

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Bruton Primary School
Number of pupils in school	256
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Racahel Bisset
Pupil premium lead	Emma-Louise House and Rachael Bisset
Governor / Trustee lead	Brian Lippitt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,035
Recovery premium funding allocation this academic year	£0.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£51,035

Part A: Pupil premium strategy plan

Statement of intent

At Bruton Primary School we provide a high quality of education for all of our pupils regardless of ability or background. We acknowledge, however, that the educational outcomes for children eligible for the Pupil Premium Grant are not as good nationally as the attainment of children who do not receive the grant. With this in mind, we have prioritised our spending so that this pupil group have the best targeted help to enable them to do at least as well as their peers in both the core areas of Mathematics and English as well as in other areas of their education including health and wellbeing.

Challenges

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

Challenge number	Detail of challenge
1	Social, Emotional and Physical health issues
2	Behaviour difficulties
3	Socio-economic background
4	Impact on attainment due to low attendance
5	Progress of SEN/PP pupils

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
<u>Priority 1:</u> To continue to achieve high standards in reading, writing and maths throughout the school and improve the rates of progress still further through closing the gaps between PPG and NPPG from KS1 to KS2.	• Targets set are ambitious and ensure rigour throughout the curriculum • Teachers and pupils adapt to previous curriculum disruption to ensure children's attainment remains unaffected • Enriched curriculum with wider learning opportunities including links with the local community

	• Interventions are personalised to the pupil's needs and swiftly implemented to ensure gaps are closed in line with national expectations. Where possible, interventions are on a 1:1 basis delivered by experienced teachers and teaching assistants. • Teachers and Teaching Assistants receive high quality CPD, coaching and mentoring to deliver successful intervention programmes alongside quality first teaching. • Barriers to learning are promptly addressed to ensure there are no gaps in education provision. • Pupils are encouraged to become independent learners and develop the skills essential to achieve the desired educational and social outcomes • Rigorous monitoring of progress, attainment and interventions delivered to ensure that the provision is suitable and achieving the desired outcomes for children.
<u>Priority 2:</u> To ensure that all PPG children achieve the national standard in phonics by the end of Year 2 improving the outcomes for pupils still further.	• Teachers ensure strong home-school links and encourage parental engagement through the website and direct email communication • Clear, ambitious expectations are set for pupils, teachers and parents to ensure children achieve national expectations and beyond • All pupils are heard to read daily both at school and at home • High quality teaching and learning seen through the monitoring of lessons, work scrutiny and academic progress and attainment.
<u>Priority 3:</u> To ensure that PPG children received high quality teaching and experiential learning opportunities to develop	• Pupils will develop and maintain healthy peer networks and improve social communication

resilience, perseverance and overcome barriers to their learning to close the attainment gap	skills lost as a result of school closures • The use of Head Boy and Girl, Deputies, Prefects, the School Collective Worship group and the School Council fosters a sense of responsibility, pride and develop social relationships across the school • Teachers have high expectations of all pupils and have a non-negotiable approach to all aspects of learning • Targeted interventions and support ensure that barriers to learning are overcome i.e. through the use of ELSA, high quality Speech and Language programmes, tailored ILI interventions programmes. Uniform support where deemed necessary to ensure pupils feel a sense of community and belonging and PFSA support for families to develop lines of communication between home and school. The role of the PFSA also supports academic achievement alongside emotional wellbeing. The school ELSA works with individual children and all classes have an ELSA friendly environment and include zones of regulation. individuals who are set to exceed expectations ensure sufficient challenging work is set, and support is in place for pupils to succeed.
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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 (for example, CPD, recruitment and retention)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing CPD of staff awareness and understanding of the National Curriculum across EYFS/KS1 and KS2	Through staff CPD, INSET, Staff and Phase Meetings. This enhanced knowledge will ensure high aspirations for all pupils and a deeper understanding, particularly with regards to English, Maths and the curriculum. Staff will be encouraged to observe in other year groups and schools across the federation and beyond to develop their own understanding and put pedagogy into practice. Subject leader CPD to ensure their knowledge remains current and, as a school, we remain at the forefront of innovation, leading the way in change and progression.	All
Further develop the teaching of specific vocabulary across the curriculum and the importance of the spoken word	Ensure pupils use the correct terminology across the curriculum when speaking and writing. Pupils will feel empowered and will be able to use their learning in context with enhanced confidence. Oracy skills will be improved and this will be reflected in attainment.	1,2,3,5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tailored interventions and support to reduce the attainment gap for PPG children	High quality tailored interventions meets the specific needs of the pupil. Interventions will be delivered by trained, experienced teachers and teaching assistants to ensure desired educational progress. Teaching of metacognitive and self-regulatory strategies to PPG pupils. This will develop their problem solving abilities and techniques thus improving their own learning potential – this would be more suited towards KS2.	All
Intensive small group phonics interventions	To ensure that PPG pupils achieve National expectations in phonics by the end of KS1, phonics interventions should be delivered in small, targeted groups with the aim of peer-on-peer support.	All
Accelerated rates of progress for targeted children with reading.	Phonics approaches are effective in supporting younger pupils to master the basics of reading. The Accelerated Reader programme produces 'particularly positive effects' according to an independent study by the Education Endowment foundation (EEF)	All

