

# Pupil Premium Strategy Statement

1. Summary information					
<b>School</b>	Bramford Primary School				
<b>Academic Year</b>	2020/21	<b>Total PP budget</b>	£156,020	<b>Date of most recent PP Review</b>	Sept 2020
<b>Total number of pupils</b>	418	<b>Number of pupils eligible for PP</b>	116 (27.8%)	<b>Date for next internal review of this strategy</b>	July 2020

2. Current attainment		
As a result of national funding, schools actions and effective leadership gaps narrowed in achievement for disadvantaged pupils	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in reading, writing and maths</b>	21 (84%)	27 (75.8%)
<b>% making progress in reading</b>	22 (88%)	28 (84.8%)
<b>% making progress in writing</b>	22 (88%)	27 (75.8%)
<b>% making progress in maths</b>	22 (88%)	29 (87.9%)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Disadvantaged children enter school with significantly lower starting points to their peers, with lower communication and language skills.
<b>B.</b>	Social, emotional and well-being needs often not being met.
<b>C.</b>	In some disadvantaged pupil cohorts, some subjects remain slightly behind peers.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Low aspirations and expectations from home impact on outcomes, progress and attendance. Language acquisition is poor, especially in disadvantaged families therefore pupils enter school below expected, with established gaps.
<b>E.</b>	Access to online learning is problematic for PP children who do not have devices to access remote learning. Families supported/trained to access learning.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Pupils for EY pupil premium funding achieve expected milestones at the end of Reception.	Identified pupils receive targeted support. Increase in percentage of pupils achieving expected outcomes.



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<b>B.</b>	Increase engagement of key families in their child's education and engage positively with school and support on offer. Attendance at workshops/meetings with particular focus on emotional well-being and social skills.	Family engagement in line with or above that of all parents. Increase in engagement with learning, such as attending learning workshops and courses.
<b>C.</b>	Disadvantaged pupils achieve at least age related expectations with attainment gap diminished in all year groups and in all core subjects.	Disadvantaged pupils' achievement is in line with non-disadvantaged within school. 100% achievement of all pupils.
<b>D.</b>	Pupils eligible for PP have access to devices and opportunities in school to complete remote learning tasks.	Pupils able to access remote learning. Increase in participation of learning online from home.

## 5. Planned expenditure

<b>Academic year</b>	<b>2020/21</b>
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The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Reduce gaps between PP and other pupils in Reception, Year 1 reading and phonics	Training of staff in continued use of assessment programmes in EYFS and Year 1.	Effective evaluation of pupils to enable clear plans for future provision.	Regular Raising Achievement meetings, Book Looks with particular focus, observations, moderation and 1-1's with Head of School.	SC	Half-termly
	Additional TA and teacher support (£38,374)	Robust analysis of interventions in place. Staff deployment to use assessment tools and intervention programmes.	Reviews of personalised plans.	CH (HOS) DS (AHT & SENCO)	Half-termly
	Release time for S&L Lead to access and evaluate programmes in place and meet with service (£1280)	Additional targeted support increased outcomes of previous cohort. Focus on disadvantaged will again improve S&L skills and build on EYFS profile already established.	Regular evaluation of learning within EYFS.	LM/SC HC	Half-termly
	Further enhance equipment to increase physical development of pupils (£1000)	Continued use of Language First programme will accelerate progress and achievement.		LM/SC	Termly
		EYFS area creates opportunities for all prime area development as well as wide experiences to apply knowledge, understanding and cater for all learning styles.			



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<p>PP children achievement is in line with non PP children and any attainment gap diminishes in all year groups.</p>	<p>Additional intervention teachers Yr5/6 (£50,134)</p> <p>HLTA booster sessions after school throughout school</p> <p>Easter and after school clubs (£1800)</p> <p>Online subscriptions (£2000)</p> <p>Release for Raising Achievement meetings (£1600)</p> <p>Senior Team coaching to evaluate and improve quality first teaching (£3200)</p>	<p>Improved progress outcomes and attainment in 2018-19 and 2019-20</p> <p>Tracking data show narrowing of gaps in cohorts between PP and non PP.</p> <p>Highly experienced delivery of interventions has impact in accelerated progress.</p> <p>Interventions delivered to raise attainment of PP children. Tracking data shows improved outcomes for targeted children.</p> <p>Individual resources for use at home, including online help to raise engagement and outcomes.</p>	<p>Lesson and group evaluations, Book Looks and Raising Achievement Plan meetings</p> <p>Individual pupil tracking</p> <p>Regular statutory years review meetings</p> <p>SLT plan with phases and review weekly groupings</p> <p>Triangulated evaluations, reviews both internal and external.</p>	<p>HOS</p>	<p>Termly</p> <p>Weekly</p>
<b>Total budgeted cost</b>					£101,432



