

Pupil premium strategy statement 2022-2023



BOURNEBROOK CHURCH OF ENGLAND PRIMARY SCHOOL

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	127
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2023/2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Nicola Smith
Pupil premium lead	Nicola Smith/ Angela Mann
Governor / Trustee lead	Tirth Bains

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,770
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£22,770

Part A: Pupil premium strategy plan

Statement of intent

At Bournebrook C of E Primary School we are highly committed to developing the whole child using a broad and engaging curriculum. As a school we foster positive relationships, which allow children to develop and grow, to enable them to achieve their best and be a successful part of the Bournebrook Community.

The pupil premium strategy focuses on disadvantaged pupils achieving their potential both academically, and socially as well as being able to express their emotions clearly. The strategy identifies the barriers that vulnerable pupils face and the provision and support in place to meet their needs.

The strategy focuses on a tiered approach, with first quality teaching being central to the plan. Evidence suggests that high quality teaching is essential to pupils achieving the best outcomes. Further training, support and guidance for all staff will further develop their teaching capacity.

Targeted support in the form of timely intervention groups, also form part of the strategy.

Disadvantaged children are also provided with opportunities to thrive within extended curriculum opportunities.

We strongly believe that the pastoral care and well being of all of our disadvantaged children is vital and that understanding their emotional needs will lead to improved outcomes.

All staff know pupil premium 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	Observations and discussions indicate that the families of disadvantaged pupils require greater pastoral support and a greater need for emotional coaching. The Early Help process is used to provide additional family support to aid better outcomes.

2	Internal data indicates that attainment of disadvantaged pupils is significantly below that on non-disadvantaged pupils. A gap is still evident at the end of Key Stage 2.
3	Disadvantaged children are struggling with their social and emotional well-being, this is impacting on their 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
Improved mathematical calculation skills by the end of year outcomes for all pupils.	KS2 maths outcomes show a raise in children achieving age related expectations or accelerated progress from their starting point.
To improve emotional well-being for all pupil particularly the disadvantaged pupils	Sustained levels of well being demonstrated through pupil voice, parent surveys and increased participation in enrichment activities.
Sustain good working relationships with families, particularly those that are disadvantaged	Data through parental feedback and pupil voice.
Improved phonics, reading and writing outcomes	Levelling up to reduce the attainment gap
Improved attendance	Attendance to be above 97% with monitoring exploring different groups.

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: £ 4,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths CPD for leaders and teachers, including Origin Maths Hub Mastery Readiness Course and the use of White Rose resources	Research from the NCETM These key foundations include: shared vision and culture around the importance of maths a belief that every child can achieve highly in maths a positive mind set towards maths amongst all staff .Good maths subject knowledge amongst teachers and TAs systems that maximise learning, such as timetabling, intervention, curriculum and pedagogical approaches teaching of arithmetical proficiency for all children, to support mathematical fluency by reducing cognitive load ongoing staff development, which is valued by all staff and senior leaders	2
Improve self-regulation strategies for all pupils, through further development of the Bournebrook Way	Evidence suggests that developing a positive school ethos can improve outcomes and behaviour is regulated. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions (Educationendowmentfoundation.co.uk)	1,3
Use of assessment to inform any gaps in learning and plan future teaching. NFER tests used	Evidence informs that feedback and assessment are part of the key teaching cycle, that can improve pupil performance. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	2

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

Budgeted cost: £ 12,570

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group support based on needs led interventions	EEF evidence indicates that through small group sessions allow a teacher to focus on individuals improves outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2,3
Release of PP champion to coach/ reflect with children	The EEF reports suggests an improvement of +5 months with small group/ 1:1 support.	2,3

on their own learning.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	
All pupil premium children and pupil premium with SEND to receive supplemented support from teaching assistants	SEND EEF report has five recommendations – one is the effective use of TA support to supplement teaching and learning with a scaffolded approach. Funding used to support phonics, reading and writing Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)	2,3

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

Budgeted cost: £ 6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on developing a positive school ethos, emotional coaching with attachment aware approach with the aim to improve all behaviours across school	The six steps highlighted in EEF report illustrate the importance of relationship building to develop positive attitudes which impacts emotional well being of all. Premium/Behaviour%20EEF.html	1,3
Embedding principles of the DfE's improving attendance by providing additional training for Attendance Champion.	https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities#overview The DfE framework indicates that a whole school attendance approach is most effective with careful monitoring of all groups	1
Sycamore Counselling sessions to support emotional well-being	Dedicated emotional and social support. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1,3
Funding wider curriculum opportunities	https://www.gov.uk/government/publications/evaluation-of-the-essential-life-skills-programme This government reports shows the importance of being part of extra-curricular activities	1,3

Total budgeted cost: £ £22,770

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Social and emotional well-being was impacted during 2021-2022, as children were still receiving a hybrid learning approach. Sycamore Counselling supported some of the most vulnerable children, post counselling feedback indicated that children were more regulated at school and home.

Home learning was a challenge throughout 2021-2022, with many children not completing tasks, and therefore widening the gap. The use of support staff to scaffold and level up the children proved successful. However, the most disadvantaged pupils still have gaps in knowledge that need to be continued to be filled over the upcoming years.

Our internal assessments during 2021-2022 suggest that some disadvantaged children have outperformed their peers in some areas of the curriculum.

The small number of children in each year group carries a large proportion of the total, so small numbers can create large percentage differences.

The Key Stage One, Year 1 phonics screen was lower for all children than previous year, due to the nature of the cohort. However disadvantaged children performed inline with their peers.

At the end of Key Stage One disadvantaged pupils did not perform as well as their peers, these gaps still need to be addressed as the children move to Key Stage Two. At the end of Key Stage Two, disadvantaged performed inline or above their peers, interventions and targeted teaching clearly impacted learning.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Sycamore Counselling	Warwickshire County Council Counselling Services

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.