

Pupil premium strategy statement for Bretherton Endowed CE Primary School September 2021



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the low numbers of pupils who qualify for funding. Using the EEF research documents we have noted that some of the barriers to learning for our disadvantaged pupils are language and communication; pastoral support and wellbeing; lack of confidence; limited life experiences.

Through our termly pupil progress meetings, all staff are regularly involved in the analysis of data and identification of pupils so that they are fully aware of strengths and weaknesses across school and the needs of the children.

School overview

Detail	Data
Name of school	Bretherton Endowed CE Primary School
Number of pupils in school:	110 (111 April 22)
Proportion (%) of pupil premium eligible pupils	8 pupils - 7%
Academic year/years that our current pupil premium strategy plan covers	

Academic year that this plan covers 2021 2022 Possible intentions for 2022 – 2024	
Date this statement was published	September 30 th 2021
Date on which it will be reviewed	August 2022
Statement authorised by	A Moxham
Pupil premium lead	As above
Governor / Trustee lead	Gwyneth Lloyd

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year PPG 8 x £1345 Post LAC Pupil Premium plus £2345 x 2	£10760 £7035 £15450
Recovery premium funding allocation this academic year	£145 x 9 PPG 3 PLAC= £1740* £2000 minimum guaranteed amount
Additional in house tutoring £202 for 60% of our PPG pupils in Oct 2020 (9 pupils and 3 post LAC)	£1454
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£ 18904
Nationally PPG 17.3% Due to the number being based on the 2020 census, this includes 1 more than we have in school this year.	

Part A: Pupil premium strategy plan

Statement of intent

Walking in the footsteps of Jesus with our Christian family, we learn, grow, achieve and flourish together in God's love.

Our pupil premium strategy seeks to put this at the heart of our offer to pupils and their families.

Pupils at Bretherton come from a variety of economic backgrounds although we are listed as an area of low deprivation. For all our pupils (including disadvantaged) we aim to enhance language skills, address social and emotional concerns within our wellbeing and pastoral offer. We look to improve reading and comprehension skills with the knowledge that early reading is the gateway to academic progress and that success in reading supports success in other aspects of the curriculum.

We expect all pupils (including disadvantaged) to engage in all aspects of school life and to have a wealth of opportunities and enrichment. We promote equality of opportunity.

It may be that some pupils who are eligible for pupil premium are also supported for their special educational needs. Children who meet both of these criteria are supported to ensure that their barriers to learning minimised and their achievement gap reduced. For other children they may be academically successful we will look to all aspects of their lives to ensure they are flourishing.

Our previous plans allocated support in two key ways. The first was to provide educational support and opportunities, which were either planned for individual children or whole cohorts for the benefit of all children. The second is a suite of financial support for parents to support them in providing key resources or opportunities for their child.

Our strategy is strengthened with the Head teacher being the PPG lead and ensuring that the strategy is presented and planned in both the curriculum and standards and finance Governor committee meetings. In addition, our pupil premium governor is also our Special educational needs governor and brings a wealth of education and business experience to the discussions. We are also in a position to be able to offer a pastoral TA 3 afternoons a week who is highly skilled in supporting a variety of needs and operating a provision map to ensure every child identified makes progress.

The key principles of our strategy plan is:

- We ensure that teaching and learning opportunities is a high standard and meets the needs of all our pupils*
- We recognise that not all children who may be socially and economically disadvantaged are eligible for Free School Meals and recognise these children need to be included within the group and will allocate funding to support such children.*

- *All disadvantaged children have an equality of opportunities to achieve and grow*
- *That at the heart of our school community are our pupils and their families and it is important for everyone to flourish*
- *Reading, developing early reading and a love of reading is firm foundations for success in school.*
- *A personalised approach that can also cast a wider net to support children whose families may just miss out is sought.*

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non disadvantaged pupils nationally and using internal data
- For all disadvantaged pupils to meet or exceed nationally expected progress to reach age related expectations at the end of year 6

