

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Brandesburton Primary School
Number of pupils in school	131 (excluding nursery)
Proportion (%) of pupil premium eligible pupils	24/131 18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 2025 – 2026 2026 - 2027
Date this statement was published	Dec 2024
Date on which it will be reviewed	Dec 2026
Statement authorised by	L. Northen
Pupil premium lead	L. Northen
Governor / Trustee lead	L. Carey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,050
Recovery premium funding allocation this academic year	£1,015
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	£46,065

Part A: Pupil premium strategy plan

Statement of intent

At Brandesburton Primary School our ethos is wholly inclusive and based upon equal opportunity for all. We recognise that the route children take through school will be unique to them and dependent upon an enormous range of factors both in school and beyond. We therefore ensure that teaching and learning opportunities meet the needs of all our pupils and in doing so have a variety of initiatives which are deployed to support children to 'bridge the gap' in performance and/or provide enrichment to extend learning further. Our work is aimed at accelerating progress and ensuring every opportunity to enhance the curriculum offer. Pupil Premium funding must not be confused with low ability. All pupils in receipt of the funding will be encouraged to achieve their personal best. We do not label children in terms of potential, but seek ways to find success and enjoyment in learning and thus allocate the Pupil Premium funding in ways which impact positively on achievement and progress in all aspects of school life.

The Pupil Premium plan works towards achieving the objectives by:

- A clear policy on spending the Pupil Premium is agreed by the Governing Body.
- Pupils Premium spending is included in the SIP and linked to staff appraisal discussions as appropriate.
- Day to day 'Quality First Teaching' is monitored to ensure it meets the needs of all learners.
- All staff are aware of the Pupil Premium children in their classes and are accountable for their progress. Termly progress review meetings will be held each term.
- There is a clear understanding of expected outcomes for interventions, this is tracked and monitored.
- Frequent use is made of attainment and progress data to check effectiveness of provision, and strategies are adjusted accordingly (not retrospectively).
- Research based interventions are considered.
- Support staff are highly trained.
- Parents are fully involved.
- Recognise the impact of the pandemic and ensure appropriate actions taken (the impact can vary child to child).

Challenges

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

Challenge number	Detail of challenge
1	Increasing numbers of pupils are presenting with social, emotional and mental health barriers. The school has seen a significant increase in the numbers of pupils requiring support due to SEMH needs. Pupils with these needs are often members of other vulnerable groups eg. SEND or have suffered ACEs and a significant proportion live in households with adults who suffer from mental health difficulties.
2	Lower levels of oracy, communication and language impacts on pupil's achievement, particularly in reading & writing – often linked to fewer experiences outside their own home/village A significant proportion of pupils in receipt of PP funding have speech, language and communication skills that are below age-related expectation. Pupils' wider experiences are limited which often means they have a less well-developed vocabulary and repertoire of words to use in their writing.
3	Lower levels of home reading, practise/support/resources to develop this fundamental skill which can be a barrier to accessing the curriculum in its entirety. Close to 50% of all pupils in receipt of PP in years F2-Y6 are not supported at home with reading or home learning opportunities which slows their progress in reading over future years. Families have limited resources at home eg. books and wider opportunities like accessing the local mobile library service are not exploited.
4	Pupils entering Foundation Stage with limited social, emotional and physical development.
5	A significant number of disadvantaged pupils who are currently in KS2 are below ARE in reading, writing and maths.

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
Improve writing, reading and maths outcomes for disadvantaged pupils.	<ul style="list-style-type: none"> The gap between Pupil Premium and non-Pupil Premium children is reduced significantly.
To improve the progress made from starting points for social, emotional and physical development for foundation stage children.	<ul style="list-style-type: none"> The gap between Pupil Premium and non-Pupil Premium children is reduced significantly.
Improve the Social and Emotional Wellbeing of Pupils that are eligible for PP across all key stages.	<ul style="list-style-type: none"> Pupil Questionnaires and staff observations have shown an increase in social wellbeing and engagement with peers and towards their work.

