

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	233
Proportion (%) of pupil premium eligible pupils	19.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2022
Date this statement was published	1 st November 2021
Date on which it will be reviewed	1 st November 2022
Statement authorised by	Mrs Rachael Bisset
Pupil premium lead	Mrs Emma-Louise House
Governor / Trustee lead	Mr Brian Lippitt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45210
Recovery premium funding allocation this academic year	£7700
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£52910

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 resilience, perseverance and overcome barriers to their learning to close the attainment gap	• Pupils will develop and maintain healthy peer networks and improve social communication skills lost as a result of school closures • The use of Head Boy and Girl, Deputies, Prefects 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 environment. • Identification of individuals who are set to exceed expectations ensures sufficiently 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: £ 2000.00

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 and Maths. Staff will be encouraged to observe in other year groups and schools to develop their own understanding and put pedagogy into practice. Revised training programmes for ECTs (formerly NQTs) will reflect a greater emphasis on pedagogy and putting this into practice in the classroom to improve pupil's attainment and progress. 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.	
Further develop the teaching of 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. Oral skills will be improved and this will be reflected in attainment.	

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

Budgeted cost: £ 45870.00

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.	
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	
To ensure that Children with emotional needs have an opportunity to regular, timetabled ELSA sessions with a qualified LSA	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 academic or cognitive elements of learning. Pupil voice has shown that children look forward to their ELSA sessions and they have positive impact.	
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)	

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

Budgeted cost: £ 5040.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	
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.	
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 motivations which are key attributes to become a successful learner.	
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.	

Total budgeted cost: £ 52910

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 2020 to 2021 academic year.

Overall attendance for Pupil Premium children for the academic year 2020-2021 was 95.10%. Although there are no national statistics due to the Covid 19 pandemic this percentage could still be identified as above average.

EYFS GLD = 79% (Based on Teacher assessment June 2021) (Nat Ave:= 71% 2019)

In reading 100% PPG made expected progress with 33% making more than expected progress.

In Writing 83% PPG made expected progress 5/6 pupils

In Maths 83% PPG made expected progress 5/6 pupils with 67% making more than expected progress.

Phonics

All phonics teaching observed was good or better, this was also validated by the English Hub.

Internal attainment data for Year 1 phonics screening in Summer 2020 was 85%, 33% PPG 1/3 pupils, 2/3 pupils. This will be a focus for the Autumn interventions

Internal attainment for Year 2 phonics screening in the summer term 2021 was 80% 4/5 pupils (1 IYA Sept 2020, previously living in France) (Nat Ave: 2019 = 82%)

KS1 and KS2 reading At the end of the academic year 2020-2021 - 100% PPG made expected progress. This assessment was based on our internal SIMs tracking data.

In November 2020, an additional teacher was employed to support the teaching of English and Maths across the Year 3/4 phase which had larger year groups. Catch up funding was used to support this post. This member of staff also taught intervention groups where PP pupils were supported.

A whole school focus week was delivered in April 2021 based on the 'What We'll Build' book by Oliver Jeffers which focused on the school's learning behaviours'. The impact was seen in children trying to develop Responsibility, Ambition, Being Creative, Being Reflective and Being Resilient. The focus week for hobby week in June 2020 involved lots of the community in Bruton sharing their hobbies/careers and encouraged pupils to be ambitious and try a new hobby in the Summer holidays. This led to pupils taking part in extra clubs outside of school and sharing wishes for future clubs in school.

Senior leadership time has been taken with supporting pupils with SEMH needs, ensuring pupils continue to thrive and overcome challenges. 75% of this support has had a high impact. There is support in place for 25%.

PFSA involvement has increased. He has close communication between pupils, parents and school. Those pupils who are working with the PFSA are making positive small steps of progress.

Where possible trips and wow moments continued and a successful summer residential took place in July 2021 where all PPG participated and thrived.