The Governors at Bretherton Endowed may consider any of the following provision when making decisions for this group in order to achieve our objectives:

- 1 to 1 support
- Catch up tutoring in small groups with experienced TA or teacher focussed on overcoming gaps in learning
- Additional staff to reduce class sizes
- Additional teaching and learning opportunities through external resources
- Additional support for transition internally and to high school. Transition into EYFS also.
- Plan a suite of payments for key expenses such as uniform, residential trips, trips, visitors, books, experiences, clubs,
- To support the funding of specialist software or learning software to enhance the curriculum
- Additional SEND professional support if appropriate including screening and assessment for benchmarking
- To extend PE provision through being active
- Resources to support concrete learning
- Behaviour and nurture support available during class time and lunchtimes

This is not an exhausted list and may change according to the needs of the individuals and school priorities for disadvantaged children.

Challenges

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

Challenge number	Detail of challenge
1	Outcomes and progress of pupils are affected by financial disadvantage both in the past and present day and these challenges add pressure to families
2	Some limited life experiences and opportunities to join in with enrichment activities
3	Language and communication
4	Additional social and emotional and wellbeing needs after period of uncertainty with Covid.
5	To maximise outcomes for children throughout school irrespective of Government criteria for disadvantage.

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	Impact updates
<p>Access to high quality adult support for both academic and pastoral needs within class and through targeted interventions if required</p> <p>Highly qualified and versatile staff who are able to meet the varied needs of our children</p> <p>To be able to provide dedicated pastoral time to support children with social and emotional needs</p>	<p>Reduced gap in achievement in children identified as pupil premium and non pupil premium</p> <p>Children in receipt of pupil premium and those vulnerable children in school can access support when required which will build positive relationships</p>	<p>Increased adults in school through part time hours has resulted in minimal disruption to learning in incidents of sickness and absence linked to covid. This has meant that we can continue high quality teaching and support to reduce covid gaps</p> <p>New staff have been positive asset to school and have contributed to not only lessons and learning but in building relationships with children; running after school or in school clubs and enrichment</p>

<p>To be able to monitor success of our provision map to ensure all children progressing well</p>		<p>out of hours. This all impacts positively for disadvantaged children in offering enriching relationships and clubs for them to engage with.</p> <p>MB had ring fenced 3 afternoon's for pastoral support for PPG and others who are identified and this has resulted in more settled and productive school. Reduction in behaviour issues and reduction in children losing golden time.</p> <p>Provision map is being effectively managed after staffing issues during covid so we can cost and measure progress and be both proactive and reactive to the needs of the children.</p>
<p>Pupils make expected progress or more in reading, writing and maths</p>	<p>Equality of success</p>	<p>Data and pupil progress meetings discusses PPG and vulnerable pupils identified by school as individuals and actions agreed with CT to move those children forward. These are reviewed more frequently than usual monitoring through book reviews and conversations with pupils.</p>
<p>Improve phonics and reading to enhance reading skills and comprehension and a love of reading for pleasure</p>	<p>Reduce the gap in achievement in children identified as pupil premium and non pupil premium</p>	<p>Purchase of a new phonics scheme – monster phonics for all reception , year 1 and 2. This will benefit all pupils and support parents in reading at home as clarity of support , reading, knowledge and application for children. Already verbal feedback from parents, children and staff is positive so will await the phonics screening results and reception assessments.</p>
<p>Provision of available technology to ensure no disadvantage of resources that can aid learning.</p>	<p>All children irrespective of financial ability to pay will be able to access education both in school and at home.</p>	<p>All PPG pupils have access to 1 to 1 device without need to purchase through the Learning foundation. Vulnerable pupils also supported so no child disadvantaged. This means that all pupils can access learning for any absence from school.</p>

