



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium) 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	421 (460 including Nursery)
Proportion (%) of pupil premium eligible pupils	24%
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 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Lisa Guest
Pupil premium lead	Clare Handley
Governor / Trustee lead	Ronald Pillay

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£145,500
Recovery premium funding allocation this academic year	£3456
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.	£148,956

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Part A: Pupil Premium Strategy Plan

Statement of intent

The challenges facing disadvantaged pupils and their families are varied and there is no “one size fits all”, however, through relationships with staff and families, we aim to know every child, as an individual, and tailor the support to precisely meet their needs. Common factors affecting pupil premium pupils include: lack of support at home, poor language and communication skills, lack of confidence and limited life experiences. There may also be more complex family circumstances that prevent children from flourishing.

Our ultimate objectives are:

- to eradicate the attainment gap between disadvantaged and non-disadvantaged pupils in all subject areas (including in attainment at greater depth);
- to foster meaningful partnerships between home and school, by supporting all families to participate in all areas of school life as well as providing them with strategies to meet the academic, as well as social and emotional needs, of their children;
- to facilitate excellent learning opportunities, through an expertly taught curriculum which includes meaningful feedback, targeted questioning and accurate assessments.

We aim to do this by:

- ensuring that high quality teaching and learning opportunities meet the needs of all pupils;
- delivering an expertly planned curriculum which ensures pupils make rapid progress;
- delivering an aspirational broad and balanced curriculum which plans for experiential experiences to develop skills such as application, analysis and evaluation;
- providing families with the tools that they need to support their child’s learning in school through providing them with key learning concepts prior to learning taking place;
- holding regular drop –in sessions for families such as coffee mornings, stay and play and well-being sessions to provide targeted support;
- improving children’s well-being and developing skills such as problem solving, risk taking and improved communication through our outdoor learning provision;
- providing school clubs, trips and experiences to enhance cultural capital and widen horizons.

The key principles of the plan are to provide a holistic and well-rounded approach towards education providing an exceptional foundation for life-long learning. Our culture of 100% ensures that every child has the opportunity to grow in self-confidence, academic success and artistic endeavours. We do this by providing a rigorously planned and evaluated curriculum.

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.



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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 remain challenging

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 exceeding or 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 AR used to track progress and development. New phonics scheme is in place and pupils of concern will be heard to read daily. Curriculums are motivating and wide horizons opportunities enrich and enhance the learning in all cohorts. All pupils have the same opportunities. Parental workshops will support parents and new reading incentives put into place. Staff in raising attainment meetings discuss PP pupils and specific concerns for each individual PP pupil are addressed. Writing will expose sophisticated language. Support provided by the mentors in interventions impacts positively in class and assessments.
A language rich culture has been embedded into the EYFS and Year 1 curriculums.	Exciting curriculum engages all pupils who are eager to learn. All pupils in reception and Year 1 below age related expectations in language and communication are identified and appropriate interventions have been implemented. Transition to Year 1 is robust. 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. Characteristics of effective learning is embedded and builds confidence in all disadvantaged pupils-they collaborate well,



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	demonstrate high levels of self-control, they are resilient, respect others and have high aspirations
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. Identified pupils are allocated a Learning Mentor, who will meet with them regularly and provide support/alleviate barriers. Children show greater resilience and ability to self-regulate and demonstrate a greater engagement with their learning.
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.	PP attendance is in line with non PP and whole school figures exceed or at least inline with national. There is a decrease in PA. Early Help offers made and ESA service supports families to improve attendance. Attendance has a high profile in school. Focus 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: £ 75,050

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>Studies from the EEF demonstrate that Communication and language interventions typically have a very high impact and rapidly improve young children's language ability 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. Research outcomes by the EEF note that oral language interventions emphasise spoken language and verbal interaction in the classroom so that learners benefit from explicit discussion of content or processes of learning, or both. This can generate 5 months of progress. Professionals advise delivery for high level needs pupils Training in place for all staff- all schools SEND schools</p>	1 & 3



