



Accumulating Advantage For All



Brixham Church of England School Pupil Premium Strategy Statement 2024 – 2027

This statement details our school’s use of pupil premium (and recovery premium for the 2024 to 2026 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	Brixham C of E Primary
Number of pupils in school	195
Proportion (%) of pupil premium eligible pupils	25.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024–2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2024
Statement authorised by	Governing body
Pupil premium lead	Nicola Hartley
Governor / Trustee lead	Cath Hayden

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,440
Recovery premium funding allocation this academic year	-
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£78,440

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

- See our Trust wide *plan 'Accumulating Advantage for all'*

In a changing world we recognise the need to ensure that our Curriculum reflects how pupils are supported and encouraged to flourish in all aspects of their lives. Current research shows that the South West is one of the most challenging areas to grow up poor. We strongly believe that as a Trust, and through our Curriculum, we are able to narrow the disadvantaged gap, supporting all pupils.

Our aims for our disadvantaged pupils

- Our aim as a Trust is to ensure that all pupils accumulate advantage based on the high quality experience that we offer them through our Curriculum and enquiry based approach to learning.
- Our Curriculum is rich and ambitious and offers all pupils an equal opportunity to experience a range of outdoor lessons, take part in educational visits, theatre trips, hands-on days, expert visits and have the opportunity to explore a wide range of extra-curricular clubs.
- We believe that all pupils should have the opportunity to aspire to be the best version of themselves, therefore we provide pupils with the experiences that develop their love of learning and support them to acquire experiences as they move through their school lives, to make informed choices when deciding future decisions.

Statement of Intent

At the heart of our curriculum lie three core values: pursuit of academic excellence; the explicit teaching of learning to learn, which includes the development of metacognition; and crucially, character education. We believe that through our curriculum and core principles we can ensure that our very high expectations result in improved outcomes for disadvantaged pupils. This ensures all children will achieve and flourish whilst acquiring life long skills that enable learners to overcome any barriers to learning and future successes.

Objectives for our disadvantaged Pupils

- We will ensure that the progress of our disadvantaged children will equal or exceed those who are not disadvantaged by implementing our strategy plan. The ACE curriculum plays a central and critical role in accumulating advantage for all pupils, including those that are presently or previously experiencing disadvantage.
- All disadvantaged pupils will be equipped, academically, socially, culturally and emotionally to continue to make progress at their Secondary schools and beyond. Our aim is to ensure that all children leaving our schools are successful learners, curious explorers and healthy thinkers.

Our current pupil premium plan focuses on the following goals (see 'Accumulating advantage for all' booklet for more detail)

Strong Leadership that drives:

- Equity through an enriched curriculum (including high quality, well researched and impactful interventions)
- A culture of high-quality care
- Food and Nutritional Education
- Effective parent/carer partnerships
- Development of Early Oracy and ongoing oracy skills

Our strategy plan is based on the following key principles-

- The plan is a key tool for improving outcomes for our disadvantaged pupils.
- It is aligned with and integral to other school plans and processes. It forms part of the school's wider planning and staff are familiar with it.
- Working to improve provision for our disadvantaged pupils should also improve provision for the wider school community, including for pupils who are not eligible for the Pupil Premium but whose needs are similar.
- Continuing professional development of different types forms an important strand of this work.
- This three-year plan can be adjusted in the light of evidence, including our own evaluation of what has worked (or not) in previous years.
- Regular reviews and scrutiny of data are seen as essential in evaluating the extent to which the plan is on track to meet its three-year objectives.
- We aim to provide value for money in terms of using our pupil premium (and recovery) funding efficiently and effectively to benefit our disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	100% of our disadvantaged children have poorer oracy skills on entry to EYFS, including limited vocabulary, affecting their spoken language, comprehension and, later, their reading and writing skills. This also hampers accessing wider knowledge.
2	70% of children have social, emotional and mental health (SEMH) needs and at times these can negatively affect their learning.
3	45% of children can sometimes lack resilience for learning and have more limited opportunities for learning outside of school. These need to be provided by school and all opportunities to broaden horizons need to be maximised
4	Some of our pupils struggle with written tasks and have negative attitudes towards sustained pieces of writing. Our ACE curriculum is allowing us to challenge these mindsets, although writing outcomes are lower across the school than other subjects

5	For 40% of all disadvantaged pupils, mathematical concepts and reasoning skills are not as well developed as reading skills, poor mathematical fluency impacts on their ability to calculate, reason and problem solve.
6	75% of children on the register are our most vulnerable disadvantaged pupils have had previous trauma in their lives and this continues to impact on their lives.
7	Greater Depth pupils who are eligible for Pupil Premium are not always making the same amount of progress as other greater depth pupils consistently in all year groups. Teachers spend a greater focus on the children who are working at 'working towards the expected standard' and are not as skilled at challenging the highest attaining pupils or accelerating children's progress towards greater depth.