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: £15,266.55

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher in Y3/4 to support the needs of disadvantaged pupils.	Previous experience within school/Research: Tuition targeted at specific needs and knowledge gaps can be an effective method to support low-attaining pupils and those that have fallen behind, both one-to-one and in small groups.	5,3,2,1

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

Budgeted cost: £22,314

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily targeted 'catch-up' interventions delivered by teacher and teaching assistant	Previous experience within school/Research: Tuition targeted at specific needs and knowledge gaps can be an effective method to support low-attaining pupils and those that have fallen behind, both one-to-one and in small groups.	1,2,3, 4,5
Daily targeted reading to develop pupils' fluency.	EEF/Wider research: Regular small group and 1:1 reading with an adult support pupils' fluency in reading. There is a wealth of evidence which shows the importance of fluency in pupil's reading development.	5,3,2
Interventions to improve oral and written language skills.	EEF Toolkit: Studies in England have shown that some disadvantaged pupils may not have been exposed to the same amount of spoken words and books read in the home.	5,3,2

Smaller class sizes delivery the curriculum	Previous experience within school/Research: Tuition targeted at specific needs and knowledge gaps can be an effective method to support low-attaining pupils and those that have fallen behind, both one-to-one and in small groups.	1,2,3,4,5
---	--	-----------

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

Budgeted cost: £ 13,099

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Parent open mornings/evenings to support with homework/online learning/behaviour and regulation.</p> <p>Staff to work closely with our disadvantaged families to ensure individualised support.</p>	EEF Toolkit: Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.	1, 2, 3, 4, 5
Children from vulnerable families will not be hindered by lack of finances and be able to broaden their experiences by attending residential trips and participating in extracurricular activities to help build cultural capital and enhance opportunities.	Cultural Learning Alliance: Evidence suggests that the cultural capital passed on through families helps children do better in school. The education system values the knowledge and ways of thinking developed by acquiring cultural capital, both abstract and formal. As adults, cultural capital helps individuals to network with other adults who have a similar body of knowledge and experiences, and who in turn control access to high-paying professions and prestigious leadership roles, for example in government.	1, 2, 3, 4, 5
Technology support- All children have access to a school	Sir Kevan Collins, chief executive of the EEF: 'We live in a digital age. Technology has transformed how we	1, 2, 3, 4, 5

laptop/tablet if needed.	do things, from communication with friends and family to learning about the world around us. The pupils we teach do not know a life without it. The opportunities it offers us to improve education are truly exciting.' Previous experience within school validates this approach.	
Time for EWO to create a pastoral care role and to lead social skills groups.	EEF Toolkit/Wider Research: Emotional, social or friendship issues are shown to have become barriers to achievement and progress being made. Previous experience within school validates this approach.	1, 2, 3, 4, 5

Total budgeted cost: £ 50,679.55

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 2023 to 2024 academic year.

- 1) The mental wellbeing of Pupil Premium children was supported through a range of support. Some of these included: daily check-ins; friendship groups; sensory activities; relationship groups; family conferences; restorative circles; SMSC and EWB interventions.
- 2) Attendance for Pupil Premium remained stable and in line with previous years' attendance figures. This came as result of successful interventions targeting pupil premium families including home visits, as well as breakfast club provision.
- 3) Data for end of KS1 and KS2 showed many Pupil Premium children as making good progress from KS1/ Foundation stage.
 - Phonics screening 100% pupil premium children passed
 - In KS1 20% of pupil premium and disadvantaged children achieved GD in reading, writing and maths
 - 100% of pupil premium (only) in both KS1 and KS2 achieved the expected standard or higher for reading, writing and maths
 - 100% of pupil premium were inline for with the national score for the multiplication tables check in Year 4 (20/24)
 - 50% of pupil premium (only) in KS1 achieved GD in reading, writing and maths