

Pupil premium strategy statement

This statement details our school's planned use of pupil premium for the academic year 2024 to 2025 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	Branton Community Primary School and Breamish Valley Community Nursery
Number of pupils in school	18 pupils (Reception to Y6)
Proportion (%) of pupil premium eligible pupils	3 pupils (17%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023/2024 to 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Emma Miller
Pupil premium lead	Emma Miller
Governor / Trustee lead	Sarah Parsons and Charlotte Griffiths

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1,480.00 (1 pupil at census point)
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£1,480.

Part A: Pupil premium strategy plan

Statement of intent

Our objective for our disadvantaged pupils is to prioritise their achievement and maximise their potential. We have followed EEF Guidance relating to Pupil Premium and will use our funding to ensure that every child benefit from effective teaching and learning. It is our aim to provide children with targeted academic support where needed. We will also address any other barriers to success such as any SEN need and social and emotional support.

Challenges

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

Challenge number	Detail of challenge
1	To ensure children fulfil their potential in reading, writing and Maths regardless of whether they are disadvantaged.
2	To provide 1-1 support as required to enable all children to reach their potential.
3	To provide extra curricula and curriculum-based experiences, trips and visits to provide prior learning and consolidate learning.
4	To ensure all children's health and wellbeing is good, both physical and mental.
5	To ensure pupils have high aspirations and they achieve well.

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
For children to achieve to their potential.	Children to achieve the age-related expectations and are challenged to achieve mastery.
For children to be challenged to exceed expectations.	
For children to be comfortable with who they are and what they believe in.	Children are happy and settled in school, they feel valued and supported, and in a good place to make the most of every learning opportunity.
For children to be in a good place, physically and mentally, to learn.	

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.

Activity in this academic year (2024 to 2025)

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

Teaching

Budgeted cost: £ 500 approx.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Revised, effective, relevant, clear, progressive, broad and balanced long-term curriculum plan that meets the needs of all pupils.	EEF research for Maximising Learning states: The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.	1, 2, 3, 4, 5
Embed RWI phonics programme, monitor and review phonics teaching.	EEF Phonics (+5 months) Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading which in turn impacts positively on the self-esteem, particularly of disadvantaged children.	1, 2
Children given the opportunities to receive feedback about their work	EEF Feedback (+ 6 months) 'Teacher Feedback to Improve Pupil Learning 2021' that "Feedback studies tend to show very high effects on learning.... Effective feedback tends to: encourage and support further effort; be given sparingly so that it is meaningful..." with an average impact of additional 8 months.	1, 2
Improve the quality of social and emotional (SEL) learning.	EEF SEL (+ 4 months) There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers)	4, 5

Targeted academic support

Budgeted cost: £500 approx.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Some targeted TA intervention for literacy and mathematics.	EEF Teaching assistant interventions (+4 months). Targeted one to one support has been evidenced at being very effective at improving pupil outcomes.	2

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

Budgeted cost: £500 approx.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sustaining Forest School provision in the use of the outdoor environment for educational purposes.	EEF (unclear although there are certainly elements of metacognition and self-regulation within Forest School which the EEF rate as +7 months)	3, 4, 5
To subsidise some transportation costs and the partial cost of trips and events.	To support our community with the cost of school trips/ activities to ensure pupils benefit from enrichment activities and wider experiences.	3, 4, 5

Total budgeted cost: £1,500 approx.

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 2022 to 2023 academic year.

Due to our school numbers and the small size of cohorts, pupils are easily identifiable. Therefore, outcomes of individual pupils will not be published.

Note –

During the academic school year 2022/2023 we had 1 pupil listed as pupil premium on our school roll, however we now have 3 pupil premium pupils in academic year 2024/25 but due to census dates and when these children joined the school we are not in receipt of their funding yet. However, these pupils are accessing the same identified provision.