

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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

Detail	Data
School name	<b>Brockenhurst CE Primary &amp; Pre-School</b>
Number of pupils in school	<b>236</b>
Proportion (%) of pupil premium eligible pupils	<b>8.47%</b>
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	<b>2<sup>nd</sup> Year</b>
Date this statement was published	<b>Autumn 2022</b>
Date on which it will be reviewed	<b>Autumn 2023</b>
Statement authorised by	<b>John Littlewood</b>
Pupil premium lead	<b>Julie Edwards</b>
Governor / Trustee lead	<b>Kirsty Tomlin</b>

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£ 31,135.00</b>
Recovery premium funding allocation this academic year	<b>£ 761.25</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	<b>£ 0</b>
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£ 31,896.25</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Brockenhurst CE Primary & Pre-School we are committed to:

Promoting an ethos of aspiration for all pupils in our school.

Providing high quality teaching in the classroom; and targeted, evidence-based intervention and support outside the classroom when required.

Closely monitoring our pupil premium children. Our approach puts the individual at the heart of what we do; flexibly adapting provision to address their particular barriers to learning.

As result of two national lockdowns enrichment opportunities for our most disadvantaged have also been restricted. Our internal data shows we have an increased need for social and emotional support for our pupils.

In school we use NFER summative tests in Reading and Mathematics together with the Hampshire Assessment Model to track pupils' progress and outcomes.

We want our pupil premium children to leave our school equipped with the necessary attainment levels, learning behaviours and emotional resilience to enter the next phase of their education with the confidence to succeed and flourish.

This statement has been underpinned by the following:

- Using Pupil Premium: guidance for school leaders
- Education Endowment Fund (EEF) Teaching and Learning Toolkit
- Putting evidence to work – A School's Guide to Implementation
- Ofsted's latest report of the use of Pupil Premium

## Challenges

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

Challenge number	Detail of challenge
1	Potential for <u>lower expectations</u> for pupil premium children, impacting negatively on their educational outcomes
2	Potential for pupil premium children to have <u>lower attainment than their peers</u> , or attainment gaps in particular areas
3	Potential for <u>mental wealth problems</u> to be more prevalent
4	Potential for <u>safeguarding concerns</u> to be more prevalent in this group of children
5	Potential for <u>attendance rates to be lower</u> than that of non-disadvantaged children
6	Potential for <u>lower income</u> of parents/carers to impact negatively on access to extra-curricular activities, technology and educational materials
7.	Potential for disadvantaged pupils to have a <u>lower phonological awareness and vocabulary bank</u> , due to exposure to fewer spoken words and books to read at home
8.	Potential for disadvantaged pupils to display <u>poorer learning behaviours</u> and <u>resilience to learn</u>

## 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	Cost
<p>Develop high quality Teaching and Learning</p> <ul style="list-style-type: none"> <li>All staff promoting high expectations and standards for PP children</li> <li>Quality first teaching is consistently good or better over time</li> <li>Feedback is effective, timely and moves learning forward ("zap-the-gap")</li> </ul>	<p>Disadvantaged pupils group will make at least 10% above national figure for their group</p> <p>All staff will feel confident to support disadvantaged pupils, through safeguarding, well-being, attainment or attendance issues</p> <p>SIP 1.6/ 2.1 / 2.2</p>	<p>CPD</p> <p>TA meetings</p> <p>NFER diagnostic tests</p> <p>Progress checking</p>
<p>Evidence based interventions matched to attainment/progress issues to close-the-gap</p> <ul style="list-style-type: none"> <li>Specialist advice pro-actively sought to tailor provision and help staff overcome specific difficulties (Ed psych etc.)</li> </ul>	<p>1:1 or small group support of pupils will lower prior attainment, those with specific areas of need that are a barrier to learning or who are at risk of falling behind to make accelerated progress</p> <p>Provision for PP children effectively tracked across the school</p> <p>Provision will be flexible and regularly reviewed and adjusted to meet needs with awareness of 'opportunity costs'</p> <p>Additional teacher/teacher assistant hours will be used to work 1:1 or within small groups to provide evidence-based intervention that positively impact on progress</p> <p>SIP 2.4</p>	<p>Interventions (pm)</p> <p>S O'M</p> <p>HE (writing)</p>
<p>Mental Wealth</p> <ul style="list-style-type: none"> <li>Increased engagement and improved motivation attitude</li> </ul>	<p><u>Barriers to learning</u></p> <p>Behaviour of PP children is tracked and proactively managed</p> <p>Attendance of PP children is tracked and proactively managed</p> <p>Emotional literacy (Boxall levels tracked)</p> <p>Pigs onsite</p> <p>Forest School</p>	<p>HIAS</p> <p>Inspection</p> <p>Admin time</p> <p>X2 trained ELSA's delivering 1:1, small group ELSA sessions</p>