Intended outcomes - see *'Accumulating Advantage for all'*

Intended outcome	Success criteria
<ul style="list-style-type: none"> A Curriculum for Excellence The ACE curriculum is ensuring QFT is making a difference for our disadvantaged pupils and progress measures show the gap between disadvantaged and others is closing 	<ul style="list-style-type: none"> As a result of careful and focused monitoring our PP pupils are achieving our 6 ACE outcomes. Ongoing monitoring, progress meetings and learning enquiry assessments reflect progress made across all enquiries The progression plans for metacognition are ensuring learners are developing key learning skills The progression plans for character are ensuring learners are developing key values for learning (determination, resilience, drive) The progress of disadvantaged pupils is at least the same as the progress of non-disadvantaged pupils and no greater than a 10% difference by the end of KS2
<ul style="list-style-type: none"> Oracy and Language Acquisition All disadvantaged pupils have improved oracy skills and are increasingly able to communicate effectively 	<ul style="list-style-type: none"> Language link programme demonstrates improved language skills Oracy approach (across the curriculum) is evident in terms of key outcomes for pupils Our reading strategy is ensuring that by the time children reach Y6, 75% of children are at least at the expected standard, including those on our SEND register Early morning coaching sessions are improving fluency in reading and in mathematical understanding of concepts, this is impacting positively on outcomes PP children are prioritised by class teachers and TA's for regular or daily reading. RWI Pre-teach of vocabulary is introduced to children and explained prior to provide more opportunities for children to be successful. Where reading in progress is slower additional interventions are utilised such as 1:1 tutoring for RWI Vocabulary is explicitly taught through quality first teaching and is planned for by class teachers in all subjects. All classes regularly using the 'vocabulary cards' to ensure retrieval of learnt vocabulary
<ul style="list-style-type: none"> Enrichment opportunities are providing pupils with the skills and knowledge to become more successful learners 	<ul style="list-style-type: none"> Take up of ASCs is high and pupils are clearly gaining through these experiences. PP children are prioritised and invited to attend these clubs free of charge – paid for by the school Personal development opportunities are planned across the year groups and aim to ensure cultural capital and wider horizons are explored including trips, residential visits and visitors both in the local community and further afield All disadvantaged pupils attend residentials, which are partly funded by the school The school seeks meaningful opportunities to broaden pupils horizons eg visiting authors, musical workshops and innovative subject days at our local Secondary schools such as Brixham and Churston Learning enquiry outcomes are innovative and allow learners to develop their ability to develop independently, creatively and collaboratively
<ul style="list-style-type: none"> High quality care through SEMH support is ensuring excellent wellbeing and readiness for learning 	<ul style="list-style-type: none"> Pupil outcomes are improving in all areas (academically, socially, emotionally, culturally) because children feel safe, they have a strong sense of belonging and trust adults in the school Pastoral support is well matched to individual need. Nurture outcomes clearly identify progress made as a result of bespoke provisions.

	<ul style="list-style-type: none"> The school is currently involved in the SEMH lead training programme and nurture TA's are being ELSA trained.
<ul style="list-style-type: none"> Food and Nutrition Pupils and families have opportunities in school to participate in workshops and clubs to improve health through food and nutrition education 	<ul style="list-style-type: none"> A wide range of tasting food is offered at lunchtimes for all. This includes a range of food from different cultures A DT cookery Learning enquiry has already taken place in the Autumn Term where the focus was on healthy and seasonal food Children take part in food technology sessions where they develop their cooking skills, this impacts positively on their ability to cook and prepare foods with increased independence PP children have access to high quality food (fruit, cereal, bagels juice) throughout the school day, being hungry in school is never an issue. The School Kitchen manager works with teachers in the school and with a feed a child charity to ensure no child is hungry at school and food parcels are available during the holidays.
<ul style="list-style-type: none"> Parent/carer partnerships are strong and parents are increasingly able to support their children's well-being and learning 	<ul style="list-style-type: none"> Improve attendance of disadvantaged pupils to 95% Prioritise parent meetings and workshops for children with insufficient resources Uniform bank and Brixham Larder are available for all so that uniform is free and food is always available to all. Continue to ensure all parents take part in learning enquiry outcomes where parents have the opportunity to share learning, journals and other engaging outcomes. Ensure all parents feel welcomed and a valued part of the half termly parent forum

