

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 20213 to 2024 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	190 (20 Nursery children)
Proportion (%) of pupil premium eligible pupils	31% (53 children)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2026
Date this statement was published	December 2023
Date on which it will be reviewed	August 2024
Statement authorised by	Chris Armstrong (Headteacher)
Pupil premium lead	Chris Armstrong
Governor / Trustee lead	Kirsty Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£81,480
Recovery premium funding allocation this academic year	£2066.25
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	£83,546.25

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 53% of our disadvantaged children have struggled to meet their year group expectations in writing at the end of the 2022-23 academic year.
2	Phonics Screening data indicates that the reading gap between disadvantaged and non-disadvantaged children is evident at the end of Year 1. There is a 10% difference.
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. This is also evidenced through observations across other year groups in school
4	Internal and external assessment data still shows a gap in attainment between disadvantaged and non-disadvantaged groups in maths.

5	Attendance data highlights that around 35% of our disadvantaged children continue to have issues with poor attendance and /or punctuality.
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 writing	<ul style="list-style-type: none"> 60% + of disadvantaged children working at EXS (currently 47%)
To reduce the attainment gap between disadvantaged and non-disadvantaged pupils earlier in reading	<ul style="list-style-type: none"> 75% + of disadvantaged children working at EXS (currently 57%) All non-SEN disadvantaged pupils passing Phonics Screening (Y2 and Y1)
To develop speaking & listening skills of disadvantaged pupils across school.	<ul style="list-style-type: none"> 80% + of all children meeting ELG in speaking and listening Positive staff feedback on improvements made.
To further reduce in the attainment gap in mathematics	<ul style="list-style-type: none"> 75% + of disadvantaged children working at EXS (currently 55%) Observed improvement in the way children articulate mathematical thinking
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% (19 in 2022-23) Reduced number of disadvantaged children arriving late (21 in 2022-23)
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 residential 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: £22,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed the use of Ready. Steady Write. across all year groups.	<p>EEF Improving Literacy Recommendations</p> <p><i>This summary highlights a number of key recommendations for improving literacy in KS1 and KS2. The Ready. Steady. Write. Tools and resources support this through the use of high-quality texts, purposeful talk and consistent assessment.</i></p>	1
Develop purposeful speaking and listening activities in all year groups.	<p>EEF Improving Literacy Recommendations</p> <p><i>First recommendation is to highlight language capabilities using high quality dialogue; purposeful speaking and listening activities and explicitly teaching new words.</i></p>	1 and 3
Sustain high quality phonics teaching to support accurate intervention and catch-up in early reading.	<p>EEF Phonics</p> <p>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>	2
Embed the use of Mastering Number in KS1 & implement in KS2	<p>EEF Mastery Learning</p> <p>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>	4
Continue CPD for staff around metacognition and self-regulation strategies.	<p>EEF Metacognition & Self-regulation</p> <p>Very High impact for low cost (+7)</p>	1-4

	<i>Some necessary components for successful metacognitive strategies might include explicit teaching of metacognitive strategies.</i>	
Embed effective reading comprehension strategies and include use of digital technology.	<p>EEF Reading comprehension strategies <i>Very high impact for very low cost (+6 months)</i></p> <p><i>Teaching specific reading strategies through explicit reading lessons using appropriate levels of text can have powerful impact. Lower attaining pupils tend to benefit more. There are some indications that approaches involving digital technology can be successful in improving reading comprehension</i></p>	2

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

Budgeted cost: £53,948

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly Teaching assistant led maths Interventions in KS1	<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>	4
Weekly teacher led maths and reading boosters 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>	4 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>	4

<p>Daily small group tuition in phonics (KS1 – RWI digital Classroom)</p>	<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> <p>Individualised instruction Moderate impact for very low cost (+4)</p> <p><i>There is evidence that digital technology can be used effectively to provide individualised instruction. Many of these studies use digital technology alongside small group tuition,</i></p>	<p>2</p>
<p>Weekly one to one literacy interventions (STA led in KS2)</p>	<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>	<p>1 and 2</p>
<p>Weekly homework club for pupils in KS2</p>	<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>	<p>1, 2 and 4</p>

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

Budgeted cost: £6,490

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Regular attendance monitoring</p> <p>Home visits/targeted support</p>	<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>	5
<p>Financial support for disadvantaged families to access residential visits in Year 4 and 6</p>	<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: £ 83,038