	Development of Sensory Garden SIP 2.4 / 4.3	and Nurture Lunch 30 min Golden Time per week Forest School Therapy Dogs onsite Jigsaw – whole school programme
Enrichment <ul style="list-style-type: none"> <li>All children to have enrichment opportunities</li> </ul>	Music / PE / Competitive Sport / Sailing / Social Play / /Badger's Rest As appropriate to identified need	£20 / Term (Clubs) £5.00 Breakfast £10.50 Afterschool

## 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: **£13,020**

Activity CPD	Evidence that supports this approach	Challenge number(s) addressed
ELKLAN/Speech & Language Link package  Developing the speech and language to ensure access for all	£9,500 (10hrs/wk x 38)  Children's access to language opens learning to them. Simple speech and language intervention can reduce attainment gap	1 / 2 / 8
Assessment/HAM – Granular Progress  Identifying individual gaps in skills	£1,620  Children are often labelled as failing when in reality it is a small aspect or number of aspects that are holding them back. By looking into the small specific weaker areas next steps can be more clearly identified	1 / 2 / 8
QFT – Zap the Gap  Weekly reflections on subjects with PP focus in all discussions	£1,900 (2hr/wk x 38)  Children make the best progress when learning is adapted at source and based on performance within lessons	1 / 2 / 8

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

Budgeted cost: **£8,500**

Activity INTERVENTIONS	Evidence that supports this approach	Challenge number(s) addressed
Stareway to Spelling (SO'M)	£900  Children who have not had success with phonics may need an alternative strategy. Once in KS2 a different approach is needed to remove spelling and language as a barrier	2 / 7
Maths (JM)	£3,420  Children with poor concept of the value of number and lower reading and reasoning skills due to language acquisition struggle to reach	2

	expectation. Breaking down value and concepts increases access and belief in self	
Phonics (JN,GCp,GCw)	£2,280 Children who have difficulties with recall, sound formation and blending struggle to access reading and in turn writing. Revision of the phases and blending increases vocabulary and access to the wider curriculum	2 / 7
Various (RK)	£1,900 Children sometimes present with a short term barrier or aspect that needs unpicking or reviewing to ensure success. Adaptability reduces negative impact	2 / 7

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

Budgeted cost: **£10,376.25**

Activity ELSA	Evidence that supports this approach	Challenge number(s) addressed
ELSA (MMD, ED) – 12hrs/wk	£6,840 Children with a low emotional quotient struggle to show potential as their working memory is full and they are unable to focus on the task in hand or have the resilience to see tasks through	3 / 4 / 5 / 8
Sensory – Forest School/ Garden / Pigs / Dogs	£3,236.25 A calm and purposeful environment promotes balance and reduces anxiety. Animals and nature create a safe place where all can benefit	3 / 5
Wider Curriculum – Enrichment	£300 Opportunities beyond the curriculum develop social and physical skills. Children develop confidence in a wider and more unfamiliar environment	6

**Total budgeted cost: £31,896.25**

## 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 2021 to 2022 academic year.

Due to COVID-19, performance measures were not published for 2021 to 2022. Our evaluation of provision for pupil premium pupil shows that we were able to support pupils well and with a positive impact.

Food vouchers were provided to pupil premium pupil throughout the year. In 2021-2022, support focused on ensuring the physical, mental and emotional health and well-being of the pupil premium pupil in school and we also identified and addressed any underachievement as a result of lockdown. Pupil premium pupil received additional ELSA and tutoring. Review of provision, as a result of lockdown, showed improved emotional wellbeing and accelerated learning due to the additional support received.

### Externally provided programmes

Programme	Provider

### Service pupil premium funding (optional)

Measure	Details