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1) Use of language link and other oracy strategies to develop communication skills in the Early Years and KS1	Early Reading framework – Section 2: developing Talk and Appendix 2 EEF – Oral Language Interventions	1,4
2) Deliver impactful and bespoke nurture sessions that allow pupils to develop strategies around social skills, self regulation and self expression	EEF social and emotional learning https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning	2
3) Provide extended opportunities for pupils, ensuring all disadvantaged pupils have wider opportunities to take part in art, sports, music clubs	EEF social and emotional learning https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning	3
4) Continue to maintain standards in reading though	EEF- Targeted Academic Support EEF - Early Reading framework – Section 2: developing Talk and Appendix 2	4

our whole school reading approach Smaller phonics groups for targeted RWI support.	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/reading-programmes Implementing a systematic programme (ERF) Early Reading Framework – Section 5: Building a team of experts	
5) Deliver pre teaching session and mathematical interventions to close gaps for lower attaining children	EEF - https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-years-and-key-stage-1-mathematics-teaching	5
6) Develop wellbeing for pupils through the 'one goal' programme to ensure good mental health for all Continue to provide pastoral/mental health support through the beach room club and afternoon nurture session	EEF – Embedding Formative Assessment EEF – Metacognition EEF- https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/behaviour	6

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 phonics tutoring -Read, write Inc Reading catch up sessions daily Spelling interventions sessions daily	EEF – one to one tutoring	1,2
Additional reading support	Early Reading Framework – Section 5: Building a team of experts	2
1:1 fluency intervention - Language link	EEF – improving literacy at KS2	2
Targeted support plans for individual PP pupils delivered by support staff.	EEF – Follow the Asses, Plan, Do, Review process	1,2,3

Teachers prioritise pre-teaching in writing for most disadvantaged pupils (vocabulary checks, gathering ideas, plans for writing)	EEF – one to one tutoring	1,2
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Wider strategies (for example, related to attendance, behaviour, wellbeing)
 Budgeted cost - £18,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
SENDco/Nurture support to support disadvantaged families with Parenting advice, individual pupil support and referrals for escalated support .	EEF – parental engagement	4,5,6
Nurture clubs provision and support for vulnerable pupils to ensure bespoke interventions and programmes for individual pupils	EEF – behaviour interventions	3,4,6
Breakfast club when required to ensure a soft start regulation time.	EEF – Magic Breakfast Club	4,6
50% of funded residentials and other trips and visits	EEF – wider opportunities	5,6
SENDco/Nurture support to support disadvantaged families with Parenting advice, individual pupil support and referrals for escalated support .	EEF – parental engagement	4,5,6

Total budgeted cost: £78, 500

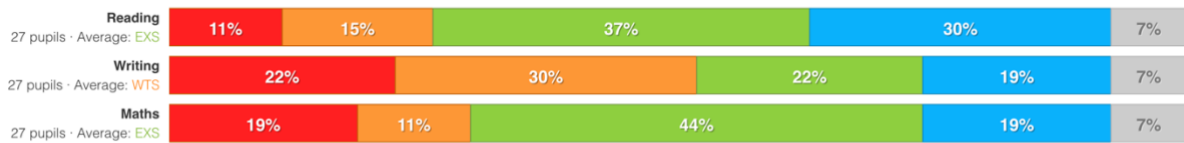
Part B: Review of outcomes in the previous academic year – see 23/24 strategy with evaluation summary

Data Outcomes for PP Children Year 23/24

Attainment Overview for Pupils in class 1, 2, 3, 4, 5, 6 or R, who are pupil premium - 2023-2024 Summer 2 - Main Assessment

Print

Legend ■ Below ■ Working Towards ■ Expected ■ Greater Depth ■ No data



Combined attainment



Brixham data headlines 2023/24



EYFS (24)	Dis	Not Dis	All	dis	Not dis
	6	18	71%	33%	83%

Y1 (30)	Dis	Not Dis	All	dis	Not dis	EHCP
Phonics	5	5	87%	80%	88%	0%
Boys 81% Girls 93%						

+

Y2 (30)	Dis	Not Dis	Reading	Writing	Maths
RWM	8	22			
ARE			87% Dis 63%	70% Dis 38%	80% Dis 50%
GD			23% Dis 25%	13% Dis 0%	17% Dis 13%

Y4 MTS (26)	Dis	Not Dis	All	Dis	Not dis
	8	18	85%	63%	94%

Y6 (32)	Dis	Not Dis	Combined	Reading	Writing	Maths	GPS
ARE	13	19	75% Dis 69%	78% Dis 77%	75% Dis 69%	75% Dis 69%	50% Dis 38%
GD			6% Dis 0%	16% Dis 8%	19% Dis 0%	6% Dis 0%	9% Dis 0%

PP data gap 23-24 (these children are now in the year above)