<p>Pupils access a wide range of enrichment experiences in school and out of school</p>	<p>Pupil questionnaires reflect enjoyment in school and positive attitudes to learning enhanced through enrichment activities</p> <p>Children who are vulnerable but not PPG also have their provision enhanced as a result of the planned opportunities</p> <p>Social skills , independence, perseverance, resilience and team work are developed</p> <p>Offer high quality music sessions in order to expose children to cultural history.</p>	<p>Questionnaire sent to all classes – results expected summer 2022. Informal discussions are positive with children accessing more clubs and clubs pre covid levels have returned.</p> <p>PPG access clubs free for a term, meeting individual needs. Will look to inviting other vulnerable children if identify a need.</p> <p>Variety of clubs access both physical skills, knowledge, engagement with peers, team building skills and enjoyment.</p> <p>Two years of Brass lessons for Class 3 are accessed and promote cultural entitlement. Progress is good. The large majority of children enjoy. Music lead will review other options to maximise coverage and opportunities.</p>
<p>Creation of Pupil Premium champion outside of SLT in school who will build relationships with children and families. Further develop record keeping system and intervention tracking to a weekly system. Training and develop a new ambassador for pupil premium children. Ambassador to have weekly chat with each child. All staff to have absolute clarity on each child and what makes a difference</p>	<p>Children and families have a support outside of school SLT who can liase with class teacher and ensure high standard of provision and education</p> <p>Timetable created to ensure completed</p> <p>Children will discuss positive relationships</p>	<p>This to form part of staff appraisals for 2022 2023</p>

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: £ 12680

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provision of a pastoral TA available for 3 afternoons a week for all pupils including PPG for social, emotional, wellbeing support for targeted interventions , in class support and in the moment availability. In particular this year due to Covid legacy of lockdowns and home learning (£6000)</p>	<p>Wellbeing agenda post covid – various</p> <p>Covid recovery plans</p> <p>Social and emotional aspects of learning</p> <p>Dedicated person to build relationship with children and families.This support and care has been well utilised over Covid,</p>	<p>All children can access</p> <p>Baselines for all children accessing to measure progress</p> <p>Challenge number addressed: 1,3,4</p>
<p>Additional enhancement to our curriculum offer</p> <p>Reading – further support phonics and early reading through new scheme</p> <p>Writing – purchase of writing resources in KS2</p> <p>Maths – early maths through maths hub</p>	<p>https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/</p>	<p>Challenge number 1</p>

<p>Recruitment of TA's to release TA for explicit teaching of reading and to add phonics groups to reduce numbers in groups every day (£3000)</p>	<p>EEF guide to pupil premium – training to support effective teaching assistant support Maximising the impact of teaching assistants professional reading Gov document on reading</p>	<p>All classes with targeted support with identified children including PPG children in need.</p> <p>Challenge number addressed: 1,</p>
<p>Impact statement May 2022: TA recruitment positive impact on pupil outcomes and supported staff workload</p> <p>Developing high quality CPD with TA's. Maths CPD led by maths lead over a week in their year group and linked to white rose progression. 2 staff in EYFS received over 15 hours of CPD each in addition to 2 external course on phonics and provision in early years. In house training including safeguarding, phonics, Evidence Me, development matters; baselines; developing early number.</p> <p>New phonics and reading scheme for KS1 has made positive start. English writing scheme of work will impact on all classes through planning of high quality English sequenced lessons with high quality texts which promote diversity.</p>		

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

Budgeted cost: £@4250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provision of small group tutoring through the Government initiative of National Tutoring service through existing teaching staff (NTP and in school tutoring)</p>	<p>EEF guide to pupil premium – targeted academic support Small group interventions identify pupils falling behind Use of own staff for targeted and measurable interventions.</p>	<p>6 children</p> <p>Challenge number addressed: 1,4</p>

