Much Birch Church of England Primary School

We will flourish and reach our God-given potential.

I am the vine; you are the branches. If you remain in me and I in you, you will bear much fruit. John 15:5

Pupil Premium strategy statement:

This statement details our school's use of pupil premium and recovery premium for the 2022 to 2023 academic year designed to help improve the attainment of our disadvantaged pupils.

This report outlines our strategies, how we intend to spend the funding in this academic year and the impact that last year's spending had within our school.

School Overview

Detail	Data
School name	Much Birch CE Primary School
Number of pupils on roll	179
Proportion (%) of pupil premium eligible pupils	13.41% (24)
Academic year(s) that our current pupil premium strategy plan covers	2021 (Sept) – 2024 (July)
Date this statement was published	February 2023
Date on which it will be reviewed	January 2024
Statement authorised by	Mrs B Davies
Pupil Premium lead	Mrs B Davies
Governor	Reverend Mark Johnson

Funding Overview

Detail	Data
Pupil premium funding allocation this academic year	£12285 (based upon Formula allocation)
Recovery premium funding allocation this academic year	£2000
National tutoring (60% of tutoring costs up to £18 ph)	£0.00
Pupil premium funding carried forward from previous years	£0.00
Total budget for this academic year	**£14285**

Part A: Pupil premium strategy plan

At Much Birch C E Primary we believe and strive for every child, no matter their background or level of disadvantage, to achieve their potential. We work hard to ensure that our disadvantaged children achieve at least in line with their peers. Our current plan is aimed to cross many areas of academic and non-academic elements to ensure the greatest impact.

Challenges

Our key challenges to achievement are identified among our disadvantaged pupils.

	Detail of challenge (Challenge Numbers)
1	Attendance of disadvantage families
2	Early reading – disadvantaged children typically enter Reception with lower than average early reading skills.
3	Social, emotional, wellbeing and mental health support for disadvantaged pupils and families.
4	Disadvantage families very often have less opportunity for experiences beyond their home life and local community.
5	Children from disadvantaged families are less likely to have well developed 'positive learning behaviours' (e.g Growth mind-set, perseverance and resilience)
6	Academic and social impact of lock down upon disadvantaged children and their families continues to cause concern.

Intended outcomes

Intended outcome	**Success criteria**
Improve school attendance for target disadvantaged families	Achieve significant improvement or to above 95%
Disadvantaged pupils maintain at least the standard of attainment achieved at the end of the previous year (reading, writing and maths). With an accelerated progress towards catching up for those who have fallen behind.	Disadvantaged children make expected progress from previous summer and from Key Stage outcomes. Pupils will have opportunities to practice and consolidate key skills in reading, writing, spelling and mental/written maths.
Evidence from both statutory and internal assessment data that pupil premium children achieve as well as non-pupil premium children across the year in all core subjects and outcomes are comparable to national standards.	Data from EYFSP, Phonics screening and Year Two and Year Six SATs show little difference between pupil premium and non-pupil premium children. Any differences can be clearly accounted for.

How we intend to spend our funding in this academic year to address the challenges:

General strategies Budget cost: £932

Activity	Evidence	Challenge number(s)
Attendance support process for target families	Increased attendance directly impacts academic outcomes. Resulting in a greater chance of success for disadvantaged children.	1 and 6
Financial support for cost of living.	Direct link to well-being, health and mental health if families are supported financially to be able to provide at least the basics.	3 and 4
Financial support for extra-curricular activities and music tuition.	Direct link to building self esteem and giving opportunities for non-academic achievement to develop and individuals to flourish to their full potential.	3, 4, 5 and 6
Support process for wellbeing and mental health.	As above.	3, 4, 5 and 6
Support costs in respect of attendance, Early Help, additional counselling (well-being) and family support worker.	Families as a whole show visible signs of feeling cherished, cared for and enabled from targeted expert advice and support. This impacts enormously on the outcomes of their child/children's academic achievements.	3, 5 and 6

Teaching Budget cost: £2000

Activity	Evidence	Challenge number(s)
To help with recovery premium – targeted support of PP children with qualified teacher 1x weekly.	Data shows one to one or group tuition shows positive impact on a child's progress.	2 & 6

Academic support for targeted pupils Budget cost: £11353

Activity	Evidence	Challenge number(s)
Phonics booster sessions across EYFS and KS1	Data shows one to one or group tuition shows positive impact on a child's progress.	2 and 6
Additional teaching assistant hours to support targeted areas of core subjects both in and out of core lessons.	Data shows one to one or group tuition shows positive impact where targeted areas of core subjects are identified.	2 and 6