	Reading	Writing	Maths	Combined	Current Year
Year 1 *	74% 80%	72% 80%	76% 80%	68% 80%	Year 2
Year 2	96% 33% 63%	88% 11% 77%	95% 45% 50%	77% 9% 50%	Year 3
Year 3	75% 11% 64%	65% 20% 45%	65% 11% 54%	60% 15% 45%	Year 4
Year 4	78% 15% 63%	72% 47% 25%	77% 2% 75%	72% 47% 25%	Year 5
Year 5	80% 1% 79%	70% 10% 60%	74% 34% 40%	70% 30% 40%	Year 6

Our end of Key stage Data shows that there was less than 10% gap between those children who were PP and those that were not.

75% of children reached the combined expected standard. The national average was 61%.

69% of our PP children achieved the expected standard in Reading writing and Maths.

Main Findings – evaluation for 24/25, 25/26 and 26/27

Intended outcome	Success criteria	24/25	25/26	26/27
<p>The ACE curriculum is ensuring QFT is making a difference for our disadvantaged pupils and progress measures show the gap between disadvantaged and others is closing</p>	As a result of careful and focused monitoring the majority (80%) of our pupils are achieving our 6 ACE outcomes			
	Ongoing monitoring, progress meetings and learning enquiry assessments reflect progress made across all enquiries			
	The progression plans for metacognition are ensuring learners are developing key learning skills			
	The progression plans for character are ensuring learners are developing key values for learning (determination, resilience, drive)			
	The progress of disadvantaged pupils is at least the same as the progress of non-disadvantaged pupils and no greater than a 10% difference by the end of KS2 for reading			
<p>Oracy All disadvantaged pupils have improved oracy skills and are increasingly able to communicate effectively</p>	Early morning coaching sessions are improving fluency in reading and in mathematical understanding of concepts, this is impacting positively on outcomes			
	Our reading strategy is ensuring that by the time children reach Y6 75% of children are at least at the expected standard			
	Pre-teach of vocabulary is introduced to children and explained prior to lesson, this provides more opportunities for children to be successful in the lesson			
	Vocabulary is explicitly taught through quality first teaching and is planned for by class teachers in all subjects. All classes regularly using the 'vocabulary cards' to ensure retrieval of learnt vocabulary			
	Our oracy approach (across the curriculum) is evident in terms of key outcomes for pupils.			

	Language link programme demonstrates improved language skills for all pupils taking part in interventions			
Enrichment opportunities are providing pupils with the skills and knowledge to become more successful learners	Take up of ASCs is high and pupils are clearly gaining through these experiences			
	The school seeks meaningful opportunities to broaden pupils horizons eg visiting authors, musical workshops and innovative subject days at our local Secondary schools. This is raising aspirations for children and providing enriching experiences			
	All disadvantaged pupils attend residential, which are partly funded by the school. Pupils participate in a wider range of sports, team games and develop ACE character traits.			
High quality care through SEMH support is ensuring excellent wellbeing and readiness for learning	Pupil outcomes have improved in all areas (academically, socially, emotionally, culturally) as a result of our nurture support and bespoke interventions			
	Pastoral support is well matched to individual need. The school has achieved Trauma informed accreditation ensuring all staff understand the importance of highly effective relational awareness and good mental health for all			
Food and Nutrition Pupils and families have opportunities in school to participate in workshops and clubs to improve health through food and nutrition education	A wide range of tasting food is offered at lunchtimes for all. This includes a range of food from different cultures			
	Children take part in food technology sessions where they develop their cooking skills.			
	Outcomes are shared with families and healthier eating options are explored and adopted by families.			

	A DT cookery Learning enquiry will take place in the Autumn term, providing opportunities for food and nutrition education			
	Children take part in food technology sessions where they develop their cooking skills, this impacts positively on their ability to cook and prepare foods with increased independence			
	All children have access to high quality food throughout the school day, being hungry in school is never an issue.			
	The School Kitchen manager works with teachers in the school and with a feed a child charity to ensure no child is hungry at school and food parcels are available during			
Parent/carer partnerships are strong and parents are increasingly able to support their children's well being and learning	Improve attendance of disadvantaged pupils to 95%			
	Prioritise parent meetings and workshops for children with insufficient resources. Eg phonics workshops to ensure improved engagement with home learning			
	Continue to ensure all parents take part in learning enquiry outcomes where parents have the opportunity to share learning, journals and other engaging outcomes			
	Uniform bank and Brixham School Larder are available for all so that uniform is free and food is always available to all.			
Intended outcome	Success criteria	RAG	RAG	RAG

Success criteria met	On track to meet success criteria	Started but not on track to meet success criteria	Not yet started
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