

Bournebrook C of E Primary School Pupil premium strategy statement

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	Bournebrook C of E
Number of pupils in school	142 (including nursery)
Number of pupil premium children in school	12
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Current year only – because of pandemic
Date this statement was published	January 2022
Date on which it will be reviewed	July 2022
Statement authorised by	AP
Pupil premium lead	Alison Patchett / Angela Mann
Governor / Trustee lead	S Williamson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,795
Recovery premium funding allocation this academic year	£n/a
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£NONE
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	£20,795

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Alongside this is ensuring children's well-being needs and mental health needs are being met, to enable them to best succeed in school.

Due to the numbers of PP children in school, all staff know all PP children and we have a policy of "bearing them in mind" in all we do.

Challenges

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

Challenge number	Detail of challenge
1	Social and emotional well being impacting on children's behaviours both at home and school.
2	Lack of support at home (for a variety of reasons) with home learning and homework has greatedened gaps between some PP children and peers.
3	Self-esteem in some learners impacting on progress.

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
Improvements in mental health leading to children better accessing learning in school.	Pupils' voice and parental feedback show children happy in school and learning ready.
Improved reading, maths and writing outcomes for pupil premium children.	Targeted children narrow gap that increased during pandemic.
PP children have a more positive self-image in school.	Observation show children actively participating in wider school life more.

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: £ 4886.74

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Purchase of new DfE validated phonics scheme. £3782</i>	<i>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. EEF / DfE Reading Framework</i>	2
<i>Purchase of Salford reading tests £96</i>	<i>Standardised tests provide reliable insights into strengths and weaknesses of individual pupils, therefore allowing for targeting planning and intervention.</i>	2
<i>Class targeted story boxes to ensure children are exposed to high quality texts daily as well as books that promote diversity / positive self-image / range of role models. £1008.74</i>	<i>DfE “The Reading Framework” school audits – July 2021 EEF</i>	2 & 3

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

Budgeted cost: £ 10860

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Small group and one to one support by class teachers (JP and SD) £3040</i>	<i>Intervention by class teachers show more impact than with other tutors. EEF</i>	2
<i>Release of PP champion in school (AM) to coach children / reflect on own learning</i>	<i>One to one time with PP champion has previously shown children’s attitudes to own learning improved and their</i>	2

£1520	<i>understanding of areas to focus on improved.</i>	
<i>Money towards employment of TA to support intervention in Lower School, who can also be used to support with staff absence impacting on learning during Spring 2022</i> £6300	<i>One to one or small group tuition is supported by the Government and experience has shown that staff absence is impacting on any catch up work that is planned – this will ensure planned catch up work can go ahead even if staff are absent and additional catch up if we are fully staffed.</i>	2

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

Budgeted cost: £ 5025

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Sycamore counselling sessions</i> £5025	<i>Social and emotional learning has a positive impact on outcomes. EEF</i>	1 & 3

Total budgeted cost: 20,771

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.