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<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>Continuous investment in teachers to upskill and improve practice is prioritised to ensure that all pupils, particularly the disadvantaged, achieve well. Our focus is on increasing achievement at greater depth with a particular focus on writing.</p> <p>Accelerated progress is seen in data Small group work and intervention sessions raise attainment at the end of year 1 in phonics, reading and writing. Small group work and focused interventions raise attainment, confidence and self-esteem. Clear support in place for disadvantaged pupils to ensure access to range of texts and progress closely monitored and tracked As recommended by the EEF, we have ensured that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.</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 the motivation and engagement of learning. Impact on arts participation on all areas of learning is positive and has impact on pupil well-being Now Press Play to enhance Cultural Capital and further Widen Horizons. Listening skills developed through activities as is vocabulary exposure.</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 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</i></p>	<p>Progress of PP pupils is accelerated in all year groups Smaller groups (EEF) ensure pupils are confident and prepared for year 7 transition. As the size of a class or teaching group gets smaller, the EEF suggests that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. Quality First teaching raises standards and provides high quality learning for all. Leadership Time used to evaluate the impact of provision and make quick and effective adaptations. Strong dialogue ensures disadvantaged pupils make good start to next phase of education</p>	<p>1, 4, 5 & 6</p>



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<i>Meetings with focus on targeted groups</i>		
<i>Team teaching opportunities provided for all staff in all subjects with a focus more aimed at art and STEM.</i>	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. Time used for leaders to coach and mentor staff shows that the quality of provision within lessons improves.	2
<i>Specialist teachers for dance, drama, music and PE contributes to climate of excellence and aspiration.</i>	As recommended by EFF, specialist teachers emphasise and model the importance of extending pupils in lessons - particularly disadvantaged pupils where vocabulary acquisition needs enriching. 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.	2, 4 & 5

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

Budgeted cost: £ 27,406

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>After school tuition for year 6 disadvantaged pupils to meet individualised targets set.</i>	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 evidence proves that this strategy has an impact on pupils' attainment and confidence.	1 & 3
<i>Nurture Group (100 minute model) intervention</i>	Disadvantaged pupils identified across KS1 and years 3 and 4 to attend nurture sessions 2x per week to support their learning and emotional needs.	2, 4, 5 & 6
<i>Learning Support Mentors</i>	Learning support mentor available to disadvantaged pupils to ensure that they are in a 'good' place to learn.	2, 4, 5 & 6



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	Targeted support develops confidence and resilience and promotes attendance and lifelong learning.	
<i>Forest school implementation to promote positive well-being which leads to higher achievement and improved mental health.</i>	<p>Forest school lead delivers weekly sessions which staff are also exposed to. Targeted pupils from across years will access during the school year.</p> <p>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</p>	1, 2,, 4 & 5
<i>Subscriptions and Resources</i>	<p>Tailored resources help to accelerate progress in all year groups and widen exposure to texts. Wide variety of literature is proven to widen language and aspirations.</p> <p>Programmes to track and analyse pupil targets, interventions and progress are in place to ensure rapid intervention takes place.</p>	1, 2 & 4

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

Budgeted cost: £46,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pastoral manager, Counsellor, Attendance Champion and Parent Liaison Officer work with vulnerable families to improve engagement.</i>	<p>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.</p>	4, 5 & 6
<i>Counsellor (2 days) for pupils and families of high need</i>	<p>Weekly counselling sessions with disadvantaged pupils, identified from referrals, to support the well-being and SEMH ready for the classroom. Small group/individual sessions and focused interventions raise attainment, confidence and self-esteem. Whole class bespoke sessions throughout the year.</p>	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

Total budgeted cost: £ 148,956

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Part B: Review of Outcomes in the Previous Academic Year

Pupil Premium Strategy Outcomes

The strategic use of Pupil Premium funding continues to be a priority for Bramford, guided by the three pillars of Proud Traditions, Wide Horizons and High Achievement. The use of the funding has been carefully managed to ensure that the most under-resourced children within our school community benefit from provision that prepares them for the next stage of their education and beyond. We remain committed to equipping all pupils, particularly the less advantaged, with the best start in life – both academically and culturally. We want all pupils to go on and confidently take their place in society.

