

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2023 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	Brampton Primary School
Number of pupils in school	201 (21 Nursery children)
Proportion (%) of pupil premium eligible pupils	24% (48 children)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2023
Date this statement was published	October 2021
Date on which it will be reviewed	August 2022
Statement authorised by	Richard Clark (Headteacher)
Pupil premium lead	Chris Armstrong (Deputy Headteacher)
Governor / Trustee lead	Kirsty Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 64,660 Including £ 2,790 SPP
Recovery premium funding allocation this academic year	£ 6,670
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	£71,330

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, leave Brampton Primary School as confident; well-rounded individuals who have the key skills to be successful in their secondary school education.

The focus of this strategy is to identify areas of controllable challenge which affect our disadvantaged pupils, pin-point achievable goals and regularly review the effectiveness of our approaches in order to achieve them.

Our approach will be responsive to collective challenges and individual needs. It will be driven by regular diagnostic assessment and informed by all staff.

Through careful spending of our Pupil Premium allocation we aim to do the following for our disadvantaged children:

- fulfil their academic potential;
- raise their aspirations and self-esteem;
- support them pastorally.

This is underpinned by the principle belief that all children can achieve great things when we set high expectations for them.

Challenges

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

Challenge number	Detail of challenge <i>Add or delete rows as needed</i>
1	Assessment data indicates that 70% of our disadvantaged children have struggled to meet their year group expectations in maths at the end of the 2020-21 academic year.
2	Assessment data indicates that 70% of our disadvantaged children have struggled to meet their year group expectations in reading at the end of the 2020-21 academic year
3	Baseline assessments in Early Years indicate that many of our disadvantaged children still enter school with poor oral language skills compared to their peers.
4	Attendance data highlights that around 30% of our disadvantaged children have issues with poor attendance and /or punctuality.

5	Staff observations and pupil discussions highlighted that many of our disadvantaged children have poor working memory, self-organisation skills and limited support at home.
6	Pupil survey results and staff observations highlighted that many of our disadvantaged children do not receive the same opportunities as their peers to build cultural capital.

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
To raise the attainment of disadvantaged pupils in maths	<ul style="list-style-type: none"> 50% + of disadvantaged children working at EXS (currently 27%)
To raise the attainment of disadvantaged pupils in reading	<ul style="list-style-type: none"> 50% + of disadvantaged children working at EXS (currently 33%) All non-SEN disadvantaged pupils passing Phonics Screening (Y2 and Y1)
To develop oral language skills of pupils in Early Years.	<ul style="list-style-type: none"> 80% + of all children meeting ELG in speaking
To reduce the level of persistent absence and lateness among disadvantaged children	<ul style="list-style-type: none"> Reduced number of disadvantaged children under 90% (12 in 2020-21) Reduced number of disadvantaged children arriving late (12 in 2020-21)
To improve the retention of knowledge /working memory of our disadvantaged pupils.	<ul style="list-style-type: none"> Greater knoweldge and understanding demonstrated when interviewing pupils about learning.
To ensure that all children access visits pertaining to their respective year groups	<ul style="list-style-type: none"> Carefully planned programme of visits for all year groups which builds cultural capital No disadvantaged children missing visits or residentials due to cost

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £11,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed the use of maths mastery across all year groups.	<p>EEF Mastery Learning High impact for low cost (+5)</p> <p><i>Mastery learning approaches have consistently positive impacts, but effects are higher for primary school pupils and in mathematics.</i></p>	1 and 5
Embed the use of CUSP curriculum materials in all year groups for history, geography and science.	<p>EEF Metacognition & Self-regulation Very High impact for low cost (+7)</p> <p><i>Metacognition and self-regulation strategies are most effective when embedded in a school's curriculum and a specific subject lesson.</i></p>	2 and 5
Provide CPD for staff around metacognition and self-regulation strategies.	<p>EEF Metacognition & Self-regulation Very High impact for low cost (+7)</p> <p><i>Some necessary components for successful metacognitive strategies might include explicit teaching of metacognitive strategies.</i></p>	2 and 5
Purchase subscription to Star Maths/Freckle to support accurate intervention and catch-up in maths.	<p>EEF Individualised Instruction Moderate impact for very low cost (+4)</p> <p><i>Digital technology can be used effectively when organised, monitored and used alongside small group tuition.</i></p>	1

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

Budgeted cost: £54,580

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly Teaching assistant led maths Interventions in KS2	<p>EEF Teaching assistant interventions Moderate cost for moderate evidence (+4)</p> <p><i>Targeted deployment is key. Access to high quality teaching is still key. Make goals clear for sessions and ensure time for discussion before and after sessions. Regular, short sessions are more effective.</i></p>	1
Weekly teacher led maths and reading interventions in KS2	<p>EEF Small group tuition Moderate impact for low cost (+4)</p> <p><i>Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy. Impact tends to be greater in primary schools. Low attaining pupils particularly benefit from small group tuition.</i></p>	1 and 2
Daily in class small group senior teaching assistant support in maths (Years 1,2, 3, 5 and 6)	<p>Within class attainment grouping Low impact for very low cost (+3 at Primary + 4 in Maths)</p> <p><i>It is important to carefully consider which content is appropriate. From research, the impact in maths was more positive than in English.</i></p>	1
Daily small group tuition in phonics (KS1)	<p>EEF Phonics High impact for low cost (+5 months)</p> <p><i>An important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Should be explicit and systematic and matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes)</i></p> <p>EEF Small group tuition Moderate impact for low cost (+4)</p> <p><i>Low attaining pupils particularly benefit from small group tuition.</i></p>	2

Weekly one to one reading interventions (TA led in KS2)	<p>Teaching Assistant Interventions Moderate impact for moderate cost (+4)</p> <p><i>Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. Follow Teacher instruction. Supplement work being done in the classroom.</i></p>	2
Weekly homework club for pupils in KS2	<p>EEF Homework High impact for very low cost (+5)</p> <p><i>Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils). Studies involving digital technology typically have greater impact</i></p>	1 and 2

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

Budgeted cost: £5,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular attendance monitoring Home visits/targeted support	<p><i>There's a clear link between poor attendance and lower academic achievement.</i></p> <p><i>The Department for Education (DfE) published re-search in 2016 which found that:</i></p> <p><i>The higher the overall absence rate across Key Stage (KS) 2, the lower the likely level of attainment at the end of KS2</i></p> <p><i>Pupils with no absence are 1.3 times more likely to achieve EXS or above, and 3.1 times more likely to achieve GDS or above, than pupils that missed 10-15% of all sessions</i></p>	4
Support disadvantaged families to access residential visits in Year 4 and 6	<p><i>According to the EEF, evidence on the impact of this on academic outcomes is unclear.</i></p> <p><i>The EEF do state that through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</i></p> <p><i>PP money will not be used to fully fund these costs but cover up to 20% of the individual cost.</i></p>	6

Total budgeted cost: £ 71,330