

Pupil premium strategy statement 2024-2025



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 | 124 |
| Proportion (%) of pupil premium eligible pupils | 15% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2023/2024 to 2024/2025 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | December 2025 |
| Statement authorised by | Nicola Smith |
| Pupil premium lead | Nicola Smith |
| Governor / Trustee lead | Tirth Bains |

Funding overview

| Detail | Amount |
|--|-------------------|
| Pupil premium funding allocation this academic year | £34,270.00 |
| Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</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> | £34,270.00 |

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. Regulation of emotions through high quality support is offered to all and sessions within small groups and individual support to achieve this.

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. Further maths training for all staff to further support development.

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. Further staff training to support emotional development and regular trauma informed approaches training refreshed.

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 starts in EYFS and is still evident in 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. Early Help opened for those that need it. |
| Improved phonics, reading and writing outcomes | Levelling up to reduce the attainment gap |
| Improved attendance | Attendance to be above the non-disadvantaged school communities attendance 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: £ 9,100

| 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 |
| Improve regulation through all staff being de-escalation trained and teaching self regulation/ coregulation strategies | Evidence suggests children learn when regulated and know self regulation strategies. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation All staff to use de-escalation strategies based on trauma informed practice. | 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. Pupils to receive 1:1 or small group support 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: £ 15,735

| 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 targeted TA's to reflect with children on their own learning. | The EEF reports suggests an improvement of +5 months with small group/ 1:1 support. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition | 2,3 |
| 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: £ 9,435

| 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: £ £34,270

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Sycamore Counselling supported some of the most vulnerable children, post counselling feedback indicated that children were more regulated at school and home.

Some children needed extra emotional support to help access the curriculum, this was provided by 1:1 support and small group interventions.

Our internal assessments during 2023- 2024 suggest that some disadvantaged children have outperformed or were in line with 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, particularly evident within Year 6 data.

Year one phonics screen, disadvantaged pupils outperformed the non-disadvantaged pupils with all pupils achieving above the national average.

There were no Year 2 pupils to monitor the Key Stage One sats comparison for disadvantaged and non disadvantaged pupils.

At the end of Key Stage Two, disadvantaged performed inline with some pupils achieving below their peers despite 1:1 targeted interventions.

Pupils received support for emotional well being this was successful as pupils were able to express their feelings.

Sycamore counselling has been effective at providing children with a range of strategies to support emotional regulation.

Interventions to reinforce emotional regulation have been successful, but more work for the whole school staff would benefit a wider number of children.

Further maths CPD has supported the teaching of a mastery style maths

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 |
| Mastery Readiness | Maths Hub |
| Trauma Informed Practice | Warwickshire Virtual School |

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.