

Pupil premium strategy statement – Brailes C of E Primary School 2024-2027

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	100
Proportion (%) of pupil premium eligible pupils	13% actual in Nov 24 (11% based on Oct 23 census for PP funding)
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	31.12.24
Date on which it will be reviewed	31.12.25
Statement authorised by	Christian Hilton (CEO Stour Federation Multi Academy Trust)
Pupil premium lead	Heather Childs (Headteacher)
Governor / Trustee lead	Lois Self (LAC Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16 280
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£16 280

Part A: Pupil premium strategy plan

Statement of intent

Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality: school wide culture aligned with vision and values; creating a sense of belonging; transitioning into school; identifying barriers; collaborative working with families; proactive solutions.
2	Communication and interaction: lack of early Speech & Language provision including specialist support and communal working with preschool settings; support for families, including screen time and sleep patterns; opportunities for developing oracy skills; earlier identification and targeted intervention; opportunities for play and learning including the ability to interact.
3	SEND and disadvantaged provision and progress: reflect on current practice; solve problems collaboratively; improve SEND provision; accessibility to learning, enrichment and life experiences.
4	Preparing children for life outside school: develop cultural capital; transition opportunities; widening social circles; achievement, engagement, motivation and aspiration.
5	Helping children to develop personal, social and emotional skills to thrive in and out of school and to develop effective relationships.

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
<i>Targeted families overall attendance and punctuality increases.</i>	Overall school attendance is 97% + Lateness is below 0.5%
<i>Children demonstrate increased communication and interaction skills.</i>	Parent, children and staff surveys show an increasing trend in happiness/positivity with school life. 75%+ of children achieve their level in the Junior Duke programme. 80% + Y1 PSC. Improve % of children achieving PSED GLD to 80%.

	<p>Maintain % of children achieving GLD in Communication and Language (above 80%).</p> <p>Number of staff trained to support Speech and Language increases - Growing Great People CPD projects.</p> <p>Number of recorded incidents of behaviour issues related to relationships between children decreases (peer to peer incidents on CPoms used as a measure).</p> <p>Targeted early intervention is strategically planned, delivered and is effective - whole school intervention mapping.</p>
<p><i>SEND and Disadvantaged children achieve higher than Warwickshire peers and above National Average at key points.</i></p>	<p>Key measures: GLD, Y1 PSC, Y4 MTC, Y6 SATS are above comparative measures.</p> <p>Termly assessments and pupil progress reviews show that progress is at least good for targeted children.</p> <p>All children make at least good progress from their starting points.</p>
<p><i>All children are well supported to engage in after school activities, wider curriculum activities and feel that they are valued and belong to our school and feel connected to our community.</i></p>	<p>All children are encouraged and supported to represent the school in some way by the end of Y6.</p> <p>All children are encouraged and supported to attend school trips.</p> <p>All children are encouraged and supported to play a musical instrument.</p> <p>Parental satisfaction and engagement and support is high (measured through attendance at workshops, newsletter & Ping analysis, responses to termly surveys).</p> <p>Children's satisfaction and happiness is high (measured through pupil voice with staff & Governors & pupil surveys).</p> <p>There is a wide variety of events in the community each year which children participate in e.g. Shipston Victorian Evening Choir, Shipston Proms, Sustainable Brailes events, attending local church services.</p>
<p><i>Children have the necessary skills, vocabulary and support to enable them to form effective relationships with peers and adults; have a positive self-image and resilience and know pathways to support available to them. There is flourishing for all children and families.</i></p>	<p>Thrive is well-established and used effectively by all staff.</p> <p>Behaviour, relationships and well-being policy is used consistently by all staff, is up-to-date and understood by parents.</p> <p>Thrive screenings show that interventions are effective.</p> <p>Surveys of the whole school community show that there is a high level of belonging and happiness.</p> <p>The 6 C's are evident in the culture and ethos of the school.</p>

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: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging, accessible curriculum - regular reviews & training.	Walk Thrus: Teacher Walkthrus Scaffolding/Differentiation - lesson obs Maximising impact of Teaching Assistants - EEF Maximising-the-impact-of-teaching-assistants Mastering Number: Mastering Number at Reception and Key Stage 1	1, 3
Oracy development.	Oral language interventions Toolkit EEF Oracy in Maths Voice 21 Oracy Framework	2
SEND Inclusion Framework	Bold Beginnings: The Reception curriculum in a sample of good and outstanding primary schools Telling the Story: the English education subject report EEF Preparing for Literacy Warwickshire SEND Inclusion Framework for Schools	3
Wave 1 provision - school provision map.	Quality First Teaching SEND Code of Practice Brailles SEND Information Report Brailles SEND Policy	3
Behaviour: reviewing & updating policies, monitoring, consistency of effective use, training, effective use of CPoms, behaviour curriculum, 6Cs.	New Pedagogies for Deep Learning 6Cs Mark Finnis - Restorative Practice Paul Dix - When the Adults Change Brailles Positive Behaviours, Relationships & Wellbeing Policy: Brailles Behaviour and Relationships Policy	5

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
Thrive	Social_and_Emotional_Learning_EEF The Thrive Approach	1
Warwickshire Families First for Children	Warwickshire Families First for Children	1
Identifying barriers and working with families - Collaborative Proactive Solutions, (CPS) Challenging Education Flourishing Together	Lost at School Dr Ross Greene Challenging Education Flourishing Together a collective vision for the education system	1
S&L interventions: WellComm, Time to Talk, SaLT	Oral language interventions Toolkit Strand EEF	2, 3
SEND interventions: precision teaching, EPATT, Colourful Semantics	Oral language interventions Toolkit Strand EEF One to one tuition EEF Small group tuition Toolkit Strand EEF	3

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

Budgeted cost: £4, 280

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusive Attendance	Working Together to Improve School Attendance ImpactED Understanding Attendance Report 1 - ImpactED Understanding Attendance Report 2 Inclusive Attendance	1
Signposting families; Mental Health in Schools Team workshops;	FIS Rise MHST	2

newsletters; Family Information Service		
Increase communication and collaboration with preschool settings.	Internal data tracking - PSED, Communication & Language scores, Reception Baseline https://www.eyalliance.org.uk/hello-big-school-managing-transitions	2
Enrichment and play opportunities: OPAL, trips & visitors, clubs, Junior Duke, cluster sports.	OPAL: The Case for Play in Schools About the Primary PE and Sport Premium EEF Learning and teaching toolkit Physical-activity JuniorDuke Equity-in-the-classroom-levelling-the-playing-field-of-learning-a-practical-guide-for-teachers 4 Principles of Equity based education, Lee Elliot Major	3, 4
Surveying parents & children regularly to ensure understanding of behaviour strategy, expectations/curriculum meetings; use of newsletters to promote and celebrate; achievement assemblies; positive rewards - behaviour blueprint; working with high schools	Behaviour interventions EEF	5

Total budgeted cost: £16 280

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<p><u>Updates throughout the academic year 2024-2025:</u></p> <p>Based on Oct 2023 census: 11 children. Total: £16 280</p>
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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
N/A	

Service pupil premium funding (optional)

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.