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure that Children with emotional needs have an opportunity to regular, timetabled	Interventions which target social and emotion learning seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the	1, 2, 5

ELSA sessions with a qualified ELSA.	academic or cognitive elements of learning. Pupil voice has shown that children look forward to their ELSA sessions and they have positive impact.	
Early interventions for behaviour – support from PFSA	Staff work collaboratively with parents to engage families in learning and therefore improve behaviour and attendance. Where families need further support, this will be delivered through the PFSA/ELSA programmes to improve wellbeing and social skills. This will improve cultural capital amongst pupils.	1,2, 5
Issues with attendance are addressed rapidly – support from PFSA, School Leaders and other intervention services	Rigorous monitoring of attendance across the school, particularly with PPG pupils. Non-attendance is addressed rapidly and support given to families to ensure this improves. This may take the form of PFSA support, working with external agencies to ensure significant issues are dealt with satisfactorily.	4
To ensure that children have the opportunity to access the full range of curriculum activities	Outdoor learning provides opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities outdoor learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation which are key attributes to become a successful learner.	3, 5
To work with families to increase attendance	Pupils from disadvantaged backgrounds experienced higher levels of loss than their non-disadvantaged peers over Lockdown (DfE Understanding progress 2021) Full attendance is paramount for children eligible for PP to ensure they make the best progress that they can.	4

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 2022 to 2023 academic year.

ELG for the cohort was 78%

66% of Pupil premium children achieved on track in Reading, Writing and Maths by the end of the academic year. 1/3 children who were not on track joined in May 2022. 100% of PPG children in EYFS made expected progress in Reading, Writing and Maths from their starting points.

All phonics teaching observed was good or better, this was validated by Ofsted in March 2022.

In Year 1 -June 81% of the cohort passed the phonics screening. 100% of PPG children achieved the pass mark.

In year 2 80% (4/5) of PPG pupils achieved the phonics screening mark in the summer term. 1/5 in year admission, who did not achieve the pass mark.

From internal assessment

KS1 Reading 88% (7/8) of PPG pupils made expected progress in Reading with 12.5% (1) making accelerated progress. 25% (2/8) of PPG were IYA joined in 2021-2022.

KS1 Writing 88% (7/8) of PPG pupils made expected progress in Writing. 25% (2/8) of PPG were IYA joined in 2021-2022.

KS1 Maths 88% (7/8) of PPG pupils made expected progress in Maths. 25% (2/8) of PPG were IYA joined in 2021-2022.

KS2 Reading 75% (9/12) of PPG pupils made expected progress. 17% (2/12) of PPG pupils were in year admissions who joined during the year 2021-2022 and 33% (4/12) of pupils were SEN.

KS2 Writing 92% (11/12) of PPG pupils made expected progress, 17% (2/12) of PPG pupils were in year admissions who joined during the academic year 2021-2022 and 33% (4/12) of pupils were SEN.

KS2 Maths 67%(8/12) of PPG pupils made expected progress. 17% (2/12) of PPG pupils were in year admissions who joined during the academic year 2021-2022 and 33% (4/12) of pupils were SEN.

ELSA friendly classrooms have been embedded across the whole school and zones of regulation are also in every classroom.

Senior leadership time taken with supporting pupils with SEMH needs ensuring pupils continued to overcome challenges and thrived. Impact successful 2/3 1/3 requiring multi-professional support.

PFSA has increased the number of families and pupils working with and close communication between parents and school saw those pupils making positive small steps of progress, however very positive steps taken and reduced number of cases at the end of the academic year.

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
Number sense-	
Accelerator reader- On line reading/tracking and access to books	Renaissance
TT Rock stars Online time tables activities	TT rockstars
Spelling Shed- Online spelling activities	Spelling Shed

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.