# Pupil premium strategy statement

## 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.

## School overview

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| Detail | Data |
| School name | Bishop Bronescombe CofE School |
| Number of pupils in school | 305 |
| Proportion (%) of pupil premium eligible pupils | 23% (71) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 21/22/  22/23  23/24 |
| Date this statement was published | September 2021 |
| Date on which it will be reviewed | September 2022 |
| Statement authorised by | Tom Hobbs |
| Pupil premium lead | Tom Hobbs |
| Governor / Trustee lead | Michelle Frazer |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £93,110 |
| Recovery premium funding allocation this academic year | £8990 |
| 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 | £102100 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.  Principles   * We ensure that teaching and learning opportunities meet the needs of all the pupils * We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed * In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged * We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged * Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.   **School Context**  Bishop Bronescombe Church of England School is a medium sized community church school located in Boscoppa on the South East of St Austell and part of the Celtic Cross Trust of Schools. All of the Year groups have 1.5 forms with one mixed class in KS1, LKS2 and UKS2. The school sits in a deprived area of St Austell and therefore has a mixed catchment containing some children that live in one of the 40% most deprived areas in the country.  Our ultimate objectives for our disadvantaged pupils are:   * To support our children’s health and wellbeing to enable them to access learning that will challenge them and promote success. * To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data. * For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSE’s in English and Maths.   The range of provision the Governors consider making for this group include and would not be limited to:   * To improve parental engagement and enable them to assist their children in attending school regularly. * To offer behaviour and nurture support to those children who find learning challenging. During break time and lunchtime to provide activities that promote our Christian Values and enhance learning. * Support social, emotional and mental health development so that pupils are ready and resilient learners through bespoke provision, direct pupil support, parenting support and enhanced learning opportunities. * Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved. * 1-1 support * Additional learning support * To allocate a catch up teacher to each phase – providing small group work with an experienced teacher/HLTA focussed on overcoming gaps in learning. * Continued CPD for all staff * To monitor and promote a love of reading across the school. * Pay for all activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom. * All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.   This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Attendance and Punctuality Issues and Poor Parental engagement |
| 2 | Narrowing the attainment gap across reading, writing and maths |
| 3 | More frequent behaviour issues within a small group. |
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## 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.

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| Intended outcome | Success criteria |
| Improved attitudes towards learning | Reduced “Red” Behaviours |
| Progress in reading | Achieve national average progress scores in KS2 Reading |
| Progress in Maths | Achieve national average progress scores in KS2 Maths |
| Progress in Writing | Achieve national average progress scores in KS2 Writing |
| Improve attendance of disadvantaged children | Improve attendance of disadvantaged pupils to at least national expectation (96%) |

## 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: £22000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Staff CPD | High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. We are part of the English Hub and the CODE Maths Hub. All staff to lead effectively are released once a term | 2 |
| RWI CPD training and TA overtime  Accelerated Reader subscription  CPD – vocabulary, reading, | Reading attainment as lower than national average (2019) and pupils fell further behind following Covid lockdowns; Some children are behind in their reading development (especially in current years 3, 4 and 6).  Reading comprehension strategies are highlighted by the EEF as a key area to help early learners access the curriculum and become successful in all subjects. A wide range of strategies are highlighted however many children need to be taught explicitly and consistently. The introduction of Accelerated Reader within the school has given the staff a greater overview into what the children are reading and ensures that they are choosing the correct book to help them make progress in their reading. | 2 |
| Maths Hub – teacher attendance / supply costs | The principles of teaching for mastery have been introduced within maths over the last couple of years with the help of the local Maths Hub. The journey has been incredibly beneficial to our children and staff who have seen the maths curriculum within the school morph into one that uses mastery approaches in every lesson and continuous CPD for our teachers. | 2, |
| Incremental coaching – teacher time and cover costs  Principles of instruction, Outdoor learning | Further CPD is continuing based on Rosenshine’s “Principles of instruction”. Incremental coaching sessions are set aside each week to allow the teachers to observe each other using a specific area of research. Feedback is then given to enable the staff to make any changes before the next observation. The teachers were also targeted to focus on an area from Rosenshine in which to embed in their own classroom. | 2,3 |

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

Budgeted cost: £ *30000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| NTP tutoring  10 groups of 3 (30 pupils) x 15 weeks  £2138.00  Booster teacher: for … pupils– 30 weeks / 6 hours per week - £7380  Specialist Intervention HLTA: for … pupils  30 weeks / 10 hours per week - £5100 – | The EEF states that small group tutoring has an impact, on average, of 4 months over the course of a year, when carried out by a trained teacher or teaching assistant. The school has seen success before using the NTP as well as trained teachers leading small group intervention including good progress last year after the second lockdown.  Areas highlighted are based on “in school” data comparing the children’s achievements last year to that of their achievements in the previous key stage. Children who were seen to have fallen behind in the key areas of Reading, Writing and Maths were added to groups. A large number of these children were pupil premium children or from a disadvantaged background.  End of term assessments providing a scaled score allow the progress of the children to be closely monitored. | 2, |
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £50000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| PSA  Nurture TA’s  Support including interventions and counselling | Attendance  PP attendance is at 96.25% which is above national expectation and gap is closing to all children which is currently 97.56%  SEMH needs met through Nurture provision, Wild Tribe, TIS intervention and outside agency support.  Fixed term exclusions reduced:  2020-2021: 1 x FTE last year ( 0 PP) Support in place to ensure no recurrance  2019-20: 3 x FTE last year (2 pupils / 1 PP) Support in place for PP ensured no recurrence.  2018-19: 4 x FTE ( 2 pupils, both PP). | 1,2,3, |
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**Total budgeted cost: £102000**

# 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.

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| No statutory KS2 or KS1 data due to Covid-19 pandemic.  New termly assessment using NFER tests and standardised scores introduced in Autumn 2021 to moderate data across the school.  Summer 2020 data    Summer 2021 data    Progress  Progress of PP children dropped due to lockdowns but has risen again to almost the levels they were at. The gap between the PP progress and the whole school progress has grown.  69% of children passed their phonics screening with 84% of all children passing.  Attendance  PP attendance is at 96.25% which is above national expectation and gap is closing to all children which is currently 97.56%  SEMH needs met through Nurture provision, Wild Tribe, TIS intervention and outside agency support.  Fixed term exclusions reduced:  2020-2021: 1 x FTE last year ( 0 PP) Support in place to ensure no recurrance  2019-20: 3 x FTE last year (2 pupils / 1 PP) Support in place for PP ensured no recurrence.  2018-19: 4 x FTE ( 2 pupils, both PP). |

## 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*

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| Programme | Provider |
| National Tutoring Programme | Teaching Personel |
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## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? |  |
| What was the impact of that spending on service pupil premium eligible pupils? |  |

# Further information (optional)

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