Provision of technology to support teaching and learning and in particular the provision of technology for use by PPG pupils (£1200)	EEF – digital technology – clear evidence technological approaches are beneficial for writing and maths in particular	Challenge number addressed: 1 8 children
Purchase of online resources to support teaching and learning to offer more personalised approach LBQ Spelling frame Spelling shed Times table rockstars (£500)	EEF targeted academic support EEF digital technology Children positive accessing this resource and improved maths outcomes and engagement at home shows impact	All children including all PPG Challenge number addressed: 1,4,
Cultural capital opportunities identified (such as visits from poets) and built into curriculum plan for all pupils and promote high attaining disadvantaged children engagement in opportunities for further extension (£500)	EEF DFE publication on the importance of education including cultural capital	1
Staff CPD (£750)	High quality CPD for early years staff in relation to phonics, early number and provision including language High quality CPD – ELSA linked for pastoral TA High quality CPD linked to metacognition, Early number through the Maths Hub, writing and EEF principles Middle leaders through NPQ programme	Challenge number 5
<p>Impact statement May 2022: Tutoring accessed by 60% of PPG children and other children with gaps. Impact is evidenced through work in books, raised confidence in working independently and behaviour for learning strategies that can support access all curriculum to compound success. Purchase of additional online resources supports learning for all children and accessing online is engaging more pupils. Staff are monitoring use and this is high. Pupils not accessing as part of our homework or complementing classwork will be encouraged to use in school and this is facilitated by 1 to 1 devices.</p>		

All CPD completed and positive increase in staff confidence and ELSA and metacognition has impacted immediately on the wellbeing and progress of pupils in class 2,3,4.

Cluster enrichment through Peter Tooze (poet) workshop with year 3/4 chosen to include a number of PPG and vulnerable pupils; Class 2 trip to Royal Phil to inspire and engage with music and aspirational careers; Arts week introducing high quality professional artists to continue aspirations and Lion King booked for next school year for a ‘ west end ‘ musical experience.

Technology already shows positive impact on homework but purchase of moveable interactive whiteboard which will maximise high quality additional phonics intervention for ks1 and eyfs so 100% of children are on track.

PPG and post LAC opportunities through TASA enrich curriculum. – Hike to the pike – real experiences, collaboration within schools.

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

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>EY/KS1 reading books (£800)linked to phonics (£1300)</i>	Support and guidance from LCC and Gov publication on the impact of early reading and phonics	Challenge number 3,5
<i>To promote home school communications and support through provision of financial support for a suite of costs such as : Uniform Trips for enrichment no charge for pp children After school clubs Residential reduction in costs of the trip for pp children Books for home reading Sports events promoted and TARDIS Cluster opportunities for PP and vulnerable pupils</i>	EEF toolkit parental engagement Building relationships between home and school to promote additional help and support Facilitate good attendance Offer enrichment to include cultural capital and life’s essential experiences Subsidised minibus transport for out of school local area enrichment where all pupils can benefit	8 PPG pupils and 2 post LAC Additional 4 families access support including food bags Challenge number 1,2 Challenge number addressed: 1, 2.4

	Outdoor learning opportunities available in school to all pupils as outdoor opportunities can support behaviour for learning positive attitudes.	
<p>Impact update May 2022: More families taken up offer of direct PPG support for uniform, clubs and trips. Allocated fund matches last year. Increased cluster sports competitions and festivals supports commitments that all children will represent school in sports over the year. PPG pupils supported through HLTA sports coach employed for an afternoon, lunch time and after school club with invitations for PPG to access for free. This additional cost will be seen through PPG budget 2022 2023. All PPG pupils access one of these sporting sessions at least.</p>		

Total budgeted cost: £ 18000

Additional costs likely to be included from in school tutoring. Pupils being assessed this term to support planning.

<p>Update for May 2022:</p> <p>Using the Gov document ‘ Using Pupil Premium guidance for school leaders’ March 2022, the following will be actioned.</p> <ul style="list-style-type: none"> • The guidance will be used to create the next 12 month plan and integrate it within the 3 year plan • This document will be assessed and added to the school website by Dec 2022 with evaluative statement and data. • Review the ‘ menu’ of approaches to ensure maximising all opportunities. • New PPG statement will be written Sept 2022 for all current PPG and new school development plan priorities.

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. We completed a previous template and this is accessible on our website

Some of the highlights are:

Offering a broad and balanced curriculum with enrichment opportunities throughout to enhance children's experiences.