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<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
PP pupils are well supported with emotional and social needs to enable barriers to learning to be identified and addressed.	% Pastoral Support Manager (£10k) % Nurture group staffing (£10k) Mentoring and Counselling sessions – outside agency and in-house (£5k) Parent liaison (£3500)	Families needing support is increasing Additional support and advice given helps families engage with school and other agencies Increasingly high level/quality of pastoral care needed to engage hard to reach families Rising mental health issues amongst children Poor attitudes to learning from hard pressed families	Reviews of progress of pupils in focus group. Meetings to evaluate provision. Attendance at workshops and sessions to support e.g. Triple P. Evaluations by parents. Improved behaviour for learning.	HOS  Pastoral Manager	Half-termly  Ongoing
Pupil Premium Champion in place championing all achievements and supporting pupils across school	Appointment of PP champion to raise profile and celebrate achievements (£2500)	Low self-esteem of disadvantaged pupils Families with no high regard for education so little praise and celebration of academic achievements.	Pupils proud of achievements and talk positively about their progress and successes Families more engaged Pupils eager to make progress and achieve	KM	Ongoing
Improve behaviour and focus of pupils with sensory needs	Create a sensory room by providing onsite for sensory needs of pupils (£3000)	Sensory needs are met in a calm and relaxing space, then return to learning with a ready to learn mind set. Vulnerable receive specialist provision stated on plans or where needed to cater for their needs.	Pupil/parent voice well-being Outside agency reviews of pupils Observations, pupil data Review timetables and accesses	SENCO	June 2021



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Attendance of PP pupils is at or above national expectations	<p>% of Education Attendance Support Service (£2k)</p> <p>Attendance rewards (£800)</p>	<p>Greater awareness of importance leads to more engagement</p> <p>Attendance has improved over time and in line with peers</p> <p>Continue to focus as whole school on attendance</p> <p>Attendance that is regular and punctual improves</p> <p>Children’s readiness to learn and creates more stable relationships</p>	<p>Regular review attendance figures to ensure they are accounted for</p> <p>Improved communication between home and school</p> <p>Parents have greater understanding of importance of education</p>	<p>HOS</p> <p>Pastoral Manager</p>	<p>Weekly</p> <p>Fortnightly EAS meetings</p> <p>Ongoing</p>
<b>Total budgeted cost</b>					£36,000



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<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Raise aspirations with engaging opportunities and experiences	Subsidised trips and events (£7k)  Trust strategy contribution (£780)	Wide range of activities, events and trips/visits throughout the year widens horizons and raises aspirations. All core to Trust values and ethos.  Previous plans for whole school events, trips and so on have been successful and are now Proud Traditions.	Evaluation of attendance  RAP evaluations and reviews  Pupil/parent voice  Internal/external reviews	HOS  WH Lead  Pastoral Manager	Half-termly
Instil a positive learning attitude with focus on learning behaviours, resilience, problem solving and confidence	Year group Camping (£2k)  Adventure rewards (£250)	A new programme of sleep overs varying in size is introduced on school site to increase independence and confidence as well as resilience and team work.	Pupil/parent/staff voice to evaluate  Review/evaluate pupil attendance and progress/attainment  Observations (in lesson)	Ex/HOS  Phase Leaders (AHT)  WH Lead	Half-termly
All PP pupils can access online learning with devices at home	Hardware purchases (£1500)	All pupils are able to access online learning at home	Parental voice on resources and provision at home.  Evaluation of access	Ex	Ongoing
<b>Total budgeted cost</b>					£

6. Review of expenditure				
Previous Academic Year		2019-20		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Reduce gap between disadvantaged and non-disadvantaged pupils in year Reception	Additional TA support  Targeted phonics and maths sessions for knowledge acquisition  Speech and Language  Language First programme  Play therapy	Moderation and teacher assessment have shown evidence of gaps reducing	Additional support has enabled pupils to be targeted and led to rapid intervention being in place. Support programmes delivered, e.g. Speech and Language. Continued use along with Language First programmes and assessments.	£14,500

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<p>Progress of disadvantaged pupils accelerates across the school and attainment gap diminishes in all year groups</p> <p>Children are able to read fluently at the end of Year 1</p>	<p>Additional teacher time (£34,800)</p> <p>Release time for Raising Achievement meetings (£2000)</p> <p>Senior team release time to coach and extend the impact of teaching (£2500)</p> <p>Mentoring and counselling sessions (£1400)</p> <p>Daily phonics in targeted small groups</p> <p>Teacher release time (£1200)</p>	<p>Outcomes in phonics teacher assessment remains stable with evidence of accelerated progress by some pupils following intensive intervention programmes.</p> <p>EOY results show good or better progress by those monitored.</p> <p>Percentage of attendance of focus pupils increased.</p> <p>Observations showed good quality first teaching of phonics</p>	<p>Regular pupil assessments and progress meetings to ensure correct provision remains in place.</p> <p>Additional staff to support with interventions and programmes for individual needs.</p> <p>Training in Language First programme to continue.</p> <p>Additional counselling/mentoring sessions needed.</p>	<p>£41,900</p>



<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Emotional and social barriers to learning minimised to eliminate barriers to learning and school	Parent liaison (£5850)  Nurture group provision (£3500)	Accelerated progress of targeted pupils.  Good family/parent engagement.  Resources required purchased.  Individual programmes in place.  Reduced behaviour incidents of focus pupils and attendance improved.  Clear targets set for pupils.  Good outside agency links created.	Increase learning walks and review meetings to ensure continued effective strategies in place.  Programmes to continue 2020-21  Increase counselling capacity	£9350
Aspirations raised through experiences offered	Subsidised school trips  Online subscriptions  Free clubs from outside providers  Residential subsidises  Visiting productions  GST Arts  Transport  Arts Provision	Children's experiences broadened and all pupils accessed a range of enriching opportunities  Confidence building and increased resilience  Targeted children showed increased independence  Children challenged to participate in events that stretched them, e.g. opera, Shakespeare	Continue with Wide Horizons programme of events  Club and trip offers to remain  Focus on the Arts widened	£31,900