



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021/22 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	Bramford Primary School
Number of pupils in school	422 (including Nursery 473)
Proportion (%) of pupil premium eligible pupils	27.5% (including Nursery 24.5%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	21/22 22/23 23/24
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Lisa Guest
Pupil premium lead	Clare Handley
Governor / Trustee lead	Michael McCreedy

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year.	£160,470
Recovery premium funding allocation this academic year.	£15,950
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.	£176,420



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Part A: Pupil Premium Strategy Plan

Statement of intent

A 100% culture permeates throughout Bramford Primary, where we strive to give 100% effort and aim for 100% achievement of all pupils. This culture enables us to support our PP children with targeted support in order for all PP children to reach their potential and we strongly believe that it is about developing skills and values that are requirements for success and not where they come from.

Ensuring that all pupils have a rich and varied curriculum that provides them with opportunities and experiences will ensure that PP children make connections to the real world and sets them up for their further education.

A focus on mental health and well-being is fundamental across school and is lead and supported by our pastoral team who work with PP children and their families as well as teaching staff. All ensure that every child feels happy and safe and so in turn is more willing to learn and take risks to ensure that they reach their true potential. Our plan therefore helps our PP children overcome barriers and raises confidence and self-belief, which ensures every child, achieves.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils enter school with significant lower starting points than their peers.
2	Disadvantaged pupils remain behind peers at the end of KS2 in terms of outcomes.
3	Language acquisition is poor especially in disadvantaged families therefore pupils enter school below expected, with established gaps.
4	Low aspiration and expectations from home affect outcomes, progress and attendance.
5	Social, emotional and well-being needs often are not being met.
6	Attendance rates and absences for PP pupils are below the target for whole school (3.2 % difference)

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
Attainment and accelerated progress of PP pupils remains a focus with all staff having a good understanding of each pupil's individual needs.	Staff in raising attainment meetings discuss PP pupils and specific concerns for each individual PP pupil are addressed. Support provided by the mentors in interventions impacts positively in class and assessments.



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A language rich culture has been embedded into the EYFS and Year 1 curriculums.	All pupils in reception and Year 1 below age related expectations in language and communication are identified and appropriate interventions have been implemented. Classroom and learning environments are language rich. Half-termly, Raising Attainment Meetings show that all staff understand the small steps and next steps to build on prior attainment.
Pupil's aspirations and self-confidence are raised.	Pupils and their parents will believe that they can achieve the 100% culture. Pupils will be able to use the new and wider experiences in their curriculums to begin to build new activities into their out of school time.
Mental health and well-being is promoted and all PP pupils have a rigorous system in place to facilitate in school and at home support.	Referrals for PP pupils to Pastoral team have been acted upon. Individual support plans have been implemented, reviewed, and built on and pupils and families feel supported.
Attendance of all pupils will be above or in line with national figures. Rigorous systems will be implemented to monitor pupils and procedures followed consistently.	Attendance will be above 96%. There will be a decrease in PA percentages. A focus on families show an increase in attendance due to support in place.

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.

1) Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 82,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reception Language Acquisition EYFS Lead to support TAs in identifying and working with PP pupils where specific learning needs are required Additional TA support across Reception classes targeting phonics, NELI and Wellcomm sessions	End of reception PP pupils' language and communication skills are in line with non-PP pupils.	1 & 3
Commitment to Language First Programme Ideals for all year 1 staff	Small group work and intervention sessions raise attainment at the end of year 1 in phonics, reading and writing.	3



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EYFS Lead to support Year 1 in identifying and working with disadvantaged pupils EYFS staff to support Year 1 staff with NELI implementation	Small group work and focused interventions raise attainment, confidence and self-esteem.	
TA lead precision interventions in KS2 year groups Additional teacher time in year 6 to reduce group size and accelerate progress Senior Leader release time for evaluation, coaching and mentoring. Ensuring excellent quality first teaching. Release time for Raising Attainment Meetings with focus on targeted groups	Progress of PP pupils is accelerated in all year groups	1,2,3,4

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

Budgeted cost: £ 26,220

Activity	Evidence that supports this approach	Challenge number(s) addressed
After school tuition for year 6 PP pupils to meet individualised targets set.	PP pupils to attend specific small group afterschool sessions to ensure maximum progress in preparation for end of KS2 assessments and year 7 ready.	2
<i>Nurture Group (100 minute model) intervention.</i>	PP pupils identified across KS1 and years 3 and 4 to attend nurture sessions 2x per week to support their learning and emotional needs.	4, 5 & 6
<i>Learning Support Mentors.</i>	Learning support mentor available to PP pupils to ensure that they are in a 'good' place to learn. Targeted support develops confidence and resilience and promotes attendance and lifelong learning.	2, 4, 5 & 6
<i>Subscriptions and Resources.</i>	Tailored resources help to accelerate progress.	1 & 2



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

Budgeted cost: £ 68,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral mentor and Parent Liaison Officer.	Emotional and social barriers to learning minimised to eliminate barriers to learning and school attendance.	4, 5 & 6
Counsellor (2 days) for pupils and families of high need.	Weekly counselling sessions with PP pupils, identified from referrals, to support the well-being and SEMH ready for the classroom.	4, 5 & 6
Educational Psychologist.	Buy into EP services in order to support teachers with strategies and recommendations for underachieving pupils.	2, 5 & 6
Strategies to help develop parental engagement through clear communication and in school activities such as workshops and specific parental learning sessions.	Communication with parents and their engagement with school will embed the importance of school and develop consistency and trust between school and home.	1,3,4,5 & 6
Wolves Foundation Bespoke package of mental health, resilience and social skills for targeted pupils.	Weekly sessions with Wolves Foundation staff focus upon specific mental health / resilience and esteem, which will raise progress, attainment, confidence and attendance.	4 & 5
Subsidised curriculum visits.	All school visits identified in the curriculum maps and residential visits are free to PP pupils. This is part of the Griffin Promise to all Bramford pupils to ensure they reach the trust's 3 pillars of excellence.	2 & 4

Total budgeted cost: £ 176,420



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Part B: Review of Outcomes in the Previous Academic Year

Pupil premium strategy outcomes

Due to COVID-19, performance measures have not been published for 2020 to 2021. In accordance with our PP strategy, it has been reviewed and most outcomes were achieved, despite the current circumstances. In school, assessments were undertaken and our rigorous moderation in school and across the academy trust confirmed teacher judgements were accurate and informed our strategic planning.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England.

Programme	Provider
Maths Mastery – Booster	Third Space Learning.

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N / A
What was the impact of that spending on service pupil premium eligible pupils?	N / A