

Pupil premium strategy statement 2021/2022 to 2023/2024

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	The Bramptons Primary
Number of pupils in school	96
Proportion (%) of pupil premium eligible pupils	9.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2024/25
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	
Pupil premium lead	John Gillett
Governor / Trustee lead	Lucienne Shakir

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,817 (incl. one LAC)
Recovery premium funding allocation this academic year	£0
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	£13,817

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to ensure that all children at The Bramptons are able to maximise their potential and their achievements. We support the children in developing the skills to achieve this, and ensure they have the necessary resources to make it possible.

We recognise that some children in receipt of Pupil Premium Funding may face additional barriers to reaching their full potential and we are determined that we will give these children the necessary support to overcome them. Our ultimate aim is to ensure there is no gap in attainment between the children who are in receipt of Pupil Premium Funding and those that are not.

We will provide high quality teaching and, following assessment of need, targeted support to ensure that they are able to fully access and achieve across the curriculum. In addition to our broad and engaging curriculum we will ensure that all children can participate in enrichment opportunities that will enhance their learning experience.

As with all our children, we will ensure that children from disadvantaged backgrounds develop the necessary social skills and emotional intelligence to live full and successful lives. This is largely achieved through the constant and consistent use of our School Values (Respect, Courtesy, Honesty, Loyalty, Perseverance and Compassion) and our focus on wellbeing and Relationships Education.

Challenges

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

Challenge number	Detail of challenge
1	Specific learning difficulties and/or special need in addition to being disadvantaged.
2	Children generally receive less learning support at home (reading etc).
3	Children have less opportunities for enriching experiences and building cultural capital outside of school.
4	In some cases, attendance is lower.

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
Disadvantaged children with specific learning difficulties and needs maximise their potential and achievements.	Good performance and levels of attainment, an indicator of this is assessments and national testing.
Children receive additional help at school to ensure that the lack of learning support at home does not impact their progress.	They are provided with the necessary support to ensure that they maximise their potential, an indicator of this is performing well in assessments and national testing.
Disadvantaged children are able to participate in all curriculum enrichment opportunities and they are provided with teaching experiences that will enable them to develop socially and emotionally and build cultural capital.	From the experiences and teaching provided, disadvantaged children are able to enjoy and learn from curriculum experiences and develop socially and emotionally as all other children do. They are also able to build cultural capital.
All children that are in receipt of Pupil Premium have the same level of attendance as non-Pupil Premium children.	Increased attendance results in more time to learn and improved attainment.

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding of diagnostic testing and assessments. This includes diagnostic testing by external professionals and those undertaken by Teachers, both formal and formative. Also, the training of Staff in relation to testing (Moderation Training).	Specialist and standard testing are valuable in identifying children with additional need and planning targeted interventions.	1,2,
Ongoing training of teaching staff in areas where, following testing and teacher's formative assessments, gaps in learning have been identified, particularly focusing on the areas of need for disadvantaged children.	Ensuring Teachers are well trained in assessments and testing, results in timely and accurate identification of additional need for support.	1, 2
Release time of specialist teaching staff (Head of Teaching and Learning) to enable them to ensure the quality of education is as high as possible across the school, particularly in areas that disadvantaged children find most challenging. Also, that a broad curriculum is being delivered and that enrichment experiences are being provided.	The quality of education is a key factor in determining levels of attainment and progress. This engenders in the children a more positive attitude to learning and therefore improved attendance.	1,2,3,4

Contribution towards the purchase of the Little Wandle Phonics Scheme and the training on staff who will deliver the teaching.	Quality phonics teaching is essential in developing accurate and fluent reading, reading being the gateway to all learning.	1,2
Use of external provider to deliver wellbeing lessons to enable the children to develop socially and emotionally.	There is a clear link between children developing social and emotional skills and attainment.	1,2,3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support within the classroom setting. Teaching Assistants provide help to children, including those that are disadvantaged, during lessons.	Receiving support during lessons has a positive impact on the ability to learn and progress.	1,2,
Provide targeted interventions with specific outcomes to fill any gaps in learning and ensure the children reach their full potential.	Interventions provide targeted support that meets the needs of the individual child. This results in progress, improved attainment and an increased confidence about learning. This in turn leads to a more positive approach to learning and improved attendance.	1,2,4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Where necessary, contribute to funding participation in all school trips, both relating to the curriculum and extra-curricular, and enrichment experiences.	These activities improve social skills and a rich and engaging curriculum will help children learn. These activities provide exciting and engaging opportunities to learn	1,2,3,4

	which make children keen to attend school.	
Contribute to funding music lessons.	This will enable access to an activity that will build confidence and enable children to develop a new skill set and build cultural capital.	3
Contribute to funding After School Sports Clubs to improve physical, emotional and social development.	There is a clear link between good physical health with wellbeing and the ability to learn. It also helps create a positive attitude to attending school.	3,4
Contribute to funding attendance at Before and After School Care which provides the children time to complete homework or practice reading with support rather this being done at home.	This enables children to complete homework with support and reduces the pressure on families to complete homework in difficult domestic situations. Children are more willing to attend school if they have completed their homework and they feel confident in their learning.	2,4

Review of outcomes in the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to Covid – 19, no national testing took place during 2020-2021. When the children returned from the first period of school closure in September 2020, formal testing took place to establish a baseline of current levels of attainment and to identify gaps in learning and inform the planning of lessons and interventions. Further assessments took place in December 2020. Following the second period of school closure, further interventions took place and assessments that took place before at the end of the Easter 2021 term showed that all children, including those in receipt of Pupil Premium, were at the levels they were expected to achieve had Covid-19 and school closures not taken place.

As at June 2022, all children in receipt of Pupil Premium are achieving Expected levels.

Externally provided programmes

Programme		Provider
Pira and Puma Assessments		NFER