Children to be actively encouraged and invited to undertake extracurricular activities out of school hours. Any clubs that occur over the year to monitor attendance and proportion of PP children attending. Monitored involvement of PP children in school roles and responsibilities. Support of children with mental health and learning needs children will be able to build their self-esteem and worth

Use of Staff Development to review and monitor progress of targeted support. SENCo / PP Lead to have oversight of assessment for all intervention groups and use to inform future intervention and pupil passports where appropriate.

Close tracking and monitoring, pupil progress meetings and identifying ways of targeting children both at school and on the Google Classroom, when in lockdown.

TA timetables reviewed outside and during lockdown to maximise impact. TA training on how to be effective through scaffolding and questioning.

Improving attendance and readiness to learn for the most disadvantaged pupils. Monitor pupil's daily attendance and follow up quickly on absence - first day response call for PP children. Regular, enhanced contact through lockdowns

Financial restrictions due to family circumstances provide a barrier to children accessing enrichment opportunities, these are provided by the school.

Mental Health First Aider to provide pupils with additional support to promote curriculum access and help pupils to engage with their learning.

PP pupils to have targeted sessions to ensure behaviour and emotional support is in place to support their individual needs to improve readiness for learning.

Use of Jigsaw PSHE Programme/time to shine/ specialist teachers to support children as they deal with impact of COVID-19. Use of emotion indicators by children where needed to encourage positive talk about feelings rather than emotional outbursts.

Targeting the needs of specific families, providing additional social and emotional support in addition to the universal pastoral support offered in school.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, we are reporting teacher judgements given a range of resources and assessments over time.

Data of children on track or above will be assessed again Dec 2021. Results below show the attainment of PPG pupils. AS a school due to 2 terms + of remote learning, priority is for children more than 2-3 terms behind.

Disadvantaged pupil progress scores for last academic year 2020 2021 – Internal Data

See additional document Data PPG 2

Due to the small numbers and the fact that children can be easily identifiable, it will be removed prior to adding to the school website.

Further evaluations of the use and impact of pupil premium funding is contained in the last 2 year's pupil premium strategy document which can be seen on the website.

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
Cornerstones curriculum	Cornerstones
Learning by questions	LBQ
Spelling Frame	Spelling frame
Spellings	Spelling shed
Maths	Times table
National Tutoring	Teaching personnel

Further information

Staff and pupils and families feed into our pupil progress strategy through parental and pupil questionnaires and pupil progress meetings

We have no service PPG

Post adopted pupils have internal PEP discussions with parents regularly to ensure they feed into additional support and enrichment

Covid closure Jan to March 2021 led to National Testing being cancelled in July 2021 after previous year cancellation therefore we only have internal data and pupil reports

Pupils accessed technology and Bretherton offered a full curriculum during lockdown which has resulted in limited learning loss during this time.

Covid 19 built and developed further relationships with our most vulnerable families and children in all aspects of wellbeing from financial, academic and wellbeing.

From January to March 2021, financial support for parents was through free school meals and other charitable vouchers rather than uniform or trip enrichment. However in the Autumn 20 and Summer 21 families were able and did access the financial support for these areas.

Since April 2021, Covid catch up spending in KS1 and EYFS positively impacted on 30 children including 2 PPG

Curriculum purchase supported enrichment of subjects and allowed staff to plan in personalised way for all areas but importantly writing, reading and maths.

Purchase of text books for use at home for all year groups to complement our online offer.

PPG children tracked in accessing out of school provision and positively encouraged to attend paid for, Additional after school clubs were subsidised through pupil premium from April 2021 to provide a wide variety of experiences and it included curriculum provision such as a farm to school visit and a travelling theatre to inspire.

Research Reading undertaken in 2021

<https://thirdspacelearning.com/blog/how-to-spend-pupil-premium-funding-primary/>

<https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/>

[EEF \(2020\) - Impact of School Closures on the Attainment Gap.pdf \(educationendowmentfoundation.org.uk\)](#)