

Bramham Primary School Pupil premium strategy statement 2023 to 2024

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Bramham Primary School
Number of pupils in school	185
Proportion (%) of pupil premium eligible pupils	5.9%
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	October 2024
Statement authorised by	James Rugg
Pupil premium lead	James Rugg
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,710
Recovery premium funding allocation this academic year	£500
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	£25,710

Part A: Pupil premium strategy plan

Statement of intent

In line with our federation vision to be an inspiring, inclusive community, the Bramham Shadwell Federation recognises that all pupils regardless of their background should have equal access to a curriculum which will enable them to reach their potential.

Our intention is that pupils who attract pupil premium funding can progress socially, emotionally and academically to enable them to make the most of the opportunities that life will bring them.

Our intention is that pupils who attract the funding should be supported to access school trips and extra-curricular opportunities.

Finally, our intention is to use the grant to gain additional support for the children's families, where needed, from outside agencies.

Identifying barriers to learning

Pupils can experience many barriers to their learning. We identify these barriers and set out ways to overcome them as much as we can. Analysis has shown that typical barriers may be:

- attendance and punctuality issues
- lack of support at home, particularly in lockdown which may have longer term implications on children's progress academically, socially and emotionally
- weak language and communication skills
- behavioural, social and emotional difficulties, particularly anxiety
- low confidence and self-esteem

Barriers to learning are discussed for our pupil premium children on a termly basis with the teachers in class and senior leaders to ensure their individual needs are met to the best of our ability as a school and staff.

Evidence suggests that the grant is most effective when applied in three areas, with a focus on teaching:

- Investing in high quality teaching.
- Targeted academic support.
- Wider approaches including access to extra-curricular activities.

We follow this evidence informed approach in our use of the grant funding

Challenges

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

Challenge number	Detail of challenge
1	Behavioural, social and emotional difficulties which impact on ability to fully engage with learning.
2	Low prior attainment in some cases and lack of confidence in themselves as learners.
3	Challenging and inconsistent circumstances at home which affect the ability to engage in learning
4	Lower than average/target attendance

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
Through greater social and emotional support, selected children are more ready and able to learn.	All children chosen for support demonstrate increased engagement in learning evidenced by teacher observation.
High quality teaching and/or additional provision for all children, in lessons and interventions so that that pupils eligible for PP continue to make good progress.	All pupils make at least expected progress in reading, writing and maths and teachers and teaching assistants will provide adaptive teaching and appropriate support in/out of class to enable this.
Through greater social and emotional support, selected children and additional support for families through school or outside agencies, children can be more settled in school and able to engage with learning.	All children chosen for support demonstrate increased engagement in learning evidenced by teacher observation. Additional, reasonable and relevant support in place for families if needed which includes outside agencies as appropriate. This includes relevant wellbeing support.
Children's attendance is at or above the target of 97% for the academic year to increase engagement in learning and wider school activities	Children's weekly attendance is tracked and concerns addressed with families Support from cluster support officer Attendance at subsidised breakfast club

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £14,510

Activity	Evidence that supports this approach	Challenge number(s) addressed
Release of core subject leaders to support class teachers.	“Evidence from across the English school system shows that using your pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils.” (DfE, 2021)	1,2
Carry out individual and small-group interventions to support and challenge pupils appropriately using teachers or TA's.	Children who keep up or catch up on specific gaps in their learning are more able to at least reach age-related expectations. EEF evidence relates to various aspects: individualised instruction (4 months' extra progress impact); one-to-one tuition (5 months); small group tuition 4 months); reading comprehension strategies (6 months)' teaching assistant interventions (4 months).	1,2
CPD support for TAs	Studies have shown that improved training and deployment for TA's has positive impacts on pupil engagement and independence (https://www.maximisingtas.co.uk/impact)	1,2
CPD for teachers in core subject areas to support staff retention and continual knowledge update.	“Evidence from across the English school system shows that using your pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils.’ (DfE, 2021)	1,2

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

Budgeted cost: £3750

Activity	Evidence that supports this approach	Challenge number(s) addressed
After school booster sessions for YR6 children	Proven track record of positive impact in-house, with the majority of targeted pupils having reached age-related expectations.	1,2,3

