s) addressed
FLO/Play therapist/ Emotional support through drawing and talking and emotional check-ins £31,921	<p>A proportion of pupil premium families do not consider school attendance as being important. Having a full time FLO who is able to link with and support the families raises attendance and removes barriers.</p> <p>“Parental participation in school life leads to improved pupil progress, punctuality, attendance and behaviour.” Optimus Education (2020)</p> <p>In children who see the FLO for therapeutic intervention, social and emotional improvement is made and attendance increased.</p> <p>Using Play therapy, drawing and talking etc, have been proven to be successful in supporting young children to process their emotions. EEF: Both targeted interventions and universal approaches have positive overall effects (+ 4 months progress can be made)</p>	3, 5, 7, 8, 9 and 11
Supervision sessions for FLO delivering Play	Necessary sessions to support the FLO deliver Play Therapy effectively.	As above



Therapy (50% contribution) £275		
RWI training online programme £1,590	Some vulnerable children (particularly with S&L difficulties) are struggling to retain their phonic knowledge. EEF: Pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.	1, 2
Speech Link/ Language Link £737	Children make progress with the Speech and Language Link programme that is specifically targeted to individual's needs. EEF: Oral language – the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.	2
Quality First Teaching-training to support SEND provision in class (ADHD, ASD and Dyslexia) N/A	Giving teachers and TAs greater understanding of the needs of the pupils in their classroom to ensure they are well supported and the correct academic support is in place, including interventions with a specific focus on ASD, ADD/ADHD and Dyslexia. EEF- Considering how classroom teachers and teaching assistants can provide targeted academic support-including through structured small-group interventions that link to classroom teaching and the curriculum-is an essential part of an effective Pupil Premium strategy (2023)	2
SENCO £8,000	Our SENCO is a highly trained teacher with a significant amount of experience and is a specialist in special educational needs (SEND). Working with us once a week, our SENCO oversees assessment, classroom support, staff-training and engages with our SEND pupils to better understand and support individual pupils. A large proportion of our SEND pupils are also PP, which increases their obstacles to learning and level of disadvantage.	5,7,8,11



Targeted academic support

Budgeted cost: **£1,939**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Drawing & Talking Membership & Widgit Annual Subscription £220	These are valuable tools which enable pupils to understand and communicate and have been found to be particularly useful for pupils who are non-verbal or who struggle to read independently. They help to create inclusive practise across the school, particularly in EYFS.	2
Literacy and Numeracy interventions and assessments (PiXL) £620.00 PP Contribution	Intervention to support students will increase confidence, retrieval and attainment. Reading comprehension strategies have a positive impact on pupils' ability to understand a text: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	2
Reading resources and prizes to encourage reading at home £300	School reward activities EEF teaching and learning tool kit- Behaviour interventions	1
Reading Resources £500	Reading is at the heart of our curriculum and we invest in appropriate software so that our most vulnerable pupils are able to make good progress	1,2,5
Resourcing- Sensory circuits materials, laptops, fidget/sensory support toys £300	Interventions to support pupils so they are school ready and to aid focus and attention, as well as gross and fine motor skills. EEF- An SDQ at the start of the school year often highlights abnormal for Hyperactivity. By the end of the school year, another SDQ shows a reduction, sometimes taking the hyperactivity to 'borderline'. Teacher observations also show that children are 'ready' for the days learning and are more focussed.	1, 7



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

Budgeted cost: **£7,338.05**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised Afterschool club (Slipper Club) £2,000	Social and emotional improvement of a child who attended daily in the last academic year.	7, 9, 10 , 11
Subsidised Breakfast club £2,000	All pupils have a settled start to the school day. No pupil starts the day hungry. All pupils have the necessary equipment. EEF - Breakfast club interventions	3, 7, 9, 10 , 11
Wider curriculum opportunities £2000	Pupils have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital. EEF – outdoor adventure learning shows positive benefits on academic learning and self - confidence. EEF – sports participation increases educational engagement and attainment. Ofsted research (2019) places emphasis on improving enrichment and cultural capital, particularly for disadvantaged pupils.	4,5, and 11
Reduced price of school trips/residential £779	Pupils have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital. EEF – outdoor adventure learning shows positive benefits on academic learning and self - confidence. EEF – sports participation increases educational engagement and attainment. Ofsted research (2019) places emphasis on improving enrichment and cultural capital, particularly for disadvantaged pupils.	4, 5 and 11
Reduced Price of Swimming £459	Many of our disadvantaged pupils do not have access to swimming opportunities outside of school. It is a compulsory part of our PE curriculum, as it is across the UK, as it is a life-saving skill, so we supplement pupils for whom the cost is prohibitive.	4
Celebration activities for those who achieve 100% attendance £100	High levels of attendance means that intervention and support is not missed by disadvantaged pupils in need of it.	3



Total budgeted cost: **£51,800**



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In EYFS 22-23 cohort, 81.8% achieved GLD, higher than the previous year of 72.7%. Alongside this improvement was made in children achieving the Expected Standard in Literacy and Maths- both higher than the previous academic year and Nationally. Reading across the whole school greatly improved with around 90% engagement on a regular basis and pupils achieving their different awards. The impact of this was significantly seen in both the KS1 and KS2 data. In KS1 previously only 54.5% achieved EXS, this year 76.5% achieved EXS which was also higher than National. In KS2, for 21-22 only 52.6% achieved EXS where 77.8% achieved EXS in reading- higher than National again. 22.2% also achieved GDS. Reading average scaled score rose from 97.3 to 105.7 and the reading progress score went from -5.4 to 2.2. The impact of the interventions and drive of reading was great across the whole school.

Our disadvantaged pupils are making good progress and have accessed a wide variety of clubs, experiences and extra curriculum opportunities such as going on a 2 day residential to Carroty Wood or Kingswood Activity Centre. Behaviour across the whole school has improved and all pupils are actively involved in their learning and making the school an even better place.

PP pupils in particular are accessing additional support and interventions such as working alongside an ELSA, having play therapy, emotional check-ins, etc. This has helped ensure pupils are closer or at 'school ready' stage when they come in to school.

Attendance across the whole school has improved but there is still an area for concern around persistent absences which we are continuing to focus on.

A high number of the strategies from last year have been brought over due to the need for continuation, ensuring the support for PP pupils does not waver. Also, due to the needs of the families and the high levels of deprivation, the level of support needing to be provided has to stay at a high level, supporting with things such as cost of living, purchasing clothes, food etc.