

Pupil premium strategy statement – Brabourne CEP School

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	
School name	Brabourne CEP School
Number of pupils in school	104
Proportion (%) of pupil premium eligible pupils	11.5%
Academic year/years that our current pupil premium strategy plan covers	3 years
Date this statement was published	July 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Andrew Stapley, Headteacher
Governor lead	Hester Fenwick, COG

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 16,620
Recovery premium funding allocation this academic year	£0
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	£16,620

Part A: Pupil premium strategy plan

Statement of intent

Our overall aim is to ensure that all pupils irrespective of their background, family circumstances or challenges make good progress and achieve well from their starting point. The whole school community is committed and focused to develop pupils into young people who feel encouraged and supported to explore and achieve their own potential.

At Brabourne, our core Christian values of respect, responsibility, courage and hope are at the heart of everything we do and it is embedded within our curriculum and the opportunities that we provide for our children. We are a dedicated team who strive to set high expectations for all pupils and celebrate their successes.

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Teachers use the Mainstream Core Standards, as well as working alongside the SLT and external professionals to support these pupils. This has proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. The key principles to our strategy are that disadvantaged children have high quality teaching and early intervention to support any emerging learning needs and passionate teachers who champion them and the opportunity to experience wider curriculum opportunities.

Challenges

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

Challenge number	Detail of challenge
1	Lack of wider vocabulary and speaking and listening skills
2	Specific SEND factors
3	Narrow extra-curricular interests and activities
4	Mental and physical health issues
5	Attendance and punctuality
6	Home factors

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
Improved maths attainment/progress for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that our disadvantaged pupils' attainment is at least in line with the national average.
Improved reading attainment/progress for disadvantaged pupils at the end of KS2.	KS2 reading outcomes in 2024/25 show that our disadvantaged pupils' attainment is at least in line with the national average.
Improved writing attainment/progress for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2024/25 show that our disadvantaged pupils' attainment is at least in line with the national average.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	Sustained high levels of wellbeing demonstrated by qualitative data from student voice, student and parent surveys and teacher observations
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by the overall absence rate for all pupils being no more than 3% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being in line.

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: £ 1220

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. PSHE subject release time to monitor impact on PP children. ELSA leader additional hours for support for PP pupils.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>4,5,6</p>
<p>SENCO time – although not all the eligible pupils are on the SEND register, our SENCO does spend time on seeking support for families.</p> <p>Resources and training – we will need additional resources (usually in the form of SEN intervention) and will provide staff with professional development, specifically to help better support eligible pupils progress. This will also benefit all pupils.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>2</p>

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

Budgeted cost: £ 9,220

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Extra TA time – additional TA hours are used to allow for greater quality first teaching. Our eligible pupils in KS1 can find it difficult to focus in whole class situations so extra pair of hands allows teachers and TAs to ensure these pupils are supported by giving them time to talk, time to go through personalised feedback and time to discuss their attitudes to learning. Sometimes they may work with the TA and sometimes with the teacher whilst the TA supervises the rest of the class. Our TAs also need to support certain eligible pupils with individual health issues which affects ability to learn but more importantly, well-being.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2</p>
<p>One to one/small group after school tuition from a qualified teacher</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2</p>

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

Budgeted cost: £ 6,180

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>5</p>
<p>Financial support – parents are usually asked to contribute a voluntary donation towards trips and other events so funding is used to pay these costs for eligible pupils. We also help finance eligible pupils for extra-curricular experiences such as music lessons or dance clubs.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(education.dowmentfoundation.org.uk)</p>	<p>3,4,5</p>

Total budgeted cost: £ 16,620

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 20201 to 2022 academic year.

How much was allocated to Brabourne CE Primary School?

In 2021/2022: £11,070

How was the allocation used last year?

- Teacher employed to teach specific pupils in after-school booster sessions
- Additional hours for TA support for interventions
- Extra resources for specific groups of pupils (such as SEN)
- Helping pupils receiving the premium with funding for uniform, trips, swimming lessons, or any other school activities which may involve a financial cost or voluntary contribution
- Helping finance some out of school activities which enrich learning e.g. dance clubs, music tuition, etc.

What has been the impact on attainment of these pupils?

End of year data shows the attainment of pupils receiving the premium as:

Year group	Reading	Writing	Maths
Y3	WTS	WTS	WTS
Y4	EXS	EXS	EXS
Y4	WTS	WTS	WTS
Y4	WTS	WTS	WTS
Y5	EXS	EXS	EXS
Y5	WTS	WTS	WTS
Y5	GDS	GDS	GDS
Y5	WTS	WTS	WTS
Y6	WTS	WTS	WTS
Y6	EXS	EXS	EXS