Moderation and teacher assessments consistently highlight the positive impact targeted funding has on children, and this is reflected in their academic performance and overall well-being. Pupil voice and external validation affirm Bramford as a nurturing and inspiring environment for everyone. The establishment of, and the ongoing development of positive relationships, particularly with hard to reach families, continues to be prioritised with leaders working tirelessly to offer the very best educational opportunities to every child

As can be seen from the attainment data below, disadvantaged children achieved exceptionally well, exceeding national standards in almost all areas. This is the result of a clear intent (plan) and implementation (action), which ensures that disadvantaged children are well prepared for the next stage of their education.

Post-Pandemic national data highlights the increase in mental health issues with pupils across the board but a higher increase amongst disadvantaged children and young people has been noted. Parents in households with lower annual incomes reported their children had more symptoms of behavioural, emotional, and attentional difficulties than those with higher annual income. We have a wide range of strategies on offer to support our pupils well-being and social and emotional development. 97% of families agree that there is a wide range of practical support on offer for pupils.

Internal data for the wider curriculum shows that pupil premium children achieve in line with peers at age-related expectations however slight gaps still appear in some subjects for achievement at greater depth. The focus for 23/24 will be to work to reduce this.

Attendance figures remain positive which is a testament to the high quality provision on offer. That said, attendance will remain a priority for the year ahead as improvements can always be made.

KS2 Outcomes 2023

	Bramford	National
Pupil Premium children achieving the expected standard in Reading, Writing and Maths combined.	69%	66%
Pupil Premium children exceeding the expected standard in Reading, Writing and Maths combined.	7%	10%



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Pupils Meeting the Expected Standard in Reading, Writing and Maths.

Pupils are meeting the expected standard if they achieve a scaled score of 100 or more in their reading and maths tests, and their teacher assesses them as 'working at the expected standard' or better Reading, and Maths. Teachers assess writing and decides whether a child is working at ARE or above.

KS2 SATs 2023	Reading	Writing	Maths	Combined
All Pupils	82%	82%	87%	70%
National Average	73%	71%	73%	59%

KS1 Outcomes 2023	Reading	Writing	Maths
Bramford KS1	78%	75%	82%
Pupil Premium	67%	67%	67%
National Average	68%	60%	60%

Progress Outcomes 2023

Internal progress data significantly shows the impact strategies are having on closing gaps for disadvantaged pupils. Accelerated progress can be seen in all areas.

Steps Progress Years 1 to 6	PP	Non - PP
Reading	6.1	5.9
Writing	6.0	5.7
Maths	5.8	5.9
Combined	5.9	5.9

Steps Progress Reception	PP	Non- PP
Reading	8.5	7.9
Writing	8.9	8.2
Maths	6.9	6.5
Combined	8.1	7.6

Year 4 Tables Test Outcomes 2023

Average point scores show Pupil Premium pupils, although showing a slight gap within school, performed above disadvantaged pupils nationally.

	Average	National
Pupil Premium	20.0	18.3
Non Pupil Premium	21.7	20.9



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Externally Provided Programmes

Programme	Provider
Maths Mastery – Booster	Third Space Learning
Oxford Owl	Oxford University Press
Myon	Accelerated Reader
The Literacy Shed	The Literacy Shed Ltd
Lifewise PHSE scheme	Life-wise technologies Limited
Early Reading/ Phonics Programme	Read Write Inc Ruth Miskin
Now Press Play	NPP Ltd
White Rose Maths	White Rose Education
Timestables Rockstars	Maths Circle Limited
Century	Century Tech Limited
Letter Join	Green Tempest Limited