



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022/23 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 2022
Date on which it will be reviewed	December 2023
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	£151,567
Recovery premium funding allocation this academic year	£15,283
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	£166,915



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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 led 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 supported to learn and take risks to ensure that they reach their true potential. Our plan enables disadvantaged children to overcome barriers and grow in confidence and self-belief, ensuring that every child achieves inline or above other pupil groups.

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	Many disadvantaged pupils do not have the same varied and rich life experiences as non-disadvantaged pupils which results in limited knowledge and understanding of the world.
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, reading, progress and attendance.
5	Social, emotional and well-being needs often are not being met.
6	Attendance rates and absences for some disadvantaged pupils/families are a potential barrier to achievement.

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
Pupil Premium pupils make accelerated progress in reading and phonics. All attainment is at least in line with national expected outcomes.	Disadvantaged pupils will develop a love of reading through access to wide ranging and culturally diverse texts. Reading will be monitored regularly and Accelerated Reader programme used to track progress and development. A proven phonics scheme is in place and pupils receive early, targeted support.



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	<p>The curriculum is motivating and wide horizons opportunities enrich and enhance the learning in all cohorts. All pupils have excellent opportunities to take part and excel.</p> <p>Parental workshops support parents to have the strategies to support with reading and access resources.</p> <p>Raising Attainment meetings are used to target PP pupils and ensure progress is rapid.</p> <p>Targeted interventions impact positively on pupil progress.</p>
A language rich culture has been embedded into the EYFS and Year 1 curriculums.	<p>Exciting curriculum engages all pupils who are eager to learn.</p> <p>Early identification of pupils in Reception and Year 1 achieving below age related expectations in language and communication are identified and targeted interventions implemented.</p> <p>Classroom and learning environments are language rich.</p> <p>Half-termly, Raising Attainment Meetings show that all staff understand the small steps and next steps to build on prior attainment.</p>
Pupil's aspirations and self-confidence are raised.	<p>Pupils and their parents understand the 100% culture and believe that achievement is possible.</p> <p>Pupils use the wide experiences in their curriculum to begin to build new activities out of school time.</p> <p>Characteristics of effective learning are embedded and build confidence in all disadvantaged pupils-they collaborate well, demonstrate high levels of self-control, they are resilient, respect others and have high aspirations</p>
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.	<p>Referrals for PP pupils to Pastoral team have been acted upon.</p> <p>Individual support plans have been implemented, reviewed, and built on and pupils and families feel supported.</p>
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.	<p>Attendance is above 96% with a reduction in persistent absence.</p> <p>A focus on families shows an increase in attendance due to targeted support.</p>

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: £ 84,835



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Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Reception Language Acquisition</i></p> <p><i>EYFS Lead to support TAs in identifying and working with PP pupils where specific learning needs are required</i></p> <p><i>Additional TA support across Reception classes targeting phonics, NELI and Wellcomm sessions</i></p>	<p>End of reception PP pupils' language and communication skills are in line with non-PP pupils</p> <p>Group sizes are reduced as per EEF recommendations</p> <p>Professionals advise delivery for high level needs pupils</p> <p>Training in place for all staff- all schools SEND schools</p>	<p>1 & 3</p>
<p><i>Early Reading strategy is underpinned by introduction of Read Write Inc programme. Training focuses on inclusion and support for disadvantaged.</i></p> <p><i>Experience in the Language First Programme Ideas for all year 1 staff</i></p> <p><i>EYFS Lead to support Year 1 in identifying and working with disadvantaged pupils</i></p> <p><i>EYFS staff to support Year 1 staff with NELI implementation</i></p>	<p>New scheme in place and comprehension strategies are of high impact.</p> <p>Accelerated progress is seen in data</p> <p>Small group work and intervention sessions raise attainment at the end of year 1 in phonics, reading and writing.</p> <p>Small group work and focused interventions raise attainment, confidence and self-esteem.</p> <p>Clear support in place for disadvantaged pupils to ensure access to range of texts and progress closely monitored and tracked</p>	<p>1, 2 & 4</p>
<p><i>Curriculum is planned precisely in increase life experiences and cultural capital of disadvantaged pupils</i></p>	<p>Wide horizons opportunities and experiences both in school and beyond the school day impacts of motivation and engagement of learning.</p> <p>Impact on arts participation on all areas of learning is positive and has impact on pupil well-being</p>	<p>2, 4 & 5</p>
<p><i>TA lead precision interventions in KS2 year groups including subsidy to NTP</i></p> <p><i>Additional teacher time in year 6 to reduce</i></p>	<p>Progress of PP pupils is accelerated in all year groups</p> <p>Smaller groups (EEF) ensure pupils are confident and prepared for year 7 transition.</p>	<p>1, 4, 5 & 6</p>



