



BREDBURY ST. MARK'S CE PRIMARY SCHOOL

Pupil premium strategy statement 2024/2025

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

Detail	Data
School name	Bredbury St Marks CE Primary School
Number of pupils in school	158
Proportion (%) of pupil premium eligible pupils	50.63%
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	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	LGB
Pupil premium lead	Emma Harding
Governor / Trustee lead	John McNeil

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106,870
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£106,870
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	N/A



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Part A: Pupil premium strategy plan

Statement of intent

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 4/5/6.
- 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.



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- 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.
- Purchasing high quality phonic resources to secure stronger phonic teaching for our children.
- Purchasing high quality diagnostic testing.

Challenges

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

Challenge number	Detail of challenge
1	Narrowing the attainment gap across Reading, Writing and Maths. Standardised data indicates that children are working significantly below national in KS2. Disadvantaged children are generally working below their peers.
2	Poor parental engagement. A significant number of our disadvantaged families are vulnerable. They rely heavily on pastoral support for every day functions e.g. basic parenting, paying bills, accessing benefits etc.
3	Children's social and emotional difficulties which impact on learning. Observations of children and discussions with staff, parents, carers have identified social and emotional issues for many children. These challenges particularly affect disadvantaged pupils, including their attainment.
4	Attendance and punctuality. Our attendance data over the last 3 years is below National. Although improving slightly year on year this needs to improve further. Data shows it is our disadvantaged children that are the greatest concern. Last year 20% of the school was persistently absent. The year before this was 21%.

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.	<p>13 /21 (62%) got the Language and Understanding ELG.</p> <p>12/21 (57%) got the Understanding ELG.</p> <p>Girls communication was above National.</p> <p>Boys was below.</p> <p>The gap between FSM and Non was 13.6% for school and 14.3% for national.</p> <p>No children remaining on Language Link interventions by the end of the school year in Reception.</p>
Progress in Reading	<p>EYFS: gap in Literacy between FSM and Non for National is 20.6%. For school it is 23.6% - considering the children's starting points this is good progress.</p> <p>Year 1 Phonic screen: The gap between FSM and Non was 54.7% for school and 16.1% for national.</p> <p>KS1: 73.9% achieved the expected standard or above compared to 71.7% Nationally. There is an upward trend. The gap between FSM and Non was 9.8% for school and 18.7% for national.</p> <p>KS2: The gap between FSM and Non was 14.2% for school and 17.4% for national.</p>
Progress in Writing	<p>EYFS: gap in Literacy between FSM and Non for National is 20.6%. For school it is 23.6% - considering the children's starting points this is good progress.</p> <p>KS1: 69.6% achieved the expected standard or above compared to 63.1% Nationally. There is an upward trend. The gap between FSM and Non was 26.5% for school and 20.6% for national.</p> <p>KS2: The gap between FSM and Non was 14.3% for school and 19% for national.</p>
Progress in Maths	<p>KS1: 78.3% achieved the expected standard or above compared to 72.5% Nationally. There is an upward trend. The gap between FSM and Non was 15.7% for school and 18.7% for national.</p>



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	<p>Year 4 multiplication check: The gap between FSM and Non was 2% for school and 2.6% for national.</p> <p>KS2: The gap between FSM and Non was 42.9% for school and 20.2% for national.</p>
Children's attendance will improve and be closer to 96%	Overall attendance was 91.5% and PA was 20%.
Children's mental health and well-being needs will be met.	<p>Children's mental health and well-being needs will be met to enable them to access the full curriculum.</p> <p>Evidence from pupil voice, teacher observations, staff supervision. There will be an increase in participation in enrichment activities.</p> <p>Evidence from Ofsted and SIAMs.</p>
Vulnerable families will be able to access support.	<p>Vulnerable families have been supported emotionally so children can attend school and make progress.</p> <p>Evidence from parent surveys, drops in.</p> <p>Evidence from Ofsted and SIAMs.</p>

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: **£29,176.80**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Assistant Head (KS) is the phonic lead.</p> <p>1 day release per week.</p> <p>£16,608.80 to provide support / CPD for EYFS</p>	<p>The EEF guidance reports on Effective Professional Development evidences that supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high</p>	1,3