	EEF evidence: 6 months' extra progress can be made by reading comprehension strategies; 4 months' extra progress can be made using small group tuition.	
Times Tables Rockstars	Children can receive a tailored set of objectives to work on at home to improve their fluency in maths EEF evidence: 5 months' extra progress can be made through effective homework.	All
Carry out individual and small-group interventions to support and challenge pupils appropriately using teachers or TA's.	Children who keep up or catch up on specific gaps in their learning are more able to at least reach age-related expectations. EEF evidence relates to various aspects: individualised instruction (4 months' extra progress impact); one-to-one tuition (5 months); small group tuition 4 months); reading comprehension strategies (6 months)' teaching assistant interventions (4 months).	1,2,3

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

Budgeted cost: £2,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised appointment of Emotional Literacy Support Assistant (ELSA)	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers) (EEF Foundation)	All
Invest in local extended services and inclusion partnerships. One to one counsellor Mindmate EPOSS referrals Payment to cluster for Attendance Officer SALT	Our past experience is that these partnerships have been instrumental in sustaining engagement or re-engaging individuals at risk of not fulfilling their potential. EEF evidence: those involved in social and emotional support can make 4 months' extra progress. We provide one to one counselling and talk time for PP children who are vulnerable and have additional social and emotional needs. We work closely with the attendance officer to encourage children to attend school by looking at practical ways to support them with transport, home visits and reassurance.	All
Children across school participate in a variety of funded experiences, which may include theatre visits, music lessons, after-school clubs, residential. This will include subsidised visits undertaken as part of the curriculum this year.	Previous activity in this area evidences pupil enjoyment and engagement in learning EEF evidence: those who participate in the arts can make 3 months' extra progress. We run a range of subsidised enrichment activities after school including sports teams, art, music and language clubs and subsidise our Year 6 residential for our PP children.	All
Free breakfast club for targeted children	Attendance has increased. Punctuality has increased and the number of pupils arriving late has decreased. Pupils are experiencing a calmer start to the day, and an improved morning routine. Readiness to learn has increased. There are fewer behavioural incidents. Parental engagement has improved. Parents are more engaged and feel supported. Academic attainment has improved. (National School Breakfast Programme July 2021)	4
Embed 'zones of regulation' throughout school	In consultation with external agencies such as CAMHS, SALT and OT, these strategies help children regulate emotions and allow space for teachers to discuss them with children	All

	EEF evidence: those involved in social and emotional support can make 4 months' extra progress.	
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Total budgeted cost: £20,170

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Pupil Premium children made up 7% of the school population.

45% of the PP children were also on the SEND register and although they are included in whole school data, also have their own specific tracking for progress when necessary.

82% of PP children are identified as vulnerable and receive additional SEMH and family support and intervention.

Targeted interventions were identified and implemented throughout the year and were reviewed termly using assessment data and teacher assessment to monitor effectiveness.

In writing 63.6 % of PP children made at least expected progress.

In reading, 63.6 % of PP children made at least expected progress.

In maths, 81.8% of PP children made at least expected progress.

Progress was limited during the national lockdowns and we continue to see the impacts of this on our PP children. Teachers report that many of the PP children did little academic work during lockdown and that parents struggled to support them with their learning. In addition to this we know that many PP children had no routines for sleeping and structuring their day. All of these children were invited into Key Worker care as a priority, however some parents did not keep to this daily routine and children did not access regular learning, despite regular communication with parents to encourage this. Although the PP group in this year made expected progress or above, there are still gaps in learning which we will continue to address throughout 2023/24 plan.

Children in years 5 and 6 who received support from the National Tutoring Programme made accelerated progress in reading with one child attaining a high scaled score in reading SATs.

The majority PP children have benefitted from Talk Times this year and additional ELSA support. Class teachers have given consistent feedback around the importance of these sessions and the positive impact upon the children. This has been passed on in handover to their next teachers so that the 'Talk Time' sessions can continue seamlessly through 2023/24.

PP spending also supported children whose parents required additional help with the cost of school trips (including residential trips) to ensure the children had access to activities which developed their cultural capital and self-confidence.

The Zones of Regulation approach was embedded across school and initial staff training was carried out in the academic year 2021/22. This approach enables our PP children to learn to identify and self-regulate their emotions, energy and sensory needs to enable them to more effectively manage their response to daily situations.

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Externally provided programmes

Programme	Provider
Maximising the impact of teaching assistants CPD for TA's	MITA

Service pupil premium funding (optional) N/A

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

Further information (optional)

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