



## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Brereton CE Primary
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers	2023-24
Date this statement was published	September 2023
Date on which it will be reviewed	August 2024
Statement authorised by	K. McLean
Pupil premium lead	K. McLean
Governor / Trustee lead	Nicola Jenkinson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45354
Recovery premium funding allocation this academic year	£3915
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£49,269

# Part A: Pupil premium strategy plan

## Statement of intent

We at Brereton C of E Primary School are committed to the continuous improvement and fulfilment of potential in every child. We want to ensure every child who comes here:

- is well prepared for the next phase of their education
- receive a high level of emotional and social care
- has the opportunity to take part in a wide range of clubs, trips and activities.

## Challenges

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

Challenge number	Detail of challenge
1	Attainment in upper KS2
2	Reading attainment and reading for pleasure
3	Mental health and emotional well-being
4	Access to trips and out of school clubs and activities
5	Speech and language development

## 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
Accelerated progress in Reading and Maths which therefore lead to increased attainment levels.	Improved end of KS2 results so ensuring a successful start to the next phase of their education and beyond.
Targeted children can start the day positively and complete homework in after school club.	Staff will report children have arrived on time and are settled. Homework will be consistently completed, so increasing attainment.

<p>To develop key skills and engagement with full curriculum, developing resilience, problem solving and collaborative skills.</p>	<p>Boxall profile will show improvements in emotional well-being and resilience. Pupil surveys show improved emotional and well-being.</p>
<p>To ensure all children achieve the expected standard in reading and develop a love of reading.</p>	<p>Pupils will make excellent progress in their reading age. Year 1 phonics screening to be above 90%. KS2 reading outcomes will be above National.</p>
<p>All children have had the opportunity to experience wider curriculum opportunities.</p>	<p>Survey of after-school club/activity attendance will show an increase. All children to attend all trips and residential.</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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed

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

Budgeted cost: £36,128.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
KS1 phonics and reading intervention (RWI phonics, 1:1 Phonics Tuition, Precision Teach).	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	4
KS1 and EYFS speech and language interventions	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	5
HLTA/Qualified teacher to deliver maths and reading interventions to small groups of pupils.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1 and 2
After school, one-to-one tuition for identified pupils.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a>	1 and 2
Homework club at Brereton Bears	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a>	1 and 2

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

Budgeted cost: £18,465

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest School for every class, as well as small groups.	<a href="#">NFER Research</a>	3
Trips and visits	<a href="#">Research Gate – The Value of Outdoor Education</a>	4
Music lessons	<a href="#">Kumon research – the benefits of children learning music</a>	4 and 3
Accelerated Reader Programme	<a href="#">The Research Foundation for Accelerated Reader</a>	2
ELSA	<a href="#">ELSA research and reports</a>	3

**Total budgeted cost: £54593.80 (additional funding added from the school budget)**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

Intended outcome	Outcome
Accelerated progress in Reading and Maths which therefore lead to increased attainment levels.	<p>GLD – 80%</p> <p>Y1 Phonics – 90%</p> <p>Y2 Phonics – 100%</p> <p>KS1 Reading Expected or above – 90%</p> <p>KS1 Reading Greater Depth – 20%</p> <p>KS1 Writing Expected or above – 83%</p> <p>KS1 Writing Greater Depth – 3%</p> <p>KS1 Maths Expected or above – 80%</p> <p>KS1 Maths Greater Depth – 20%</p> <p>Y4 MTC – 15 or less – 17%</p> <p>Y4 MTC – 16-24 – 73%</p> <p>Y4 MTC – 25 (full marks) -10%</p> <p>KS2 Reading Expected or above – 83% (National 74%)</p> <p>KS2 Reading Greater Depth – 44%</p> <p>KS2 Writing Expected or above – 76% (National 69%)</p> <p>KS2 Writing Greater Depth – 7%</p> <p>KS2 Maths Expected or above – 79% (National 71%)</p> <p>KS2 Maths Greater Depth – 28%</p> <p>KS2 SPaG Expected or above – 79% (National 72%)</p> <p>KS2 SPaG – Greater Depth – 34%</p> <p>Combined RWM – 69% (National 59%)</p>
Targeted children can start the day positively and complete homework in after school club.	<p>Identified children arrive to school on time and staff report that they settle quickly into class.</p> <p>Impact of homework club has varied due to staff absence so for 22/23 we will appoint a member of staff not attached to ASC.</p>
Individuals and families to secure emotional well-being and resilience	7 families were referred and 6 engaged in support.

<p>support, which will then impact on ability to learn.</p>	<p>All families have also had access to on-line training and workshops.</p>
<p>To ensure all children achieve the expected standard in reading and develop a love of reading.</p>	<p>EYFS reading – 87%</p> <p>Y1 Phonics – 90%</p> <p>Y2 Phonics – 100%</p> <p>KS1 Reading Expected or above – 90%</p> <p>KS1 Reading Greater Depth – 20%</p> <p>KS2 Reading Expected or above – 83% (National 74%)</p> <p>KS2 Reading Greater Depth – 44%</p> <p>Ofsted also recognised our work in promoting a love of reading.</p>
<p>All children have had the opportunity to experience wider curriculum opportunities.</p>	<p>All children attended trips and residential this year.</p> <p>Four children visited Pensarn for five days and five children visited York for three days.</p> <p>Children were offered a range of free after school clubs, such as Outdoor Explorers, Drumming, Running, Quidditch, Football, Board Games and Art Club.</p> <p>For 22/23, we will consider how our booking system will make PP children a priority.</p>
<p>To develop key skills and engagement with full curriculum, developing resilience, problem solving and collaborative skills.</p>	<p>Boxall profiles show an improvement in mental health.</p> <p>Staff report fewer worries being shared (ie in the worry boxes).</p> <p>A full and balanced curriculum has been on offer and this was recognised by Ofsted.</p> <p>Children enjoy their Forest School sessions and we have seen an improvement in their resilience and attitude during these sessions.</p>