

Pupil premium strategy statement – Brereton C of E Primary School



This statement details our school's use of pupil 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	203
Proportion (%) of pupil premium eligible pupils	9.4%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Natasha Wood
Pupil premium lead	Natasha Wood
Governor / Trustee lead	Karen Woodall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,540
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£43,540

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:

- has a good level of school attendance
- is well prepared for the next phase of their education
- receives 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	Mental health and emotional wellbeing
2	Attendance
3	Age-related attainment
4	Access to experiences – trips and visits.

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
Children's attendance will be above 96% and arrive on time.	Transitions between home and school will be successful. Attendance and punctuality will be above 96%
Children will be happy and settled in school.	A support plan will be put in place within 4 weeks of a parent request or staff logged concern.

Accelerated progress in maths, reading and writing development.	% of children achieving the expected standard at the end of KS2 will align with children not receiving PP.
PP children will have equity of access to school trips, visits and clubs.	After school clubs run by school staff will be free to access for children with PP. Applications can be made by parents for access to clubs run by external providers. No child will miss an education visit or residential due to funds – children with PP will be funded by school.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 9,580

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for SENCO and PSHE lead /Mental Health lead EBSNA training	School is amber rated for attendance by Cheshire East. Training is in Emotionally Based Non-School Attendance.	1 and 2
<i>ELSA training for HLTA.</i>	ELSA is recommended by Cheshire East. Training and supervision is lead by Education Psychology team to ensure quality of delivery. Social and emotional learning EEF Research – ELSA Network	1 and 2
<i>MELSA training (and release time) for TA.</i>	MELSA is recommended by Cheshire East. Training and supervision is lead by Education Psychology team to ensure quality of delivery. The Psychological Foundations of The Mediating Learning Support Assistant (MeLSA) Training Programme	3
<i>Spelling scheme and whole staff training</i>	Scheme purchased is evidence based and comes with whole staff training. Spelling was identified as key area preventing reaching the expected	3

	standard in writing in recent external scrutiny.	
<i>Mini Medics Teaching for Y4 and Y5 from specialist teacher.</i>	THRIVE, specialist trained staff delivering programme based on work of Andy Cope and Will Hussey. Social and emotional learning EEF	1
<i>Art of Brilliance staff training and resources.</i>	The Art of Brilliance - COMPLETE.pdf	1

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

Budgeted cost: £25,891

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA and HLTA time dedicated to 1:1 support in group intervention to support accelerated academic progress.	Support for pupils who need one-to-one tutoring and group intervention in maths and reading. Children identified during pupil progress meetings and vulnerable child meetings. Reducing class size EEF	2
SWANS Counselling support	Social and emotional learning EEF	1 and 2
Implement specialist advice for children receiving pp+ working with external agencies.	Evidence for recommendations will be sought before actioning advice.	1,2 and 3

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

Budgeted cost: £ 7,979

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children supported by PP to attend clubs, trips and visits.	(PDF) The value of outdoor learning: Evidence from research in the UK and elsewhere	4

Total budgeted cost: £ 43,540