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<p>/ KS1 staff round early reading and writing. Coaching sessions to take place daily.</p>	<p>quality teaching can narrow the disadvantage gap.</p>	
<p>Enhancement of our maths teaching and curriculum planning in line with DFE and EEF guidance.</p> <p>We will fund the release of one Assistant Head (CM) 0.5 day per week to embed key elements of the guidance in school and to access Maths Hub resources and CPD (including teaching readiness and Mastery training).</p> <p>£7,518 – 0.5 day release £1,000 CPD release</p>	<p>The EEF guidance on 'How children learn Maths' is in line with the Math's Hub material and NCETM material. EEF guidance on Improving Mathematics in EYFS/KS1 and KS2 has also been used.</p>	<p>1</p>
<p>The purchase of standardised diagnostic assessments. (NTS Year 3,4,5).</p> <p>Training for staff to ensure assessments are interpreted and administered correctly. £3,000</p>	<p>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.</p>	<p>1, 3</p>
<p>Purchase of a DFE validated systematic synthetic phonics programme to secure stronger phonics teachings for all pupils. £1050</p>	<p>Phonic approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged children.</p> <p>The EEF guidance on phonics evidences the positive impact of plus 5 months progress.</p> <p>RW Inc was specifically trialled by the EEF.</p>	<p>1</p>



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

Budgeted cost: £23,633

Activity	Evidence that supports this approach	Challenge number(s) addressed
EYFS SALT intervention £1410	<p>EEF T&L Toolkit (+6 impact) Oral Language Interventions Very high impact for very low cost based on extensive evidence.</p> <p>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.</p> <p>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)</p> <p>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.</p>	1, 3
Reading Plus £2,124		1, 3
Language Link £322		1, 3
	EEF T&L Toolkit	1



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<p>Targeted TA support in Year 4/5/6 HLTA £17,555</p>	<p>Teaching Assistant Interventions (+4) Moderate impact for moderate cost based on extensive research.</p> <p>Teaching assistants can provide a large positive impact on learner outcomes. Targeted deployment has a higher impact.</p> <p>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.</p> <p>Our recovery TA will work within Upper KS2 allowing children to work in smaller groups and in set year groups.</p>	
<p>Targeted TA support in KS1 for phonics £2222</p>		

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

Budgeted cost: **£52,874**

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	<p>EEF T&L Toolkit</p> <p>Metacognition and self regulation (+7) High impact for very low cost based on extensive evidence.</p> <p>Social and emotional Learning (+4) Moderate impact for very low cost based on extensive evidence.</p>	1, 2, 3, 4



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<p>and achieve at school. The pastoral lead will remove barriers to learning and education. This will include ELSA interventions. SO1 point 25 £39,848</p>	<p>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.</p> <p>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.</p> <p>We will ensure all staff are training e.g. teachers, TAs, middays and pastoral.</p> <p>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</p> <p>Our pastoral staff will offer intensive support through the TAS/TAF process with clear targets for improvement and clear timescales.</p>	<p></p> <p>1, 2, 3, 4</p>
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<p>Attendance lead appointed to pick up on day one absence, analyse attendance and contact families of low attenders.</p> <p>NJC point 8</p> <p>£11,526</p>	<p>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.</p> <p>Tracking absence patterns and working alongside families will allow early intervention to support the child.</p> <p>EEF states that improvements in attendance can have long-term impacts on attainment and social/emotional outcomes.</p> <p>As a school, we recognise that poor attendance can be an indicator of a struggling family situation.</p>	<p>1, 2, 3, 4</p>
<p>Supplementing trips</p> <p>£1500</p>	<p>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.</p> <p>Positive experiences and self esteem all support this. Deprivation will never disadvantage our children.</p>	<p>3</p>

Total budgeted cost: £105,683.80



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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.

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	<u>KS2</u> 22/23 data: Reading: 50% (14% GD) / 39% met in R/W/M (26% last year in R/W/M) <u>Phonics</u> 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	<ul style="list-style-type: none"> 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.



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	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

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:

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