# Pupil premium strategy statement 2023/2024

## 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 effect that last year’s spending of pupil premium had within our school.

## School overview

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| Detail | Data |
| School name | Bredbury St Marks CE Primary School |
| Number of pupils in school | 161 |
| Proportion (%) of pupil premium eligible pupils | 49% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022-2023  2023-2024  2024-2025 |
| Date this statement was published | September 2023 |
| Date on which it will be reviewed | September 2024 |
| Statement authorised by | LGB |
| Pupil premium lead | Emma Harding |
| Governor / Trustee lead | John McNeil |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £94,510 |
| 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 | £94,510  N/A |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Our ultimate objectives are:   * To narrow the attainment gap between disadvantaged and non-disadvantaged children. * To support our children’s health and well-being to enable them to access learning at an appropriate level. * To improve social and oral languages skills of our children * To reduce the % of children who are persistently absent. * To support the families of our disadvantaged children by offering early intervention.   We aim to do this through:   * Ensuring the teaching and learning opportunities meet the needs of all the children. * Ensuring that appropriate provision is made for children who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged children are adequately assessed and addressed. * When making provision for socially disadvantaged children, we recognise that not all children in receipt of free school meals will be socially disadvantaged. * We also recognise that not all children 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. * Pupil premium funding will be allocated following a needs analysis which will identify priority cases, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.   Achieving these objectives:  The range of provision school leaders consider making for this group include:   * Ensuring that teachers receive high quality training to ensure the quality of the teaching the children experiences continues to improve (through coaching by Assistant Heads). * To allocate an additional Teaching Assistant (HLTA) to catch up children in Year 3/5/ 6 providing small group work focussed on overcoming gaps in learning in reading, maths and spelling. * To allocate 15 hours per week for an attendance lead to improve attendance through day one absence follow up, early intervention and rigour of agreed procedures. * To allocate 37 hours per week to a Pastoral leader to support children’s mental health and well-being where it becomes a barrier to their learning and progress. * To buy back 6 days of SALT therapist support and 2 hours Teaching Assistant support to develop children’s early language skills. * To buyback an Inclusion Teacher to address social and emotional barriers that children are presenting with. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Narrowing the attainment gap across Reading, Writing and Maths. |
| 2 | Poor parental engagement |
| 3 | Children’s social and emotional difficulties which impact on learning |
| 4 | Attendance and punctuality |

## 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.

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| Intended outcome | Success criteria |
| Improved oral and communication skills for children | Children will make at least expected progress form their starting point. |
| Progress in Reading | Achieve close to national average progress scores in Reading |
| Progress in Writing | Achieve close to national average progress scores in Writing |
| Progress in Maths | Achieve close to national average progress scores in Maths |
| Children’s attendance will improve and be closer to 96% | The number of persistent absentees will reduce. Overall PP attendance will improve to be more in line with non PP children. |
| Children’s mental health and well-being needs will be met. | Children’s mental health and well-being needs will be met to enable them to access the full curriculum. |
| Vulnerable families will be able to access support. | Vulnerable families will be supported emotionally so children can attend school and make progress |

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£24,399**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Assistant Head (KS) has successfully completed the NPQ in leading behaviour and culture.  1 day release per week.  £15,169 to provide support / CPD for EYFS / KS1 staff.  Assistant Head (KS) has successfully achieved the Leading Parent Partnership Award (LPPA) for the school. The one day release per week to be used to promote wider opportunities for our children and families to ensure a rich and full school experience. | The EEF guidance reports on Improving social and emotional learning in Primary schools, improving behaviour in schools and metacognition and self regulated learning communicates 6 recommendation s on improving behaviour. The NPQ covers these in great details.  The EEF guidance reports on Parental Engagement having a positive impact on average of 4 months’ additional progress. | 2,3,4 |
| Assistant Head (CM) is completing the NPQ in Leading Teacher development.  0.5 day release per week.to provide support / CPD for staff.  £8,230 | The Effective Professional Development guidance report talks about high quality teaching being pivotal in improving children’s outcomes. Research tells us that high quality teaching can narrow the disadvantage gap. | 1 |
| The purchase of standardised diagnostic assessments. (NFER Year 1, 3,4,5)  £1,000 | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. | 1, 3 |

