

# Pupil premium strategy statement – St Peter's C of E Academy Bratton

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	420
Proportion (%) of pupil premium eligible pupils	6.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 to 2023/2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Mark Davis, Principal
Pupil premium lead	Mark Davis, Principal
Governor / Trustee lead	John Wardle, Chair of LAC

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,320
Recovery premium funding allocation this academic year	£16,145
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
<b>Total budget for this academic year</b>  <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>	£60,465

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention, is that all pupils make good progress from when they enter school, until they leave. We expect all pupils to make good or better progress through their time at school and this is part of their journey to achieving their God given potential. The impact of some work of the school will not be seen in assessment results and may not be seen for many years.

The focus of the pupil premium strategy is to support our disadvantaged pupils to achieve highly and make good progress, including good progress for those who are high attaining.

Quality first teaching is at the heart of our approach, with a focus on the areas we identify that need the greatest support, in particular for those who are disadvantaged. This will benefit all pupils. We will supplement the quality first teaching with targeted support, as applicable, identified through our internal monitoring systems. Part of this approach is targeted support through the National Tutoring Programme. As always, we will respond to the needs of individual pupils to ensure they get the right levels of help and support.

School aims that all pupils have acquired strong skills in reading, writing and maths that will prepare them well to excel in their next stage of education.

## Challenges

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

Challenge number	Detail of challenge
1	Oral and vocabulary gaps, in particular amongst disadvantaged children and most prevalent in KS1.
2	Poor social skills between pupils where nursery education was disrupted by lockdowns.
3	Our observations indicate that the education and well-being of our disadvantaged learners, have been impacted by school closures and this has led to gaps in knowledge.
4	Our work with children and families has identified social and emotional issues for many children. Sometimes, these are the result of increased 'friction' within families, family bereavement or a lack of interaction caused by restrictions.

5	Our work with children and families has identified that support for ongoing medical needs, such as obtaining glasses and specialist referral has been more difficult and has resulted in ongoing needs for some families.
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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.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged learners.	Children gain strong oral skills quickly. These oral skills are developed as children go through school enabling them to communicate well, to a variety of audiences, through talk.
Improved reading attainment among disadvantaged pupils	KS2 reading outcomes in 2024/25 demonstrate that disadvantaged pupils reading standards are at or above the national average for all pupils.
Improved maths attainment among disadvantaged pupils	KS2 maths outcomes in 2024/25 demonstrate that disadvantaged pupils reading standards are at or above the national average for all pupils.
Improved well-being for pupils in school	Our internal records and student voice, demonstrate that children have greater resilience and strong relationships with other pupils. There is increased participation in enrichment activities.
High levels of attendance for all pupils in school	Attendance remains well-above the national average. Where a child's attendance is persistently absent, there are specific reasons for this but also a track record of support and challenge (as appropriate) to this.

## 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: £22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
DFE validated synthetic phonics programme	Phonic approaches have a strong impact on word reading. Schools will be required to use a validated synthetic phonics programme.	1
Embedding of guidance from maths hubs	Maths hubs are used by the DFE to share effective practice highlighted through DFE and EEF.	3
Providing a higher level of teaching assistant support across school.	Enables the provision of pre/post teach intervention to embed strategies – in particular for mathematics and reading.	2, 3

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 tutoring through NTP	Tuition targeted at specific needs and knowledge gaps can be an effective method to support those who are falling behind or who are low attaining.	3
Additional phonics sessions, targeting at those who need further support, in particular disadvantaged.	Phonics approaches have a strong evidence base to indicate a positive impact on pupils, in particular those who are disadvantaged.	1
Specific therapy sessions inc. art and Lego delivered by trained visitors.	These sessions demonstrate that children have been able to communicate through these sessions in ways they have not been able to before	3,4

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

Budgeted cost: £31,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of full-time pastoral support leader	Maslow's hierarchy of need demonstrates that belongingness and esteem	2,3,4,5

and part time pastoral support assistant and hub room to support children and families individually.	needs have to be developed for self-actualization to begin. Specific family support and intervention has demonstrated improvements in children's and families relationship with school, feelings about school and improved attendance. Effective social and emotional learning in primary schools is demonstrated to have +4 months impact on progress.	
Dedicated time of Assistant Principal to work on attendance, behaviour and well-being as part of oversight role.	As above	2,3,4,5
Develop the learning of oracy and the learning through oracy across school. In conjunction with Voice 21.	EEF conducted a study with voice 21 that demonstrated promising results in impact of child achievement, but no quantitative data at the moment.	1,2,3,4,5

**Total budgeted cost: £61,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data – although we have shared a summary of our on our website. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

Due to the low number of pupils eligible for pupil premium, it is particularly difficult to draw whole cohort comparisons and conclusions.

We have reviewed our strategy plan to ensure we are on track to meet the objectives set for 2024/2025.

### 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

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
<b>The impact of that spending on service pupil premium eligible pupils</b>

## 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.*