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<p><i>group size and accelerate progress</i></p> <p><i>Senior Leader release time for evaluation, coaching and mentoring. Ensuring excellent quality first teaching.</i></p> <p><i>Release time for Raising Attainment Meetings with focus on targeted groups</i></p>	<p>Strong dialogue ensures disadvantaged pupils make good start to next phase of education</p>	
<p><i>Team teaching opportunities provided for all staff in all subjects with a focus more aimed at art and STEM.</i></p>	<p>Staff CPD requests evidenced staff had less confidence in delivering art and Design & Technology. Research shows that specialist teaching alongside less experienced teachers can develop pedagogy, confidence and skills. Teachers are developing skills and knowledge with self-driven CPD and access to G&G sessions. Subject Leader groups support teachers and ensure curriculum in place is of a high quality and well resourced.</p>	2
<p><i>Specialist teachers for dance, drama, music and PE contributes to climate of excellence and aspiration.</i></p>	<p>Positive attitudes to learning and increased well-being is evident in relation to exposure to the arts and sports. High quality delivery and quality first teaching is available to all pupils.</p>	2, 4 & 5

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

Budgeted cost: £ 28,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>After school tuition for year 6 disadvantaged pupils to meet individualised targets set.</i></p>	<p>Disadvantaged pupils to attend specific small group afterschool sessions to ensure maximum progress in preparation for end of KS2 assessments and year 7 ready. Pre teaching of units in small groups and use of century as a evidence proves that this strategy has impact on pupils attainment and confidence.</p>	1 & 3
<p><i>Nurture Group (100 minute model) intervention</i></p>	<p>Disadvantaged pupils identified across KS1 and years 3 and 4 to attend nurture sessions 2x per week to support their learning and emotional needs.</p>	2, 4, 5 & 6



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<i>Learning Support Mentors</i>	Learning support mentor available to disadvantaged 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>Forest school implementation to promote positive well-being which leads to higher achievement and improved mental health.</i>	Forest school lead delivers weekly session which staff are also exposed to. Targeted pupils from across years will access during the school year. Research from NEF (New Economics Foundation) shows that Forest School makes a difference to pupils: confidence, social skills, communication, physical skills, motivation and skills and understanding	1, 2,, 4 & 5
<i>Subscriptions and Resources</i>	Tailored resources help to accelerate progress in all year groups and widen expose to texts. Wide variety of literature is proven to widen language and aspirations. Programmes to track and analyse pupil targets, interventions and progress are in place to ensure rapid intervention takes place.	1, 2 & 4

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

Budgeted cost: £ 53,215

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pastoral manager, attendance champion and Parent Liaison Officer work with vulnerable families to improve engagement.</i>	EEF define parental engagement as the involvement of parents supporting their children's academic learning. School will support families to develop their skills, knowledge and understanding. Encourage and involve parents in their child's learning and offer intense programmes to those in crisis. We will strive to remove the emotional and social barriers to learning and school attendance. Improved attendance results in higher attainment.	4, 5 & 6
<i>Counsellor (2 days) for pupils and families of high need</i>	Weekly counselling sessions with disadvantaged pupils, identified from referrals, to support the well-being and SEMH ready for the classroom.	4, 5 & 6



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<i>Early Help support and school early help offer in place for all disadvantaged families.</i>	Early intervention targets disadvantaged families and ensures vital support is accessed rapidly. This ensures the children are supported to achieve their very best socially, emotionally and academically.	1, 4, 5 & 6
<i>Educational Psychologist</i>	Early intervention and diagnosis is proven to ensure disadvantaged pupils perform well in school. Buy into EP services in order to support teachers with strategies and recommendations for underachieving pupils.	2, 5 & 6
<i>Strategies to help develop parental engagement through clear communication and in school activities such as workshops and specific parental learning sessions</i>	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
<i>Wolves Foundation Bespoke package of mental health, resilience and social skills for targeted pupils.</i>	Weekly sessions with Wolves Foundation staff focus upon specific mental health / resilience and esteem, which will raise progress, attainment, confidence and attendance.	4 & 5
<i>Subsidised curriculum visits</i>	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: £ 166,915



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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 and 2021-2022. In accordance with our PP strategy, it has been reviewed and 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.

2022
End of Key Stage 2 results were significantly above national in all areas with combined being 78% (19% above national figures).
Key Stage 1 combined results were also above national figures.

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
Oxford Owl	Oxford University Press
Myon	Accelerated Reader
Reading comprehension Recovery	Pearson Tutoring UK
Lifewise PHSE scheme	Life-wise technologies Limited

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