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

Budgeted cost: **£14,211.50**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| SALT therapy buyback  £2,312  EYFS SALT intervention  £1410 | EEF T&L Toolkit (+6 impact)  Oral Language Interventions  Very high impact for very low cost based on extensive evidence.  The studies in the Toolkit indicate that language interventions with frequent sessions over a sustained period may have a larger impact, overall. Approaches that are delivered one-to-one also have larger impacts.  We have identified language approaches to include:  Targeted reading aloud and book discussions with young children  Explicitly extending children’s spoken vocabulary  The use of purposeful, curriculum focused dialogue and interaction  Explicit teaching of speech sounds on a 1-1 basis (Welcomm)  The SALT therapist will provide clear programmes for interventions for named children.  The SALT TA will be trained to deliver these programmes.  The Language Link programme will be used to screen children’s receptive language. | 1, 3 |
| Reading Plus  £2,124 | 1, 3 |
| Language Link  £440 | 1, 3 |
| Targeted TA support in Year 3/5/6  HLTA  £7,925.50 | EEF T&L Toolkit  Teaching Assistant Interventions (+4)  Moderate impact for moderate cost based on extensive research.  Teaching assistants can provide a large positive impact on learner outcomes. Targeted deployment has a higher impact.  Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.  Our recovery TA will work within Upper KS2 with small groups on a regular basis for reading, maths and spelling. Hattie and Timperley state that feedback has the greatest impact when immediate – which is significantly more likely in small groups especially for those children who struggle to access/interpret written feedback. | 1, 3 |
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: **£58,995**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Pastoral leader (CQ) appointed to work 37 hours per week across 5 days to support vulnerable children and families where vulnerability is impacting on their ability to be successful and achieve at school. The pastoral lead will remove barriers to learning and education. This will include ELSA interventions.  SO1 point 24  £37,312 | EEF T&L Toolkit  Metacognition and self regulation (+7)  High impact for very low cost based on extensive evidence.  Social and emotional Learning (+4)  Moderate impact for very low cost based on extensive evidence.  There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.  Our Pastoral leader will deliver focussed interventions planned from a Primary Jigsaw assessment. There will be a focus on interactions with others and self-regulation of emotions. These will include zones of regulation and emotion coaching.  We will ensure all staff are training e.g. teachers, TAs, middays and pastoral.  EEF T&L Toolkit (+4)  Parental Engagement  Moderate impact for very low cost base on extensive evidence.  This refers to involving parents in supporting their children’s academic learning through:  Programmes that develop parent’s literacy or IT skills  Encouraging parents to support reading  Intensive programmes for families in crisis  The Inclusion teacher will provide objectively and skilled advice based on research to ensure packages of support best meet the needs of our children.  EEF guidance report on improving social and emotional learning in primary schools talks about the need to teach these skills to reduce barriers.  We will:   * Explicitly teach social and emotional learning * Integrate it into everyday teaching * Reinforce it through our whole school ethos   Our pastoral staff will offer intensive support through the TAS/TAF process with clear targets for improvement and clear timescales. | 1, 2, 3, 4 |
| Inclusion Teacher to work with the school for 3 hours every fortnight to support children whose social and emotional needs are impacting on their ability to access the curriculum. Also impacting on the other children in the class.  Inclusion support buy back (Stockport LA) £8,046 | 1, 2, 3, 4 |
| Attendance lead appointed to pick up on day one absence, analyse attendance and contact families of low attenders.  NJC point 7  £11,740 | EEF guidance report on improving social and emotional learning in primary schools talks about the importance of teaching social and emotional learning. We know our children often struggle to communicate their needs so communicate through crisis behaviour. This can then mean that schools becomes an added challenge.  Tracking absence patterns and working alongside families will allow early intervention to support the child.  EEF states that improvements in attendance can have long-term impacts on attainment and social/emotional outcomes.  As a school, we recognise that poor attendance can be an indicator of a struggling family situation. | 1, 2, 3, 4 |
| Supplementing trips  £1500 + £397 (crucial crew)  £1897 | Evidence from the EEF’s Teaching and Learning Toolkit suggests that effective Social Emotional Learning can lead to learning gains of +4 months over the course of a year.  Positive experiences and self esteem all support this. Deprivation will never disadvantage our children. | 3 |
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**Total budgeted cost: £97,605.50**

# 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.

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| |  |  | | --- | --- | | Intended outcome | Success criteria | | Improved oral and communication skills for children | Staff observations demonstrated that children’s language skills improved with more children passing the Language Link when re-screened.  Wellcomm data shows children receptive language skills also improved due to focussed teaching and intervention. | | Progress in Reading | KS2  22/23 data: Reading: **50%** (14% GD) / **39%** met in R/W/M (26% last year in R/W/M)  Phonics  79% passed the screen compared to 76% last year. | | Progress in Writing | 22/23 data: Writing: **57%** (7% GD  21/22 data: Writing: **45%** (3% GD) | | Progress in Maths | * KS2 Maths data improved on last years data (21-22: 39% / 22-23: 46%). * KS1 Maths data improved on last years data (21-22: 61% / 22-23: 64%).   36% of children in Year 4 achieved full marks compared to National which was 29%. 57% achieved average or above with a score of 20+. | | Children’s attendance will improve and be closer to 96% | Absence of PP children still remains above National although it reduced over the course of the year.  The attendance at the end of the year was 93% - this is 2% more than the previous year. | | Children’s mental health and well-being needs will be met. | Children’s mental health and well-being needs have been met – this has been documented on CPOMs. | | Vulnerable families will be able to access support. | Vulnerable families have been well supported by the pastoral leader. TAS has taken place half-termly to ensure early intervention.  ELSA intervention has taken place and the ELSA lead has received supervision.  Headteacher also offers ongoing supervision. | |

## 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*

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| Programme | Provider |
| Language Link | Speechlink Multimedia Ltd |
| Reading Plus | Pearson |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? | N/A |
| What was the impact of that spending on service pupil premium eligible pupils? | N/A |